



THE AMERICAN
ACADEMY
OF DRAMATIC ARTS

2025 - 2026 ACADEMIC CATALOG

TABLE OF CONTENTS

INTRODUCTION.....	3
GENERAL INFORMATION	3
2025 - 2026 ACADEMIC CALENDAR.....	4
SCHOOLWIDE HOLIDAYS	6
CURRICULUM	7
ACADEMICS.....	10
ACADEMIC STANDARDS, POLICIES, AND PROCEDURES.....	17
ADMISSIONS	27
APPLICATION REQUIREMENTS.....	27
INTERNATIONAL STUDENTS	30
TUITION & EXPENSES	31
STUDENT HOUSING OPPORTUNITIES	32
DEGREE PROGRAM & PATHWAYS.....	32
FINANCIAL AID	32
SATISFACTORY ACADEMIC PROGRESS	35
ACADEMIC SUPPORT SERVICES.....	37
FACILITIES & EQUIPMENT.....	38
STUDENT SERVICES	39
STUDENT CONDUCT POLICIES.....	41
INSTITUTIONAL POLICIES	42
CAMPUS CRIME REPORT & SECURITY	49
FACULTY.....	50
BOARD OF TRUSTEES & EXECUTIVE LEADERSHIP	53

ACADEMIC CATALOG

INTRODUCTION

Academy Academic Catalogs include information about admission requirements, continuation requirements, courses, degree requirements, and tuition and fees. These catalogs are updated periodically throughout the calendar year and provide the most current information for prospective students or for general review. Current students generally follow program requirements based on their date of matriculation, subject to changes in State requirements. All students may speak with an academic administrator to confirm their requirements, but primary and ultimate responsibility for knowing and conforming to the Academy's policies and degree requirements resides with the individual student.

GENERAL INFORMATION

MISSION, VISION, AND VALUES STATEMENTS

MISSION

A world-leading acting conservatory and college, The American Academy of Dramatic Arts trains a diverse community of emerging actors from across the globe to thrive as professional artists and collaborators.

VISION

A world inspired by shared artistic experiences that explore and celebrate the human condition from the silly to the sublime.

VALUES

- › Excellence inspires us to embrace rigor and discipline and to risk beyond our comfort for growth.
- › Diversity broadens our awareness and enriches the depth of our work.
- › Inclusion nurtures a sense of belonging for everyone in our community to thrive.
- › Self-Discovery develops a foundation for authenticity and truthfulness.
- › Empathy empowers us to collaborate with understanding, respect and humanity.
- › Collaboration enables us to nourish one another's growth.

HISTORY & LEGACY

Founded in 1884, The American Academy of Dramatic Arts ("the Academy") is the first conservatory for actors in the English-speaking world. The Academy became widely known by the mid-twentieth century as "The Cradle to the Stars" due to its reputation of acclaimed alumni, including Anne Bancroft, Hume Cronyn, Danny DeVito, Colleen Dewhurst, Robert Gossett, Cleavon Little, Kirk Douglas, Robert Redford, Don Rickles, Jason Robards, Jr. among others. In 1963, the school moved to its present location on Madison Avenue in midtown Manhattan, at the site of the Stanford White's historic Colony Club building. From 1974-2025, the Academy operated its Los Angeles campus in Pasadena and then in Hollywood, on the south lot of the former Charlie Chaplin Studios, where it trained emerging actors for just over fifty years.

The American Academy of Dramatic Arts is a diverse and disciplined learning community committed to the personal, intellectual, social, and artistic growth of students. The Academy trains students with varied backgrounds from across the United States and around the world to become highly skilled, professional actors for stage, television, film, and digital media. The training is based upon its founding principle of upholding truthfulness in performance, while embracing modern methods that promote discipline, self-discovery, and the development of technique. Academy faculty consists of industry professionals and expert teachers who support students' achievements through constant feedback and collaboration throughout their enrollment.

ACCREDITATION

The American Academy of Dramatic Arts is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission) www.msche.org. The American Academy's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on November 17, 2022, was to reaffirm accreditation.

MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States. Telephone: **267-284-5000**. Email: info@msche.org.

The National Association of Schools of Theatre (NAST), an institutional accrediting agency recognized by the U.S. Secretary of Education, accredits both campuses of The American Academy of Dramatic Arts. 11230 Roger Bacon Drive, Suite 21, Reston, VA 20200, Telephone: 703-437-0700.

2025 – 2026 ACADEMIC CALENDAR

CERTIFICATE (ACADEMY COMPANY) CALENDAR: JULY 8, 2025 – FEBRUARY 20, 2026

Orientation: Tuesday, July 8, 2025

- **Intensive Courses:** Tuesday, July 8 – Friday, August 15, 2025
- **Series I: Theatre:** Monday, August 18 – Sunday, September 28, 2025
- **Series II: Television:** Tuesday, September 30 – Saturday, October 25, 2025
- **Series III: Theatre:** Monday, October 27 – Sunday, December 14, 2025
- **Thanksgiving Break:** Thursday, November 27 – Sunday, November 30, 2025
- **Winter Break:** December 15, 2025 – January 4, 2026
- **Showcase Rehearsals & Shoot:** Monday, January 5 – Friday, January 16, 2026
- **Dr. Martin Luther King, Jr. Day:** Monday, January 19, 2026 (no classes)
- **Series IV: Short Film:** Tuesday, January 20 – Friday, February 13, 2026
- **Company Wrap Up – Industry Meetings/Career Development:** Monday, February 16 – Friday, February 20, 2026

Academy House Move-Out: Saturday, February 21, 2026

AOS SECOND YEAR CALENDAR: AUGUST 25, 2025 – MAY 9, 2026

Academy House Move-In: Saturday, August 23, 2025

Semester I: Monday, August 25 – Tuesday, December 16, 2025

- **Term I:** Monday, August 25 – Friday, November 21, 2025
 - **Labor Day:** Monday, September 1, 2025 (no classes)
 - **Indigenous People's Day:** Monday, October 13, 2025 (no classes)
 - **Faculty Days:** Tuesday, October 14 & Wednesday, October 15, 2025 (no classes)
 - **Reversal Day:** Thursday, November 13, 2025 as a Monday Schedule
 - **Make Up Day:** Friday, November 14, 2025
- **Term II:** Monday, November 24 – Tuesday, December 16, 2025
 - **Thanksgiving Break:** Thursday, November 27 – Sunday, November 30, 2025 (no classes)
 - **Last Day of Classes:** Tuesday, December 16, 2025
- **Last Day of Classes:** Tuesday, December 16, 2025

Winter Recess: Wednesday, December 17, 2025 – Sunday, January 11, 2026

Semester II: Monday, January 12 – Saturday, May 9, 2026

- **Term I:** Monday, January 12 – Friday, March 6, 2026
 - **Dr. Martin Luther King, Jr. Day:** January 19, 2026 (no classes)
 - **Presidents' Day Holiday Observed:** Friday, February 13, 2026 (no classes)
 - **Spring Break:** Monday, March 9 – Friday, March 13, 2026
- **Term II:** Monday, March 16 – Saturday, May 9, 2026

Graduation Day: Monday, May 11, 2026

Academy House Move-Out: Tuesday, May 12, 2026

AOS FALL FIRST YEAR CALENDAR: AUGUST 25, 2025 – MAY 9, 2026

Academy House Move-In: Wednesday, August 20, 2025

Orientation & Baseline Assessments: Wednesday, August 20 – Saturday, August 23, 2025

Semester I: Monday, August 25 – Tuesday, December 16, 2025

- **Term I:** Monday, August 25 – Friday, November 21, 2025
 - **Labor Day:** Monday, September 1, 2025 (no classes)
 - **Indigenous People's Day:** Monday, October 13, 2025 (no classes)
 - **Faculty Days:** Tuesday, October 14 – Wednesday, October 15, 2025 (no classes)
 - **Reversal Day:** Thursday, November 13, 2025 as a Monday Schedule
 - **Make Up Day:** Friday, November 14, 2025
- **Term II:** Monday, November 24 – Tuesday, December 16, 2025
 - **Thanksgiving Break:** Thursday, November 27 – Sunday, November 30, 2025
 - **Last Day of Classes:** Tuesday, December 16, 2025
- **Last Day of Classes: Tuesday, December 16, 2025**

Winter Recess: Wednesday, December 17, 2025 – Sunday, January 11, 2026

Semester II: Monday, January 12 – Saturday, May 9, 2026

- **Term I:** Monday, January 12, 2026 – Friday, April 17, 2026
 - **Dr. Martin Luther King, Jr. Day:** Monday, January 19, 2026 (no classes)
 - **Presidents' Day Holiday Observed:** Friday, February 13 (no classes)
 - **Faculty Days:** Tuesday, February 24 & Wednesday, February 25 (no classes)
 - **Makeup Days:** Thursday, February 26 (only makeup classes meet)
 - **Spring Break:** Monday, March 9 – Friday, March 13, 2026 (no classes)
 - **12-Week Classes End:** Friday, April 17, 2026
- **Term II:** Monday, April 20 – Friday, May 8, 2026
 - **3-Week Class Begins:** Monday, April 20, 2026
 - **3-Week Class Ends:** Friday, May 8, 2026

Academy House Move-Out: Saturday, May 9, 2025

AOS WINTER FIRST YEAR CALENDAR: JANUARY 12 - AUGUST 21, 2026

Academy House Move-In: Wednesday, January 7, 2026

Orientation & Baseline Assessments: Thursday, January 8 – Saturday, January 10, 2026

Semester I: Monday, January 12 – Saturday, May 9, 2026

- **Term I:** Monday, January 12 - Friday, April 17, 2026
 - **Dr. Martin Luther King, Jr. Day:** Monday, January 19, 2026 (no classes)
 - **Presidents' Day Holiday Observed:** Friday, February 13, 2026 (no classes)
 - **Faculty Days:** Tuesday, February 24 & Wednesday, February 25, 2026 (no classes)
 - **Makeup Days:** Thursday, February 26, 2026 (only makeup classes meet)
 - **Spring Break:** Monday, March 9 – Friday, March 13, 2026 (no classes)
 - **12-Week Classes End:** Friday, April 17, 2026
- **Term II:** Monday, April 20 – Saturday, May 9, 2026
 - **3-Week Class Begins:** Monday, April 20, 2026
 - **Makeup Day:** Saturday May 9, 2026 (only makeup classes meet)
 - **3-Week Class Ends:** Saturday, May 9, 2026

2nd Year Commencement: Monday, May 11, 2026

Semester II: Tuesday, May 12 – Friday, August 21, 2026

- > **Term I:** Tuesday, May 12, 2026 – Friday, July 31, 2026
 - **Memorial Day:** Monday, May 25, 2026 (no classes)
 - **Juneteenth:** Friday, June 19, 2026 (no classes)
 - **Independence Day:** Saturday, July 4, 2026 (no classes)
 - **Faculty Day:** Thursday, June 18, 2026 (classes still in session)
 - **12-Week Classes End:** Friday, July 31, 2026
- > **Term II:** Monday, August 3 – Friday, August 21, 2026
 - **3-Week Class Begins:** Monday, August 3, 2026
 - **3-Week Class Ends:** Friday, August 21, 2026

Academy House Move-Out: Saturday, August 22, 2026 by 10am

SCHOOLWIDE HOLIDAYS (no classes/offices closed):

Labor Day: Monday, September 1, 2025

Indigenous Peoples Day: Monday, October 13, 2025

Thanksgiving Holiday: Thursday, November 27 – Saturday, November 29, 2025

Winter Holiday (offices closed): Monday, December 22, 2025 – Friday, January 2, 2026

Martin Luther King, Jr. Day: Monday, January 19, 2026

Presidents' Day Holiday Observed: Friday, February 13, 2026

Spring Break (offices remain open): Monday, March 9, 2026 – Friday, March 13, 2026

Memorial Day: Monday, May 25, 2026

Juneteenth: Friday, June 19, 2026

Independence Day: Saturday, July 4, 2026

CURRICULUM

Academic Programs (for students entering in 2025-2026)

Associate of Occupational Studies – Actor Training with emphasis in Acting for Musical Theatre

Associate of Occupational Studies – Actor Training with emphasis in Acting for Theatre, Film & Television

Certificate of Advanced Studies in Acting

Course	AOS in Actor Training Acting for Theatre, Film & Television 2025-2026 Catalog	Format	Credits	Semester	Total Credits
ACD101	Exploring the Academy	LEC	1	Fall	16
ACT 101	Acting I	STU	4		
MVT 110	Alexander Technique I	STU	1		
MVT 101	Movement I	STU	2		
VSP 101	Voice & Speech I	STU	2		
ACD 105	Script Analysis	LEC	3		
MVT 105	Dance for the Actor	STU	1		
VSP 110	Voice Science	STU	1		
ACT 121	Rehearsal & Performance I	RP	1		
ACT 102	Acting II	STU	4	Winter	16
MVT 112	Alexander Technique II	STU	1		
MVT 102	Movement II	STU	2		
VSP 102	Voice & Speech II	STU	2		
CAM 101	On-Camera Technique I	STU	2		
VSP 111	Speech Science	STU	1		
ACD 122	Drama in Context	LEC	3		
ACT 131	Rehearsal & Performance II	RP	1		
ACT 201	Acting III	STU	4		
VSP 201	Voice & Speech III	STU	3		
MVT 201	Movement III	STU	2		
CAM 201	On-Camera Technique II	STU	2		
ACD 225	Improvisation	STU	1		
ACD 210	Business of Acting	LEC	2		
ACT 203	Monologues	STU	0.5		
ACT 221	Rehearsal & Performance III	RP	1		
ACT 206	Acting IV	STU	2	Winter	12.5
CAM 211	On-Camera Technique III	STU	1		
ACT 241	Rehearsal & Performance IV	RP	4		
VSP 250	Vocal & Physical Practicum	PR	0.5		
ACD 230	Studio Electives	STU	2		
MVT 213	Stage Combat	STU	1		
ACT 213	Audition Technique	STU	2		
Total Credits					60

Course	AOS in Actor Training Acting for Musical Theatre 2025-2026 Catalog	Format	Credits	Semester	Total Credits
ACD 101	Exploring the Academy	LEC	1	Fall	16.5
ACT 101	Acting I	STU	4		
MTH 121	Dance I	STU	2		
ACD 105	Script Analysis	LEC	3		
MTH 151	Applied Voice Studio	STU	0.5		
MTH 110	Music Theory	LEC	2		
VSP 101	Voice & Speech I	STU	2		
VSP 110	Voice Science	STU	1		
ACT 121	Rehearsal & Performance I	RP	1		
ACT 102	Acting II	STU	4	Winter	14.5
MVT 110	Alexander Technique I	STU	1		
MTH 122	Dance II	STU	2		
VSP 102	Voice & Speech II	STU	2		
CAM 101	On-Camera Technique I	STU	2		
VSP 111	Speech Science	STU	1		
MTH 152	Applied Voice Studio	STU	0.5		
MTH 165	Vocal Ensemble	PR	1		
ACT 131	Rehearsal & Performance II	RP	1		
ACT 201	Acting III	STU	4	Fall	15.5
MVT 112	Alexander Technique II	STU	1		
MTH 153	Applied Voice Studio	STU	0.5		
MTH 221	Dance III	STU	2		
VSP 201	Voice & Speech III	STU	3		
CAM 201	On-Camera Technique II	STU	2		
MTH 250	Musical Theatre Styles: Text to Song	STU	2		
ACT 221	Rehearsal & Performance III	RP	1		
ACD 210	Business of Acting	LEC	2	Winter	13.5
ACT 206	Acting IV	STU	2		
ACT 241	Rehearsal & Performance IV	RP	4		
MTH 154	Applied Voice Studio	STU	0.5		
MTH 275	Musical Theatre Audition	STU	2		
MTH 112	Musical Theatre in Context	LEC	3		
Total Credits					60

Certificate (non-credit) Requirements
Certificate of Advanced Studies in Acting

Course Code	Certificate of Advance Studies in Acting	Hours
CNY 301	Advanced Acting & Scene Study	54
CNY 303	Advanced Alexander Technique	18
CNY 305	Advanced Voice & Speech	18
CNY 307	Song Interpretation	20
CNY 320	Advanced Business of Acting	12
CNY 312	Advanced Dialects	18
CNY 313	Advanced Movement: Lucid Body	14
CNY314	Advanced Movement for the Actor	12
CNY 315	Theatre Dance	9
CNY 350	Advanced Reh & Perf: Theatre	164
CNY 322	Procedurals & Sitcom Scenes	60
CNY 325	Audition for Television	18
CNY 355	Advanced Reh & Perf: Sitcom	30
CNY 317	Clown	20
CNY 318	Audition for Theatre	29
CNY 352	Advanced Reh & Perf: Theatre	164
CNY 380	Showcase Film	53
CNY 330	Screenwriting Intensive	21
CNY 332	On-Set Intensive	40
CNY 360	Advanced Reh & Perf: Film	40
Total Hours		814

ACADEMICS

COURSE DESCRIPTIONS

ACD221 Independent Study (IND, 1 credit)

An independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project.

ACD222 Independent Study (IND, 2 credits)

An independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project.

ACD223 Independent Study (IND, 3 credits)

An independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project.

ACD105 Script Analysis I (LEC, 3 credits)

This course focuses on the close reading of scripts from the perspective of the actor. It begins with the students' personal responses to selected plays and then presents an analytical strategy from Uta Hagen's *Respect for Acting* to identify the play's facts provided by the playwright.

ACD122 Drama in Context (LEC, 3 credits)

This course examines and discusses forms, styles, and practices of performance, relevant to the actor, as it exists within diverse cultures and time. Contemporary and historical performance, both international and domestic, will be studied, compared, and contrasted through assigned plays, texts and dramaturgical research.

ACD210 Business of Acting (LEC, 2 credits)

This course examines the business of acting, including headshots, resumes, agents, casting directors, unions and other aspects related to the development of a professional actor's career in theater, film, and television. Students develop profiles for casting platforms and a financial and marketing plan to launch professional careers.

ACD220 Independent Study (IND, 0.5 credit)

An independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project.

ACD221 Independent Study (IND, 1 credit)

An independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project.

ACD222 Independent Study (IND, 2 credits)

An independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project.

ACD223 Independent Study (IND, 3 credits)

An independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project.

ACD225 Improvisation (STU, 1 credit)

Through theatre games and improvising scenes, students gain an experiential understanding of improvisational acting and develop a strong moment-to-moment perspective, essential to spontaneity and creativity in scripted work.

ACD230 Studio Elective (STU, 2 credits)

Prerequisite: MVT201, VSP201

This special-topic elective offers students studio training to deepen or extend performance skills in a particular area of film, television, or theatre. Topics may vary with each offering.

ACT101 Acting I (STU, 4 credits)

The primary learning goal of the first term is for the student to understand a truthful use of him/herself in imaginary circumstances. Students explore dramatic situations to experience truthful behavior, spontaneous moment-to-moment reaction to stimuli, and the reality of doing.

ACT102 Acting II (STU, 4 credits)

With the capacity for truthful moment to moment involvement as a foundation, the student learns to scaffold in additional skills and techniques, including sensory work, the heightening and specificity of choices, extensive place work, including fourth wall, and conditioning forces. Students evolve a more conscious integration of voice, speech, and movement skills into acting. Scene work progresses to include contemporary comedy.

ACT121 Rehearsal & Performance I (RP, 1 credit)

Students continue the study and application of fundamental acting techniques through rehearsal of roles in multi-character scenes from full-length plays.

ACT131 Rehearsal & Performance II (RP, 1 credit)

Students continue the study and application of fundamental acting techniques through rehearsal of roles in multi-character scenes from full-length plays.

ACT201 Acting III (STU, 4 credits)

Acting III builds on the First-Year foundational techniques of truthful, spontaneous, moment to moment involvement of self within imaginary circumstances, including use of objectives, relationship, activity, place, specificity, personalization, emotional and physical preparation, sensory skills and conditioning forces. Character work, action/intention and script analysis are introduced, and roles assigned require incorporation of all skills learned, with increasing commitment to imaginative, deeply engaged and extensively researched work.

ACT203 Monologues (STU, 0.5 credits)

This course examines the application of acting technique to the rehearsal and performance of monologues. The course is especially interested in exercising the imagination to fill in all areas, including the other character's imagined responses during the monologue. Students will apply objective, action, relationship, place, moment before, emotional & physical preparation in moment-to-moment crafting of the piece. Here though we will have an imagined receiver, not another actor, so imagination will be challenged.

ACT206 Acting IV (STU, 2 credits)

Building on the work of Acting III, Acting IV is an advanced scene study in extended, multicharacter scenes from a wide variety of leading playwrights. Students will apply all elements of acting technique, including Moment to Moment Connection, Objectives, Actions/Intentions, Relationship, Emotional and Physical Preparation, Conditioning Forces, Building Character, Place and Script Analysis/Research, as well as application of accent work as appropriate to the character and the world of the play.

ACT211 Audition Technique I (STU, 1 credit)

This course prepares the actor for professional auditions in a variety of formats and mediums. Techniques for quick memorization, relaxation under stress, effective audition and cold reading strategies, and methods for quickly honing in on the emotional truth of a scene, will all be explored. Issues related to self-taping, as well as virtual and in-person auditions will be addressed.

ACT212 Audition Technique II (STU, 1 credit)

This course provides students weekly opportunities to hone their auditioning skills in venues that model the current professional landscape. Auditions may include self-tapes, virtual and in-person auditions for projects in theatre, film and TV. Under the guidance of the instructor, students will learn how to craft effective auditions and learn how to evaluate and apply critique into their process. As a part of this course, industry professionals will view student auditions and provide feedback.

ACT213 Audition Technique III (STU, 2 credits)

This course provides students weekly opportunities to hone their auditioning skills in formats that model the current professional landscape. Auditions may include self-tapes, virtual and in-person auditions for projects in theatre, film and TV. Under the guidance of the instructor, students will learn how to craft effective auditions and learn how to evaluate and apply critique into their process. As a part of this course, industry professionals will view student auditions and provide feedback.

ACT221 Rehearsal & Performance III (RP, 1 credit)

Students continue the study and application of advanced acting techniques through rehearsal and performance of roles in advanced scenes.

ACT241 Rehearsal & Performance IV (RP, 4 credits)

Students continue the study and application of acting techniques through rehearsal and performance of roles in full-length productions.

CAM101 On-Camera Technique I (STU, 2 credits)

Students prepare to work on a professional film and television set, learning the jargon of the industry and the various roles played by everyone on set. By working behind the scenes, as well as on-camera, each student is trained to run the camera and the sound equipment. Exercises focus on working in a relaxed and truthful way and on understanding technical adjustments required for working in front of the camera.

CAM201 On-Camera Technique II (STU, 2 credits)

Building upon the work of On-Camera Technique: Fundamentals, students work on television and film scenes on-camera, honing their text analysis and acting skills for media performance. Through rehearsal, taping scene work and viewing final edited scenes, students develop crucial skills for working in front of the camera.

CAM209 On-Camera Technique: Audition (STU, 1 credit)

Students develop the necessary skills for auditioning for film and television, including analyzing sides, adapting to direction and feedback, self-taping and maintaining professional discipline.

CAM211 On-Camera Technique III (STU, 1 credit)

Application of on-camera technique to various genres.

MTH110 Music Theory (LEC, 2 credits)

This course explores the fundamentals of music theory in a culturally inclusive and constructivist approach. Topics include but are not limited to musical notation, scales, intervals, and chords, and how to relate those techniques to various musical theatre styles. Ear training and sight singing is also a major skill practiced within the course to apply theory into practice.

MTH112 Musical Theatre in Context (LEC, 3 credits)

This course examines and discusses forms, styles, and practices of performance, relevant to the actor, as it exists within diverse cultures and time. Contemporary and historical performance of musical theatre, both international and domestic, will be studied, compared, and contrasted through assigned musicals, texts and dramaturgical research.

MTH121 Dance I (STU, 2 credits)

This course provides students an understanding of traditional musical theater styles, basic partnering technique, and the value of moving with dynamic specificity. Each class will contain rudiments designed to develop technical prowess, musicality, physical articulation, and rhythmic precision. Students will also learn combinations of musical theater repertoire in the style of Broadway's most celebrated choreographers.

MTH122 Dance II (STU, 2 credits)

This course continues students' understanding of traditional musical theater styles, partnering technique, and the value of moving with dynamic specificity. Each class will contain rudiments designed to develop technical prowess, musicality, physical articulation, and rhythmic precision. Students will also learn combinations of musical theater repertoire in the style of Broadway's most celebrated choreographers.

MTH151 Applied Voice Studio (STU, 0.5 credit)

This course includes intensive individual study and development of the student's vocal instrument. The content will include exercises that develop the instrument at the respiration, phonation, and articulation levels of the instrument within the context of singing. Topics of physical release, breathing coordination, laryngeal settings, resonance, and vowel shaping may be discussed depending on the needs of the specific student to coordinate these elements for the application on various musical styles. Personalized repertoire of the musical theatre canon, as it stands and as it develops, will be developed.

MTH152 Applied Voice Studio (STU, 0.5 credit)

This course includes intensive individual study and development of the student's vocal instrument. The content will include exercises that develop the instrument at the respiration, phonation, and articulation levels of the instrument within the context of singing. Topics of physical release, breathing coordination, laryngeal settings, resonance, and vowel shaping may be discussed depending on the needs of the specific student to coordinate these elements for the application on various musical styles. Personalized repertoire of the musical theatre canon, as it stands and as it develops, will be developed.

MTH153 Applied Voice Studio (STU, 0.5 credit)

This course includes intensive individual study and development of the student's vocal instrument. The content will include exercises that develop the instrument at the respiration, phonation, and articulation levels of the instrument within the context of singing. Topics of physical release, breathing coordination, laryngeal settings, resonance, and vowel shaping may be discussed depending on the needs of the specific student to coordinate these elements for the application on various musical styles. Personalized repertoire of the musical theatre canon, as it stands and as it develops, will be developed.

MTH154 Applied Voice Studio (STU, 0.5 credit)

This course includes intensive individual study and development of the student's vocal instrument. The content will include exercises that develop the instrument at the respiration, phonation, and articulation levels of the instrument within the context of singing. Topics of physical release, breathing coordination, laryngeal settings, resonance, and vowel shaping may be discussed depending on the needs of the specific student to coordinate these elements for the application on various musical styles. Personalized repertoire of the musical theatre canon, as it stands and as it develops, will be developed.

MTH165 Vocal Ensemble (PR, 1 credit)

This course re-coordinates the muscles of respiration, phonation, resonance, and articulation as it applies to singing in an ensemble. Both speaking and singing techniques are utilized to develop the voice so that students may start methodically approaching a broad range of challenges in musical theatre choral work.

MTH221 Dance III (STU, 2 credits)

This course develops students' understanding of musical theater styles, partnering techniques, and the value of moving with dynamic specificity. Each class will contain rudiments designed to develop technical prowess, musicality, physical articulation, and rhythmic precision. Students will also learn combinations of musical theater repertoire in the style of Broadway's most celebrated choreographers.

MTH250 Musical Theatre Styles: Text to Song (STU, 2 credits)

This course applies both spoken and sung vocal technique within the context of acting. The focus of the course is mostly vocal as skills like using song as action and smooth transitioning between spoken and sung dialogue will be explored.

MTH255 Musical Theatre Styles: Scene Study (STU, 1 credit)

This course continues to apply both spoken and sung vocal technique within the context of acting in the study of musical scenes. Skills like using song as action and transitioning between spoken and sung dialogue will be further explored and build upon the skills developed in Text to Song. This course puts acting as its top priority and teaches music as a form through which acting can be channeled.

MTH275 Musical Theatre Audition (STU, 2 credits)

This course prepares students to audition for professional musical theatre. Students learn how to find auditions, read a breakdown, prepare material, select appropriate cuts, and what to expect in the audition room. Emphasis is placed on guiding the actor to select the very best material to market their unique self, culminating in building a professional audition book.

MVT101 Movement I (STU, 2 credits)

Movement for the Actor I trains the body to be a free, expressive tool dynamically connected to impulse, emotion, and imagination.

MVT102 Movement II (STU, 2 credits)

Building upon Movement I, students train to take greater physical risks, expand their physical vocabulary, and increase specificity, strength and stamina. Coursework includes exercises to improve physical coordination and kinesthetic awareness to support a stronger, more energized and more creative use of the body.

MVT105 Dance for the Actor (STU, 1 credit)

Students explore the basic techniques, styles, and terminology used in modern day theatre dance and the history of specific dances and choreographers. Students engage in a warm-up designed by the instructor to build stamina, strength, proper alignment, and use of rhythm while executing the technical aspects of dance. Student will learn a production number, complete with staging, and original intention of the number.

MVT106 Advanced Dance for the Actor (STU, 1 credit)

This elective course applies more advanced dance technique to more challenging choreography.

MVT110 Alexander Technique I (STU, 1 credit)

This course introduces Academy students to the Alexander Technique, a method that refines body awareness to optimize postural support and to reduce physical tensions. First Year students study in small group settings and learn to execute fundamental Alexander practices.

MVT112 Alexander Technique II (STU, 1 credit)

This course develops the student's ability to maintain optimal use in daily activities and apply Alexander principles and procedures to the demands of actor training.

MVT201 Movement III (STU, 2 credits)

Movement III continues the development of physical freedom, energy, and expressivity primarily through animal study, movement in practice, and transformation of the body.

MVT213 Stage Combat (STU, 1 credits)

This course trains students in the basic skills of stage combat, focusing on unarmed and armed combat and emphasizing safety, dynamics and believability. The exercises and practices are also intended to increase mental and physical strength, flexibility, and coordination.

VSP101 Voice & Speech I (STU, 2 credits)

This course introduces the student to their voice and speech, moving through physical release, respiration, phonation, resonance, and articulation. The course offers an introductory level of experiential Anatomy and Physiology of the voice and speech systems and how they may be utilized as tools for acting. This course develops the student's kinesthetic awareness of the vocal tract, coordinating breath, vocal qualities, and articulation skills as synergized parts of an holistic communication system.

VSP102 Voice & Speech II (STU, 2 credits)

This course develops the skills from Voice and Speech I by applying the work to text. Physical release, spontaneous breathing, vocal expression, and intelligibility are developed through the application of imaginary circumstance. Ear training and kinesthetic awareness of the vocal tract is also developed, using the International Phonetic Alphabet.

VSP106 Singing for the Actor (STU, 1 credit)

This elective course is intended to open, strengthen and release the actor's vocal instrument and to teach how to tell a story through song. Through a combination of group exercises and individual work, each student will discover their optimal singing voice. The efficient and effective physical mechanics of singing, including relaxation and posture, respiration and positioning, phonation, support, registration, and resonance, will be developed. Students will also be introduced to analyzing a lyric, discovering a personal connection to the text and bringing a song to life, truthfully in the moment.

VSP110 Voice Science (STU, 1 credit)

This course is an experiential study of the anatomy, physiology, and physics of sound waves of the voice. Anatomical structures and physiological functions of respiration, phonation, and resonance will be covered. Students will also engage in a self-reflective practice in which they formulate inferences about how to improve their vocal practice from the information learned about vocal anatomy and physiology.

VSP111 Speech Science (STU, 1 credit)

This course is an experiential study of the anatomy, physiology, and physics of sound waves of speech. Anatomical structures and physiological functions of the face, pharynx, larynx, oral cavity, and nasal cavity will be covered. Students will also engage in a self-reflective practice in which they formulate inferences about how to improve their speech practice from the information learned about vocal anatomy and physiology.

VSP201 Voice & Speech III (STU, 3 credits)

Voice and Speech III reinforces the skills from Voice and Speech I and II while developing the foundations of accent/dialect work. The course discusses the differences between language, dialect, accent and idiolect as well as explores the oral postures, pronunciations, and prosodic features that make up an accent. This extension of Voice and Speech serves to help the actor develop more nuanced characters and make more specific acting choices through given circumstances including but not limited to race, ethnicity, class, geographical and cultural background that would affect a character's speech. Approaches to accents of the English language as well as accents of non-English languages will be explored.

VSP250 Vocal and Physical Practicum (PR, 0.5 credit)

This supervised course in vocal and physical practice is aligned with Rehearsal & Performance courses. Pass/Fail only.

CNY301 Advanced Acting & Scene Study (STU, 54 hours)

Intensive scene study for Certificate students.

CNY303 Advanced Alexander Technique (STU, 18 hours)

Application of Alexander Technique for Certificate students.

CNY305 Advanced Voice & Speech (STU, 18 hours)

Application of advanced voice and speech methodology to text for Certificate students.

CNY307 Song Interpretation (STU, 20 hours)

Application of vocal production and acting to storytelling through song for Certificate students.

CNY312 Advanced Dialects (STU, 18 hours)

Application of dialect study to advanced material for Certificate students

CNY313 Advanced Movement: Lucid Body (STU, 14 hours)

Lucid Body training for Certificate students

CNY315 Theatre Dance (STU, 9 hours)

Short-term theatre dance training for Certificate students

CNY317 Clown (STU, 20 hours)

Short-term training in clowning for Certificate students.

CNY318 Audition for Theatre (STU, 29 hours)

Application of audition technique for contemporary and historical theatre genres for Certificate students

CNY320 Advanced Business of Acting (LEC, 12 hours)

Advanced career preparation for Certificate students.

CNY322 Procedurals & Sitcom Scenes (STU, 60 hours)

Application of on-camera technique to television genres for Certificate students

CNY325 Audition for Television (STU, 18 hours)

Application of audition technique for television genres for Certificate students

CNY330 Writing Intensive (LEC, 21 hours)

Screenwriting intensive for Certificate students.

CNY332 On-Set Intensive (STU, 40 hours)

On-set rehearsal intensive for Certificate students

CNY350 Advanced Rehearsal & Performance: Theatre (RP, 164 hours)

Capstone rehearsal and performance project in theatre for Certificate students

CNY352 Advanced Rehearsal & Performance: Theatre (RP, 164 hours)

Capstone rehearsal and performance project in theatre for Certificate students

CNY355 Advanced Rehearsal & Performance: Sitcom (RP, 30 hours)

Capstone rehearsal and performance project in television for Certificate students.

CNY360 Advanced Rehearsal & Performance: Film (RP, 40 hours)

Capstone rehearsal and performance project in short films for Certificate students.

CNY380 Showcase Film (RP, 53 hours)

Capstone industry showcase preparation and production for Certificate students.

ACADEMIC STANDARDS, POLICIES, AND PROCEDURES

ACADEMIC GRADING POLICY

For Academy records, a student receives a letter grade in every course. The letter grade will appear on transcripts (A, B, C, D, F, etc.) and represents the level of competence demonstrated in that subject. Syllabi detail course-specific letter grade criteria.

Letter Grades

A student's letter grade for each class is assigned based on the following values:

A	Student demonstrates superior achievement of course learning outcomes.
B	Student demonstrates good achievement of course learning outcomes.
C	Student demonstrates average achievement of course learning outcomes.
D	Student demonstrates passing achievement of course learning outcomes.
F	Student demonstrates failing some or all of course learning outcomes.
I	Incomplete
P	Pass
W	Withdrawal

(+/- grading scale will be used)

A student's semester and cumulative Grade Point Average (GPA) is calculated using the following:

A	4.0	A-	3.75	B+	3.5
B	3.0	B-	2.75	C+	2.5
C	2.0	C-	1.75	D+	1.5
D	1.0	D-	0.75	F	0.0

To calculate current GPA, multiply the number of credits for each course taken by the point value of the letter grade for each course taken. Total results for all classes taken and divide by the total credits attempted. The GPA is cumulative up to graduation.

Incomplete Grades

At the discretion of the instructor, a student may request an "Incomplete" (I) in lieu of a final letter grade in a course. To qualify for an Incomplete, the student must follow the Incomplete Grade Policy below.

INCOMPLETE GRADE POLICY

The grade of "I" (Incomplete) is a temporary grade that indicates the student has, for good reason, not completed all the course work, but there is the possibility that the student will eventually pass the course when all requirements have been completed. A student must request the grade of I from the instructor, presenting documentation of illness or other exceptional circumstances, and clarify the remaining course requirements with the instructor. The incomplete grade is not awarded automatically, and should not be used when there is no possibility the student will eventually pass the course.

If a student has exceptional circumstances, they may request an incomplete grade based on their performance throughout the term only:

- > At the discretion of the course instructor
- > After the ninth week of the term
- > With at least half (50%) of the coursework complete

The amount of time to complete outstanding work is ultimately determined by the instructor, but it cannot be longer than one academic semester after the end of term. If the outstanding course work is not completed after the designated time for resolution has elapsed, the temporary grade of I becomes an F, and will be computed as such in the student's grade point average.

The original request form should be submitted by the Instructor to the Director of Academic Services.

ACADEMIC GRADE APPEAL

It is the responsibility of the class instructor to evaluate each student's work and to assign a grade which is a fair and valid measure of the student's achievement in the course. The assigned grade must follow the grading policy specified in the course syllabus. Grade Appeals will be considered only in the most exceptional circumstances and are approved only in cases where the evidence strongly supports the student's claim. Appeals must be filed no later than thirty (30) days after the grade has been posted to the student.

Examples which do merit a grade appeal include:

- > The instructor has miscalculated the final grade,
- > The assigned grade violates the grading policies outlined in the syllabus without reasonable cause,
- > The student has not been provided a reasonable explanation of how the student's work was evaluated.

Examples which do not merit a grade appeal include:

- > The instructor's late assignment policy differs from other Academy instructors,
- > The grade distribution in the class in question is lower than in other sections of the same course,
- > The student's grade in the course is significantly lower than grades the student earned in similar courses,
- > The grade in question will trigger Probation, Suspension, or loss of Financial Aid.

In the event of a dispute over an assigned grade, the student should first discuss the concerns with the instructor. If desired, after speaking with the instructor, the student may further appeal to the Academic Coordinator. For such an appeal, the student will document in writing the rationale for the grade dispute.

The student must provide a copy of his or her perception of the dispute to the instructor and to the Academic Coordinator. It will then become part of the permanent record concerning the dispute. This document must be signed and the date of transmittal to the instructor and the Academic Coordinator noted on the document. The student and instructor then will meet with Academic Services, who will act as facilitator towards resolution.

If the issue is not resolved, the Academic Coordinator will prepare a written recommendation along with the student's rationale to the Academy's President. The President will act as soon as possible and will notify both parties in the grievance of the decision and action taken. This action is final. An appeal must be put in motion within thirty (30) days of the issued grade.

ACADEMIC HONESTY POLICY

It is the Academy's expectation all students will practice academic honesty in the work they complete for class credit. Class work is expected to be the work of the student who claims to have completed it. An academic honesty offense includes cheating, plagiarizing, failing to give proper credit for the ideas or work of others, and turning in work done by another as one's own.

Any student who violates the principles of Academic Honesty in the classroom will be subject to penalties determined by the instructor of the class. This may range from failure of the assignment to failure of the class, depending on the nature and extent of the offense. Students disputing an alleged offense may appeal to the Director of Academic Services, who will review the incident. Instructors should report all incidents to the Academic Coordinator and/or Director of Academic Services. Should a pattern of such behavior exist, a student may be subject to disciplinary action for an Academic Honesty Offense. See the Handbook Section on Student Due Process for further information.

ACADEMIC PROGRESS REPORT

Students are issued written progress reports from each instructor for each course taken. A copy of each progress report is provided online and becomes part of the student's file. Transcripts with Final Grades are available in Populi. Departments (e.g., Financial Aid, Admissions Office, Business Office, Housing and Residence Life, Library, Costumes or Props) can put a hold on progress reports if there are unpaid fines, past due tuition, unreturned or damaged property and/or missing paperwork.

ACADEMIC STANDING POLICY

All students permitted to enroll at the Academy are in good standing and are qualified to be bona fide students. Decisions regarding academic progress, conditional standing, and dismissal for poor performance are the responsibility of the Committee on Academic Standing. Using approved academic criteria, the Committee on Academic Standing on each campus may review the academic record of any student.

The Academy curriculum is a fixed sequence of classes offered in a series of four semesters, two semesters in each Academic Year. Each semester requires the satisfactory achievement of the learning outcomes of the prior semester. Consequently, students are expected to pass each class in an academic semester to progress to the next academic semester. In addition, students are expected to earn a minimum of a C grade for core Acting, Movement, Rehearsal & Performance, and Voice & Speech courses to remain in good academic standing.

The Committee on Academic Standing reviews any student who fails any class; who earns a grade of C- or lower in core Acting, Movement, Rehearsal & Performance, and Voice & Speech courses; whose GPA falls below 2.0; or who is on Attendance Warning or Probation.

The Committee may issue a letter of Academic Concern, place a student on or remove a student from Conditional Academic Standing, or dismiss the student from the Academy.

Academic Concern

Upon review of a student's academic record, the Committee on Academic Standing may issue a letter of Academic Concern, which responds to academic progress or to studentship that does not meet Academy expectations. The letter describes an academic plan of study that must be met in the subsequent semester. Students who fail to pursue a course of study prescribed by the Academic Standing Committee, who do unsatisfactory work in the prescribed course of study, or who fail to meet other academic standards may be placed on Conditional Academic Standing or dismissed from the Academy.

Conditional Standing

Upon review of a student's academic record, the Committee on Academic Standing may place a student on Conditional Academic Standing. In reaching this decision, the committee may require a student who does unsatisfactory work to pursue a specific course of study during a particular academic session. Students who fail to pursue a course of study prescribed by an academic standing committee, who do unsatisfactory work in the prescribed course of study, or who fail to meet other academic standards may be continued on Conditional Academic Standing or may be dismissed without further right of appeal. There must be substantial evidence of proper motivation and a capacity for doing conservatory level work to warrant maintaining a student in school with a record of continued conditional status as opposed to dismissal. Additionally, students must be removed from conditional status to be approved for graduation.

Academic Dismissal

Students who have not done satisfactory work may be dismissed from the Academy for poor performance at the end of any semester after an appropriate review of their scholastic records by the Committee on Academic Standing. Students may also be subject to academic dismissal if their cumulative GPA falls below the required minimum for two or more consecutive semesters. Academic dismissal at the end of the fall semester is effective prior to the beginning of the spring semester. Students who wish to appeal a dismissal must submit a written statement of appeal to the Director of Academic Services within 10 days from the date on their letter of dismissal. All appeals submitted by the deadline will receive consideration by Vice President for Academics.

Dismissal for academic reasons terminates a student's relationship with the Academy. Dismissed students may not enroll for courses nor participate in Academy-sponsored activities at either campus for a period of one year following their dismissal. Students dismissed for academic reasons normally will not be eligible for readmission within one calendar year of the dismissal date. Although some students may apply for readmission, there is no real or implied right to such readmission.

ACADEMIC TRANSCRIPTS

Students may request official copies of their transcript via the Academy's website (www.aada.edu). Students may view and print an unofficial transcript from their Populi user account. Official Transcripts and/or Subsequent copies are \$10.00; additional charges will apply to rush orders. Transcripts are typically completed and sent within ten days of the receipt of the request form.

ATTENDANCE POLICY

In conservatory training, a student's presence in class is necessary if the student is healthy and well. The focus in class is on experiential learning, observing, and supporting others in their work, and being part of an ensemble. Students cannot fully participate or grow to their potential if they are not present; students are therefore expected to schedule personal appointments for times outside of classroom instruction.

Faculty are expected to articulate this idea, as well as their expectations for student attendance and participation and the way those factors affect final grades, in their syllabi. Faculty are also expected to monitor student progress and attendance regularly; failure to attend classes can be an early indicator that a student is in trouble, and we want academic and student service advisors to be alerted so that they can offer support in a timely way.

A student who anticipates being absent, late, or departing class early is required to email the Reception Desk and copy their instructor/director. In all cases in which classes are missed, regardless of whether an absence is excused or not, students are fully responsible for all material covered in all classes missed, including lecture notes, assignments, performances, quizzes, and tests. Students must arrange to get notes and assignments, must turn in all homework and papers, must arrange to make up all tests and quizzes, and must arrange for appropriate substitutes in their ensembles whenever they miss class for any reason. Instructors are not expected to review the class for students who have been absent.

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 make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. The student must inform the instructor at the beginning of the course of any anticipated absences due to religious observance.

TARDINESS

Punctuality is mandatory. Students are expected to be in the classroom and ready to work when their class is scheduled to begin. This readiness includes attending to personal business, technological preparedness, finalizing homework, or performing additional physical, vocal, or emotional warm-ups before the beginning of class. Lateness or departure from class may also translate into full-time absences. A student who enters a classroom after the stated start time of the course will be considered late for the purpose of instructor record-keeping. An instance of lateness will be considered “half of an absence.”

ABSENCE

Students are required to attend class each day. Absences affect course grades according to the attendance policy in the instructor’s course syllabi although for students with academic accommodations regarding attendance, the instructor will follow the specific guidelines of the accommodation for that course.

Students who are ill are to stay home and not attend class. In such situations, students are required to contact scene partners, the Academy, and their instructors. The absence policy allows for missed class hours to account for such instances. When an absence is due to a medical condition or other compelling situation, documentation, when practical, must be provided to the Director of Academic Services or Registrar. Excused absences require such documentation.

EXCEPTIONAL CASES

The Academy recognizes legitimate, documented illness, which presents high-risk contagion to the community, a hospitalization, or severe illness which requires a physician’s care may create exceptional circumstances. Such situations will be reviewed on a case-by-case basis. On the day a student returns to class, they must submit documentation from the treating doctor or clinic with the appropriate dates of medical care to the Sixth Floor Administrative Team at NYReception@aada.edu. This documentation is required before a review. The documentation will be kept in the student’s file and taken into consideration if a student reaches warning or probation status.

Even in cases in which documentation for illness or other circumstance may explain extended absence, it may be the judgment of the Academy, because of the amount and quality of work missed, the student must take a medical or personal withdrawal and return the following academic year.

CATALOG YEAR

All Academy students are subject to requirements based on a particular catalog, referred to as the student’s “catalog year.” The catalog year is the set of degree requirements in effect at the time of the student’s admission, except where noted otherwise.

Students who do not maintain continuous enrollment will be required to complete the courses and credits corresponding to their year-level cohort upon returning to their programs. This situation may result in a change of the catalog year for the student.

Any interruption to a student’s initial course of study (such as a change of major, change of degree, or Leave of Absence) or a failure to progress or enroll may result in a change of catalog year. Students will be advised of any implications during change of

major, readmission, and exit processes.

COURSE WITHDRAWAL POLICY

As the Academy's curriculum is a fixed two-year program with a prescribed sequence of courses, students typically do not withdraw from individual courses. Withdrawal from required courses may significantly impact the ability to progress through the full-time conservatory program on time. However, course withdrawals may be necessary due to injury or other extraordinary circumstances.

The Course Withdrawal Form may only be used to withdraw from a course through the last day of the tenth week of a twelve-week term. Official course withdrawals are not typically permitted after that date unless there is a medical or other emergency. For approved course withdrawals, a grade of W will be entered on the student's transcript.

Please note: A course withdrawal can result in partial or full tuition liability and/or cancellation of your financial aid. Students considering a course withdrawal must speak to the Director of Financial Aid and the Director of Academic Services prior to withdrawing. In addition, if this course withdrawal brings a student's registration below 12 credits (full time status), the student's visa status, housing, medical, and other insurance may also be affected. Understanding the implications of a course withdrawal is the responsibility of the student.

CREDIT HOUR POLICY

The American Academy of Dramatic Arts complies with Federal (US Department of Education), New York State Education Department (NYSED), Middle States Commission of Higher Education (MSCHE), and National Association of Schools of Theatre (NAST) regulations and standards pertaining to degree requirements and credit hours.

The United States Department of Education, at [34 CFR Section 600.2](#), defines a credit hour as an "amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
2. At least an equivalent of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

All courses and degree programs at the Academy must comply with Section 50.1 (o) New York State Commissioner of Education Regulations:

Semester hour means "a credit, point or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to Section 52.2 (c)4 of this Subchapter. The basic measure shall be adjusted proportionally to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year."

The Middle States Commission on Higher Education, in its Credit Hour Policy, effective August 23, 2013, requires institutions to verify compliance with Credit Hour Regulations.

THE AMERICAN ACADEMY OF DRAMATIC ARTS POLICY ON "CREDIT HOUR"

The unit of credit at the American Academy of Dramatic Arts is the credit hour. As defined above, one credit hour is earned by a minimum of 15 instructional hours (of 50 minutes, i.e., 12.5 clock hours), together with 30 hours of supplementary assignments (i.e., out-of-class work, homework of 25 clock hours). Credit for non-lecture-based classes, including studios, practica, and rehearsal and performance projects, may be adjusted from this common correspondence, based on different expectations for the amount of supplementary assignments, in accordance with common practice in higher education. The Academy adheres to the federal standard of a total expectation of at least 45 total student learning hours per credit hour, consisting of instructional hours and supplementary assignments, in a semester regardless of time frame of delivery.

The academic year at the Academy consists of thirty weeks, comprised of two semesters. Semesters are 15 weeks and may have one or two terms, each of variable lengths of 3 to 12. Lecture-discussion courses normally meet for one or two periods of lecture/discussion (150 minutes per week), plus two periods of out-of-class preparation (300 minutes per week) for fifteen weeks. In studio or practicum courses, normally one hour of credit is given for one 115-minute direct instruction period and one 90- to 115-minute period of required preparation or independent practice per week for twelve (12) weeks to fifteen (15) weeks. The amount of credit awarded for classes in abbreviated terms is adjusted proportionally. Rehearsal and performance capstone projects normally meet for 16 or 20 hours (55 minutes each) of rehearsal, plus ten hours (55 minutes each) of preparation weekly for a period of 7.5 weeks and award 4 or 4.5 credit hours respectively.

INSTRUCTIONAL FORMAT

The following provides general guidance on how the credit hour translates to the particular instructional format.

Lecture (LEC): Courses with multiple students which meet to engage in various forms of group instruction under the direct supervision of a faculty member. Ratio of instructional time to out-of-class student work is 1:2.

Credit hours awarded	Minimum instructional time per week	Minimum instructional time for 15 weeks	Minimum out of class student work per week	Minimum out of class student work for 15 weeks	Total of instructional contact time and out of class student work
2	115 instructional minutes	1725 instructional minutes	230 minutes	3450 minutes	5175 minutes (86.25 hours)
3	150 instructional minutes	2250 instructional minutes	300 minutes	4500 minutes	6750 minutes (112.50 hours)

Studio (STU): A course requiring performance-focused experiential work, where students perform a creative activity to obtain a specific outcome, under the supervision of a faculty member. Significant outside practice and preparation are expected.

Credits awarded	Minimum contact time per week	Minimum instructional time for 12 weeks	Minimum out of class student work per week	Minimum out of class student work for 12 weeks	Total of instructional contact time and out of class student work
1	115 instructional minutes	1380 instructional minutes	115 minutes	1380 minutes	2760 minutes (46 hours)
2	230 instructional minutes	2760 instructional minutes	230 minutes	2760 minutes	5520 minutes (92 hours)
3	345 instructional minutes	4140 instructional minutes	345 minutes	4140 minutes	8280 minutes (138 hours)
4	460 instructional minutes	5520 instructional minutes	460 minutes	5520 minutes	11,040 minutes (184 hours)

Practicum (PRC): A course requiring students to apply previously studied theory of the field or discipline under the supervision of a faculty member. Includes organized course meetings with instructor.

Credits awarded	Minimum contact time per week	Minimum instructional time for 12 weeks	Minimum out of class student work per week	Minimum out of class student work for 12 weeks	Total of instructional contact time and out of class student work
1	230 instructional minutes	2760 instructional minutes	0	0	2760 minutes (46 hours)

Rehearsal & Performance (RP): Course requiring performance-focused experiential work under the direct supervision of a faculty member, where students rehearse and ultimately perform works of theatre for a jury or audience. The minimum contact time per credit is typically twice that of a lecture (2:1 ratio). E.g., Rehearsal & Performance I, II, III, IV.

Credits awarded	Minimum contact time per week	Minimum instructional time for 7.5 weeks	Minimum out of class student work per week	Minimum out of class student work for 7.5 weeks	Total of instructional contact time and out of class student work
4	960 instructional minutes	7200 instructional minutes	480 minutes	3600 minutes	10,800 minutes (180 hours)
4.5	1200 instructional minutes	9000 instructional minutes (7.5 weeks in Second Year)	600 minutes	4500 minutes (7.5 weeks in Second Year)	13,500 minutes (225 hours)

Procedures for Credit Hour Assignment.

The assignment of credit occurs during the Curriculum Proposal Review process as noted in the Curriculum Procedures Handbook. Credit assignment and review are required for all new course proposals and for curricular change proposals that include a change in the assignment of credit hours. Per the Handbook, the Director of Academic Services and Vice President of Academics review all proposals for compliance with the Academy's credit hour policy: "Upon Core Faculty approval (simple majority), the proposals are forwarded to the Director of Academic Services for approval and then to the Vice President for Academics for review of coherence with strategic goals and priorities and compliance with Academy policies (e.g., credit hour policy)" (p. 1). Additionally, the credit hour assignments are reviewed annually as noted in the section below.

Procedures for Review of Credit Hour Assignment:

1. All new courses will follow the credit hour calculation in this policy.
2. Existing courses are reviewed annually by the Vice President of Academics, the Director of Academic Services, and the Registrar to ensure that workload is consistent with the potential credits to be earned.
3. Courses which appear to be out of compliance will be evaluated and immediate measures taken to rectify discrepancies.
4. The Academy catalog will serve as the official college publication providing information on credits assigned to each college course.

THEATRICAL INTIMACY & INSTRUCTIONAL TOUCH POLICY

The Academy adopts the following Best Practices in alignment evolving with industry best practices and standards for actor training in courses and productions and provides a workshop for all new students. Students will face no negative effect for not consenting to work on an intimate scene or performing in a role requiring intimacy.

Instructional Touch is any physical contact made between instructor and student. Instructional Touch best practices are also encouraged to be practiced between students. Examples of Instructional Touch include:

- > Adjusting alignment/positioning
- > Bringing awareness to physical use
- > Partnering for demonstrations
- > Correcting actor placement in space
- > Adjusting Personal Protective Equipment (PPE)
- > Costume Fittings

Instructional Touch Best Practices

- > Ask before you touch
 - Be specific about the contact
 - State where you would touch
 - For what purpose
 - Try Open Questions
 - “Does that work for you?”
 - “How would you feel about _____?”
 - “Would you be open to _____?”
 - Be prepared for “no”
- > Offer alternatives
- > Visualization
- > Demonstrating on yourself
- > Using their own hands
- > Using Props
- > Careful Observation and Note-taking
- > Establish Boundaries
 - Use a physical boundary establishment method such as The Boundary Practice
- > Integrate The Button
 - In any exercise, a participant says “Button” if they need to briefly hold to clarify a boundary.
- > When a participant calls “Button”, the participant offers a way to continue working that works for their boundaries
- > Use Placeholders (such as palm-to-palm or high-five, etc.) when more time is needed in order to stage moments of intimacy.

Please note: Instructional Touch is different from touch made in situations where the touch is made in an attempt to prevent or minimize injury in an emergency. In those situations, all participants should act immediately to reduce harm or risk in accordance with their safety training. Check-in afterward regarding touch if necessary.

Theatrical Intimacy is the simulation of intimate physical acts for theatrical purposes. Theatrical Intimacy may also include heightened imaginative sexual or intimate circumstances for a character.

Examples of Theatrical Intimacy include:

- > Kissing
- > Embraces
- > Sexual innuendo
- > Revealing Clothing
- > Nudity or partial nudity (including on-stage costume changes); *please note that Academy policy is no nudity in stage productions or classes.*
- > Simulated intercourse

Theatrical Intimacy Best Practices

In addition to the Instructional Touch Best Practices, Theatrical Intimacy requires the following:

- > Practice a consent-based process
 - Use an Audition Disclosure form to allow actors to opt-in or out of theatrical intimacy. See attached sample of the Audition Disclosure form for production.
 - Use the self-care cue (example: Button).
- > Establish Boundaries
 - Use the Boundary Practice exercise.
- > In addition to a class instructor or production intimacy director, a third party such as Stage Management, Director of Company or Academic Coordinator or a designee must always be present for the staging of intimacy.
 - A closed room may be requested for staging intimacy so that only those actors involved, director, choreographer, and third-party are present.
 - Productions with intimacy should have a no-cell phone policy in rehearsal and backstage for all members of the production.
 - Directors and choreographers should never step into stage intimate moments or have physical contact with the actors during the staging or rehearsal process of intimacy.
- > Desexualize the Process
 - Use non-sexual language for staging the intimacy or discussing it with the actors.
 - If you need to talk about the character's actions, use character names.
 - Refrain from making sexual jokes, innuendo, or comments.
 - Offer De-Role-ing (differentiating oneself from the character).
- > Choreography
 - All theatrical intimacy, regardless of how simple or straight-forward it might be, must be choreographed by the instructor for class or by the intimacy director for production.
 - Choreography must be notated by performers, choreographer, director, and stage management.
 - *Notation should be written but may also be saved in the form of an audio recording. Video recordings of intimacy should not be created for actor privacy.*
 - Performers may not deviate from choreography.
 - If a performer's boundaries change in a way that alters the choreography, they should notify the instructor and/or choreographer as soon as possible so modifications can be made.
 - In Production, directors must discuss any changes to choreography with the choreographer and may not make changes themselves.
 - Placeholders are to be used until choreography is set.
 - Placeholders may be used any time after choreography is set except during performances.
- > Outside-of-Class Rehearsals: Students are not to rehearse moments of intimacy, even if the moments have been choreographed by the instructor or intimacy director. Instructors or directors have the responsibility to make this point clear to students who are working on scenes with intimacy.

Costume Shop Best Practices

When an actor is cast in a department production, they should come to their scheduled fitting prepared to participate in the fitting process at that time.

Fittings involve:

- Removal of street clothes down to undergarments (Actors are responsible for wearing opaque, neutral-tone, full-coverage undergarments to all fittings)
- The fitting of garments close to the body
- Physical touch to adjust fit to designer specification
- Interaction, including physical touch, by various personnel including the draper, designer, and assistant designer

Students and Shop Personnel have the following tools in a fitting:

- Saying “Button”
- Request two-minute break
- Request a reduction in the number of people in the room
- Request that the door be open or closed
- Request to be fitted in an open or closed area of the shop
- Request help or additional privacy for dressing or undressing
- Request that the appropriate faculty or staff member makes the adjustments, rather than a student designer or draper.
- Ask questions for clarification

The measuring process for costume fittings requires accuracy. This process involves physical contact with the measuring tape and minimal touch from the measurer. Students and Shop Personnel have the same tools available during measurements as above.

Communication Best Practices

In non-production coursework, address your concerns to the instructor or to the Academic Coordinator. In production, if you have a concern regarding theatrical intimacy or instructional touch, speak with your instructor or another faculty or staff member associated with the production (i.e.: Director, Choreographer, Voice Coach, Stage Manager, Production Manager, Director of Company, or Academic Coordinator).

Instructional Touch and Theatrical Intimacy Policy: Syllabus Language

The Academy is dedicated to integrating consent-based practices into all classroom and production environments. In all Academy related activities, all participants are expected to abide by the Instructional Touch and Theatrical Intimacy Best Practices. All participants in the Academy activities are expected to communicate their boundaries, ask before they touch, and maintain a professional working environment.

TRANSFER CREDIT POLICY

The Academy does not accept any transfer credit from institutions toward the Associate of Occupational Studies (AOS) in Actor Training degree.

USE OF CELL PHONES, LAPTOPS, AND RECORDING DEVICES IN THE CLASSROOM

The use of cell phones and other electronic devices for personal use is prohibited during class and performances. All cell phones must be turned off prior to the start of class and stored away, unless approved by the instructor/director. Observing other students' work can be as valuable as doing the work oneself. For this reason, texting or web surfing in the classroom is not acceptable. It prevents attention to and learning from fellow students' work.

Individual faculty members are authorized to decide whether electronic devices will be allowed into their classrooms. When electronic devices are allowed, students using their cell phone, laptops, or other digital devices inappropriately may lose authorization to use the device.

Recording of any kind during class sessions requires the express permission of the instructor and every party involved. No student or faculty member is permitted to post still images, audio, or video of students to the Internet or to share with individuals outside the class without express prior approval. Some instructors may require the use of technology to complete in-class assignments. These exceptions will be clearly stated in the course syllabus.

Students must never record mainstage performances in any way without prior written consent from the Production Office. All designs are the intellectual property of the production designers, many of whom are members of United Scenic Artists, a labor union and professional association of Designers, Artists, and Crafts-people. The Academy complies with all union related regulations, including recording restrictions.

WITHDRAWAL FROM THE ACADEMY

A student wishing to withdraw from the Academy, for any reason, must make a formal request by picking up a “Change of Status” form from the Administrative Team. Students are required to visit Financial Aid, Business Office/Student Accounts, Director of Academic Services, International Student Counselor (if applicable), and Director of Student Services before officially being withdrawn. (If the student is under 18 years of age, parental permission must accompany the notification of withdrawal.)

ADMISSIONS

Education at the Academy is specialized. Serious, responsible and highly motivated applicants are sought for admission. All entering students must have received a high school diploma or completed a GED program. A minimum grade point average (GPA) of 2.0 or higher is required to be considered for admission. Each candidate is evaluated individually; consideration is based on dramatic ability or potential, academic qualifications, and readiness in terms of a student’s maturity and motivation to benefit from the program. Candidates may pursue admission for the First-Year class in the Fall or Winter Term. The courses in Fall and Winter are identical in curriculum and format. Students from both groups join the same Second-Year class the following fall.

APPLYING TO THE AOS TWO-YEAR ACTOR TRAINING PROGRAM

All applicants must apply online at aada.edu. Upon submission, applicants will receive access to a personal Applicant Portal, which allows for management and tracking of the entire application process. This account includes all required forms, provides access to audition scheduling, and displays real-time updates on the application status.

To be considered for admission to the Academy, the Office of Admissions must receive all application materials listed below. An Admission Audition is also required. Once the application form has been submitted via the Applicant Portal, the audition may be scheduled. The full application portfolio will be reviewed only after all required materials have been submitted.

APPLICATION REQUIREMENTS:

APPLICATION FORM & SUPPLEMENTAL MATERIALS

1. Application Form and \$50 Application Fee

The application must be initiated at aada.edu and completed through the Applicant Portal. A non-refundable \$50 application fee is required unless a waiver is applied. Payment may be submitted by credit card, check, or money order. Checks should be made payable to *The American Academy of Dramatic Arts*. (International applicants must submit payment by credit card authorization in U.S. dollars, bank check, or money order.)

2. Transcripts

A transcript is a document that lists completed courses and the grades or marks received. If the course of study is complete, the transcript must also indicate the date of completion and the credential awarded (e.g., Diploma, Degree, Certificate).

International academic records may vary in format and title. Acceptable examples include Senior Secondary Certificates, GCSEs, and Diplomas. If documents are not issued in English, a certified translation may be required.

Unofficial transcripts may be submitted with the application. However, if admitted, official school-issued transcripts must be submitted before enrollment.

Unofficial transcripts may be uploaded to the Applicant Portal.

Official transcripts can be sent directly by your school via electronic transfer or mailed to:

The American Academy of Dramatic Arts
Attn: Admissions
120 Madison Avenue

New York, NY 10016

3. Two Letters of Recommendation

Two letters of recommendation are required. Recommender contact information must be submitted through the Applicant Portal. The Academy will then automatically send a recommendation form to each recommender. Once submitted, the letters will be added to the Applicant Portal.

Letters may be written by a member of a high school or college theatre department, or by a director, producer, or other theatre professional familiar with the applicant's artistic potential.

If an applicant has limited dramatic training or experience, standard letters of reference may be submitted instead. These may be written by a teacher, counselor, mentor, supervisor, or employer but not by personal friends or family members.

For Application Deadlines and Information, please email admissions@aada.edu.

AUDITION INFORMATION:

All applicants to the full-time Two-Year Conservatory Program are required to complete an Admission Audition. Once an application form is submitted, applicants may choose from the following audition options:

- > **In-Person Audition**
The Academy conducts auditions in select cities worldwide. Visit the Academy's website (aada.edu/auditions) for a listing of Academy audition locations and dates. These dates can also be viewed and requested via the Applicant Portal after the application form has been submitted.
- > **Live Virtual Audition**
While applicants are encouraged to audition in person when possible, those unable to attend an on-campus or touring audition may request a live virtual audition via video conferencing. Appointments can be requested through the Applicant Portal after the application form has been submitted.
- > **On-Campus Audition**
Audition appointments are scheduled on a weekly basis at our New York Campus. An appointment can be requested via the Applicant Portal after the application form has been submitted.
- > **Self-Tape Video Submission**
When an in-person or live virtual audition is not possible, applicants may request to submit a pre-recorded video audition for review. This type of audition must be requested and approved in advance by the Admissions Department, after the application form has been submitted.

AUDITION REQUIREMENTS:

Acting for Theatre, Film & Television Track & Acting for Musical Theatre Track

- > Applicants must perform two well-prepared, memorized monologues from published plays, musicals, film, or television. Each monologue should be about two minutes in length. They must be contrasting pieces: one dramatic and one comedic, or one classical and one contemporary.
- > Monologues should represent the applicant's current range, i.e., age, type or character. Both works should be read in their entirety, as the audition reviewer may ask contextual questions relating to the monologues, or the works as a whole.
- > In addition, applicants may or may not be asked to do a cold reading where they will read aloud a short scene or monologue provided at the audition. They will have a brief moment to review the material and ask questions but are not expected to memorize the text.

Acting for Musical Theatre Track

- > In addition to the requirements listed above, applicants to the Acting for Musical Theatre track must record two singing videos. Each song should be about 60–90 seconds. Selections should be contrasting tempos (up-tempo and ballad preferred) in any genre.

- > Students must sing to musical accompaniment, which could include live or pre-recorded accompaniment. No “a cappella” singing (meaning singing without music).
- > Each selection should be a separate video (no continuous recordings) and may be filmed using standard devices like smartphones or tablets. These videos must be uploaded to the Applicant Portal.
- > Songs should be selections the applicant enjoys and connects with emotionally.

Your audition may be recorded for further review and scholarship consideration.

PROCEDURES AFTER ADMISSION FOR DEGREE-SEEKING STUDENTS

Students must submit the following after receiving their notice of acceptance to the Academy:

1. Non-Refundable Tuition Deposit
2. Housing Application and Housing Deposit (if housing is requested)
3. Enrollment Forms
4. Health & Immunization Forms
5. Final High School and/or College Transcripts*
6. Payment of Tuition & Student Housing Charges

*To be considered official, transcripts must be either mailed directly from the school in a sealed envelope and include an official's signature OR submitted electronically through the Common Application, Naviance, or Parchment with or without an actual signature. Final High School Transcripts must also include the student's graduation date to be considered valid.

INTERNATIONAL STUDENTS

In addition to the requirements listed above, international students whose native language is other than English must demonstrate sufficient competence in speaking, writing and reading English in order to avoid communication issues between faculty and students that may impede learning and development.

Academic records from foreign schools must be submitted in certified English translations. A Form I-20 will be issued only after the applicant has been accepted for enrollment and has met all standards set forth by the United States Citizenship and Immigration Services and The Department of Homeland Security.

We encourage international students to apply and audition early to allow sufficient time for visa processing (at least 12 weeks prior to enrollment).

Notification of Admission

The Admissions Committee considers application materials along with the audition report. In most cases, notification of the decision is made within four weeks. Accepted students are asked to return a signed enrollment agreement along with a non-refundable \$750 deposit to indicate their intention to enroll. This commitment will reserve a space for the accepted student in their desired term.

Deferment

Students admitted to the Full-Time Program may request to defer enrollment one time for a maximum of one year from the original application term. Deferred students are asked to return a signed enrollment agreement along with a non-refundable \$750 deposit to indicate their intention to enroll. This commitment will reserve a space for the deferred student in their new desired term. Deferment beyond one year requires resubmission of the admissions materials, reauditioning and a new deposit.

Campus Visit

Although the Academy does not permit auditing classes, prospective students are welcome to visit the school by appointment to view the facilities and gain a sense of the atmosphere and environment. Visits may be scheduled through the Office of Admissions.

Second Year

Admission to the Second Year is by invitation. After the conclusion of the First Year, invitations are extended to those students who are in good academic standing for the advanced work of the Second Year.

INTERNATIONAL STUDENTS

At the Academy, we believe that a strong diversity of cultures enriches the learning environment for all of our students. Fostering a welcoming place to study the craft of acting is important to the Academy as every student becomes part of our family. We support and encourage all students as they transform their passion into a lifelong profession. In fact, our student body includes 30% international students, representing more than 40 nations.

APPLYING AS AN INTERNATIONAL STUDENT

General admission requirements are the same for all applicants regardless of citizenship, but immigration regulations, financial matters and a variety of educational credentials require added procedures for international students. Our Admissions and Financial Aid Offices will assist with all issues regarding these policies and procedures.

After the audition, applicants who are admitted to the Academy will be sent important international information along with their acceptance letter from the Admissions Office. A Form I-20 will be issued only after the applicant has been accepted for enrollment and has met all standards set forth by the United States Citizenship and Immigration Services and The Department of Homeland Security.

We encourage international students to apply and audition early to allow sufficient time for visa processing (at least 12 weeks prior to enrollment).

English Language

International students whose native language is other than English must demonstrate sufficient competence in speaking, writing and reading English. This proficiency is determined through the application and audition process.

Academic Records and Official Transcripts

Academic records and official transcripts from foreign schools must be submitted with an English translation and demonstrate the equivalency of a U.S. High School Diploma. The official transcripts must be received in a sealed envelope from the institution and unopened by the applicant. If services are required for an official evaluation of transcripts, they must be made by a NACES approved agency (naces.org/members).

Financial Aid for International Students

The Academy offers a variety of scholarships, assistance opportunities and a choice of payment plans. We also participate with foreign government aid programs, if available. Financial aid packages may consist of a combination of loans and scholarships.

Academy Scholarships

Academy scholarships refer to monies that do not need to be repaid. All students who have applied and been accepted by the Academy are considered for scholarships. Merit scholarships are awarded based on an applicant's application portfolio and audition.

On-Campus Employment

There are a limited number of on-campus jobs offered by the Academy. Following registration, international students may apply to a variety of Academy departments, such as Admissions, Production, Costumes and the library, among others.

TUITION & EXPENSES

Tuition & Expenses 2025-2026

Living Away From Home		Living at Home	
Tuition	\$41,100	Tuition	\$41,100
General Fees	\$750	General Fees	\$750
Musical Theatre Studio Fee (only applies to Acting for Musical Theatre students)	\$1,000	Musical Theatre Studio Fee (only applies to Acting for Musical Theatre students)	\$1,000
Books and Supplies (estimated)	\$570	Books and Supplies (estimated)	\$570
Housing (half share, 9 months)	\$19,395	Personal Costs	\$1,400
Meals (estimated)	\$1,600	Student Medical Insurance (estimated cost if student enrolls in coverage plan)*	\$2,763
Personal Costs	\$1,400		
Student Medical Insurance (estimated cost if student enrolls in coverage plan)*	\$2,763	Total: Acting for Theatre Film & Television	\$46,583
Total: Acting for Theatre Film & Television	\$67,578	Total: Acting for Musical Theatre	\$47,583
Total: Acting for Musical Theatre	\$68,578		

TUITION DEPOSIT

A non-refundable deposit of \$750 against the payment of the student's tuition must be returned to confirm the student's intention to enroll. Tuition deposits may not be deferred to another entry term.

REFUND POLICY

To withdraw officially, enrolled students must meet with the Director of Academic Services and present to the Office of the Registrar written notification of withdrawal. The effective date of withdrawal will be the date of receipt by the Academy of the application for withdrawal, not the last date of attendance.

If you receive federal funds while attending the Academy, be advised that if you terminate your enrollment prior to completing the course of study of your choice, federal regulations may require that all or a portion of the funds received be returned to the original aid programs as unearned aid. In addition, institutional scholarships awarded will be withdrawn and unpaid institutional charges will be the sole responsibility of the student.

PAYMENT PLANS

The Academy has two methods of payment for tuition, the Pre-Payment Plan and the Extended Payment Plan.

PRE-PAYMENT PLAN

This plan offers the opportunity to have tuition paid prior to registration. Inquire with the Financial Aid/Business Office for details.

EXTENDED PAYMENT PLAN

For those who can't make pre-payment, an extended payment option is available. Inquire with the Financial Aid/Business Office for details.

MEDICAL INSURANCE

The Academy offers its students the opportunity to enroll in a medical insurance plan through United Healthcare. Alternatively, students have the option to provide proof of their own medical insurance coverage, which must meet the required standards as determined by the state and federal government. Waiving medical coverage entirely is not an option.

ATTENDANCE/OUTSIDE PROFESSIONAL WORK POLICIES

The nature of the work in classes requires full attendance and participation. Attendance at all Academy classes is mandatory and excessive absences will lead to dismissal. Auditioning and outside professional work are not permitted during the academic year while attending the Academy.

STUDENT HOUSING OPPORTUNITIES

ACADEMY HOUSE

The Academy House is a 12-story, fully restored, loft-style student housing building located directly adjacent to the Academy's main campus building. It provides furnished housing with shared rooms, along with a spacious common space, a large kitchen and 24-hour doorman security. For more information, visit aada.edu or contact the New York Director of Student Housing at NYhousing@aada.edu.

DEGREE PROGRAM & PATHWAYS:

ASSOCIATE OF OCCUPATIONAL STUDIES IN ACTOR TRAINING DEGREE

Students graduating from the Two-Year Conservatory Program are awarded the academic degree of Associate of Occupational Studies (AOS) in Actor Training.

CERTIFICATE OF ADVANCED STUDIES IN ACTING

Select graduates may go on to our Third-Year Company to earn a non-credit Certificate of Advanced Studies in Acting.

ARTICULATION AGREEMENTS TO BACHELOR'S DEGREE

The Academy is accredited regionally by the Middle States Commission on Higher Education (MSCHE) and nationally by the National Association of Schools of Theatre (NAST). This means that credits earned here may be eligible for transfer to other colleges or universities offering higher degree programs. The number of credits that transfer will depend on factors such as how many you've earned, the policies of the receiving institution, its entry requirements, and the degree program you plan to pursue.

FINANCIAL AID

The Academy is committed to preparing dedicated students for acting careers and helping them achieve their highest potential. For that reason, we try to make it possible for all admitted students to attend the school. In addition to funding provided by the Academy, the school participates in various federal and state financial aid programs and offers a choice of payment plans.

All prospective students are encouraged to apply for financial aid during the application process. The Academy creates financial aid packages for each student that may consist of a combination of grants, loans, scholarships and campus employment. It is to the student's advantage to submit early applications to determine eligibility.

ACADEMY SCHOLARSHIPS

Academy scholarships are a form of aid that does not need to be repaid. Students accepted into the Academy are automatically considered for merit-based scholarships. Prospective students should also research local, privately funded scholarships during junior and senior years of high school. High school guidance counselors can provide information regarding application procedures.

HOW AWARDS ARE DETERMINED

First Year Awards

All students who have applied and been accepted by the Academy are considered for scholarships. Merit scholarships are awarded based on an applicant's full application and audition.

Second Year and Academy Company Awards

Merit scholarships roll over for Second Year if GPA requirements are met. Need-based scholarship forms must be submitted for scholarship funds to roll over. All Company students must reapply for scholarships.

While it is our priority to provide financial assistance to as many students as possible, funding is based upon availability.

The information below is for U.S. citizens and permanent residents. For information about additional financial assistance for International Students, please refer to the International Student section.

U. S. FEDERAL AND STATE GRANTS

The U.S. Federal Government and states award the following grants based on the FAFSA (Free Application for Federal Student Aid) application.

FEDERAL PELL GRANTS

Federal Pell Grants are awarded to undergraduate students who demonstrate exceptional need, have not used up their PELL lifetime eligibility and have no prior baccalaureate degree.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

Federal Supplemental Educational Opportunity Grants (FSEOG) are for undergraduates with exceptional financial need. Priority consideration is given to Federal Pell Grant recipients.

NEW YORK TUITION ASSISTANCE PROGRAM (TAP)

The New York Tuition Assistance Program (TAP) is a grant for which New York State residents can apply for state assistance. Funds are determined by the Higher Education Services Corporation (HESC).

Qualifications for Application: These financial aid awards are limited to U.S. citizens and permanent residents who qualify and who have completed and submitted all the required financial aid paperwork.

The Academy requires that all U.S. citizens and permanent residents complete the FAFSA (Free Application for Federal Student Aid) to be considered for financial aid. In addition to filing a FAFSA, we ask that students and their families provide us with whatever supplemental documents they feel are important to provide a complete financial picture and help us accurately assess a family's or individual's financial condition.

File the FAFSA online at studentaid.ed.gov and enter the Academy's School Code: 007465

As part of the Federal Student Aid website, the FAFSA4caster is a tool from the U.S. Department of Education that provides students with an early estimate of their eligibility for federal student financial assistance.

Financial aid eligibility is determined by using a needs analysis formula provided by the federal government. In this formula, the student's and/or family's income and assets are weighed against allowances for basic living costs, number in the household, and resources for retirement to calculate a Student Aid Index (SAI). A cost of attendance budget is then constructed by the Academy that represents educational costs including tuition, fees, books and living expenses. The difference between the estimated budget and the SAI is the financial need of the student. The Academy will not award financial aid above the cost of tuition and living expenses. *Applying early is strongly advised for all financial aid.* Credit of State and Federal Awards: All funds are credited

to the student's account in two installments: The first installment at the beginning of the academic year, the second at the midpoint of the academic year. The student is solely responsible for any outstanding balances due to agencies, banks and the Academy.

LOANS

Student loans must be repaid. There are two categories of educational loans available.

Need-Based (Subsidized Federal Direct Stafford Loans)

Non-Need-Based (Unsubsidized Federal Direct Stafford Loans, Federal Direct Parent Loans for Undergraduate Students and alternative loans for students or parents)

U.S. FEDERAL DIRECT LOANS

These types of loans are limited to U.S. citizens and permanent residents who have completed all of the required financial aid paperwork. All students must reapply for financial aid every year. Students may apply for federal loans as part of their FAFSA.

Subsidized Federal Direct Stafford Loans are need-based loans. Interest does not accrue while a student is in school, during a grace period or during in-school deferment.

Unsubsidized Federal Direct Stafford Loans are not need-based loans. Interest accrues while students are in school and during the six-month grace period. Annual maximums vary depending on whether the student is a dependent or independent financial aid applicant.

PARENT LOANS FOR UNDERGRADUATE STUDENTS

(PLUS) are for parents of dependent financial aid applicants. The Parent PLUS loan offers a fixed interest rate and a flexible loan limit that allows parents to borrow up to the cost of attendance, minus all other student aid.

ALTERNATIVE LOANS

Alternative loans (private loans) usually carry a higher interest rate than federal loans. Both parents and students can apply for a privately funded loan. Please contact Financial Aid for assistance with identifying private lenders.

INTERNATIONAL STUDENT LOANS

For more information see the International Student section, or visit the Financial Aid/Business Office for assistance with private student loans and the requirements.

OTHER OPTIONS TO HELP PAY FOR YOUR EDUCATION

U.S. VETERANS BENEFITS

The Academy participates in the Veterans Educational Assistance Program. Veterans and dependents should contact the Financial Aid/Business Office for details. The Academy complies with S.2248-Veterans Benefits and Transition Act of 2018 section 103 and will not assess or implement any late fees for at least 90 days from the date of certification for any covered individuals using Chapter 33 or Chapter 31 VA Educational Benefits.

FEDERAL WORK STUDY (FWS) PROGRAM

The FWS Program at the Academy is a federally funded program. It provides part-time, on-campus jobs for students with financial need, allowing them to earn money to help pay their education expenses. Students who file the FAFSA will be considered for a Work-Study Award.

ON-CAMPUS EMPLOYMENT

There are a limited number of on-campus jobs offered by the Academy. Following registration, students may apply for a variety of Academy departments, such as Admissions, Production, Costumes and the library, among others

SATISFACTORY ACADEMIC PROGRESS

Federal regulations (Sections 668.16(e).668.32(f) and 668.34) require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress (SAP) toward earning their degree and/or certificate. This determination of progress is made at the end of each semester before the office of Financial Aid disburses any federal aid funds for the subsequent semester. Please note that decisions for academic probation and institutional scholarship eligibility are separate from this process.

Federal Regulations require schools to monitor student academic progress in 3 areas:

1. Qualitative: Cumulative Grade Point Average (CPGA)
2. Quantitative: PACE
3. Maximum Time Frame

Each student's record will be reviewed under the direction of the Registrar and Financial aid Representative. Students are notified of their failure to meet the SAP guidelines via a letter from the Financial Aid Office. It is the student's responsibility to stay informed of the Academy's Satisfactory Academic Progress standards and to monitor their own progress.

QUALITATIVE: CPGA SAP STANDARDS

Students must maintain a CPGA of 2.0 or higher to maintain financial aid eligibility. If a student's CPGA is below the required minimum at the semesterly SAP review, it may affect their financial aid eligibility. The calculation of the CPGA includes all semesters from the beginning date of the student's enrollment at the Academy. This applies whether or not the student received financial aid.

Qualitative CPGA Required for 2- Year Associate's Degree: 2.0

Qualitative CPGA Required for 1-Year Certificate Program 2.0

QUANTITATIVE: PACE SAP STANDARDS FOR 2-YEAR ASSOCIATE'S DEGREE PROGRAM

Students must have earned at least 67% of their attempted course credits to be considered meeting Satisfactory Academic Progress minimum standards. For example, a student who has attempted 15 credit hours in a semester must pass at least 10.05 credit hours to be considered meeting the PACE standard. ($15 \times 67\% = 10.05$).

QUANTITATIVE: PACE SAP STANDARDS FOR 1-YEAR CERTIFICATE PROGRAM

Students must have earned at least 67% of their attempted course credits to be considered meeting Satisfactory Academic Progress minimum standards. For example, a student who has attempted 400 clock hours in a semester must pass at least 268 clock hours to be considered meeting the PACE standard. ($400 \times 67\% = 268$).

MAXIMUM TIME FRAME: 2-YEAR ASSOCIATE'S DEGREE PROGRAM

Financial Aid recipients have a maximum time frame to complete program requirements. Federal regulations state the maximum time cannot exceed 150% for the published length of the education program. For example: The Academy's Full Time Conservatory Program requirements=60 credit hours. $60 \times 150\% = 90$ credit hours. Students may be eligible to receive federal financial aid for up to 90 credits while completing a 60-credit program. If a degree has not been earned during this timeframe, financial aid may be suspended resulting in the student completing their degree at their own expense. Course withdrawals, incompletes, failures, repeated courses, and credits transferred from another institution will be counted in the attempted hours regardless of whether the student received financial aid.

MAXIMUM TIME FRAME: 1-YEAR CERTIFICATE PROGRAM

Financial Aid recipients have a maximum time frame to complete program requirements. Federal regulations state the maximum time cannot exceed 150% for the published length of the education program. For example: The Academy's Full Time 1 year Certificate Program requirements=814 clock hours. $814 \times 150\% = 1221$ clock hours. Students may be eligible to receive federal financial aid for up to 1221 clock hours while completing a 814 clock hour program. If a Certificate has not been earned during this timeframe, financial aid may be suspended resulting in the student completing their program at their own expense. Course withdrawals, incompletes, failures, repeated courses, and credits transferred from another institution will be counted in the attempted hours regardless of whether the student received financial aid.

FINANCIAL AID WARNING:

Pertains to both 2-Year Associate's Degree Program and 1-Year Certificate Program

A student who fails to meet satisfactory academic progress (SAP) due to their failure to meet CPGA or PACE requirements will receive a **Financial Aid Warning**. During the Financial Aid Warning period, a student maintains their financial aid eligibility but is informed that failure to meet the minimum CPGA and PACE standards at the end of the Warning period will result in a **Financial Aid Suspension**.

FINANCIAL AID SUSPENSION:

Pertains to both 2-Year Associate's Degree Program and 1-Year Certificate Program

Students placed on Financial Aid Suspension have lost eligibility to participate in federal student aid programs. Such students can regain that eligibility by continuing in the Academy's program without federal financial assistance, until they regain the minimum qualifying standards for academic progress. Students have the right to appeal their suspension. See Right to Appeal below:

RIGHT TO APPEAL:

Pertains to both 2-Year Associate's Degree Program and 1-Year Certification Program

Students have the right to appeal any decision of ineligibility to continue to receive financial assistance. Appeals must be filed within 30 days of notification that aid eligibility has been lost. An appeal must be made in writing to the Office of Financial Aid. The appeal may not be based upon the need for the assistance OR lack of knowledge that assistance was in jeopardy. An appeal would normally be based upon some unusual situation or condition which prevented a student from passing courses, or which necessitated withdrawal from classes. Examples of possible situations include documented serious illness, severe injury, or death of a family member. The student must also demonstrate that the conditions that caused the student to fall below SAP requirements can reasonably be expected not to be an issue for subsequent semesters. Appeals can only be approved if the Financial Aid Appeals Committee determines that the student should be able to meet The Academy's satisfactory academic progress after a probationary period. If an appeal is granted: Students, whose appeals are granted will be placed on financial aid probation and will receive aid on a conditional basis. The Financial Aid Appeals Committee will review the student's record at the end of the semester to determine their status for the following semester. Students who fail to meet the Satisfactory Academic Progress Standards will not be eligible to submit a subsequent appeal unless there are new, applicable circumstances.

APPEAL PROCEDURE/INFORMATION

1. Student must submit a letter explaining why they are requesting the appeal.)
2. Student will be notified via email of the appeal request decision.
3. Student is responsible for all semester tuition charges while the SAP Appeal request is under review.

FINANCIAL AID PROBATION

Pertains to both 2-Year Associate's Degree Program and 1-Year Certificate Program

Students who appeal their Financial Aid Suspension status and who meet the standards for approval will be placed on **Financial Aid Probation** for one semester. Students on Financial Aid Probation may receive financial aid during the probationary period. If, after the probationary period of one semester, the student meets the SAP standard, they will be taken off Probationary status and will continue to receive Federal Financial Aid. If a student is not meeting SAP at the end of their probationary period, the student's financial aid will be suspended.

ACADEMIC SUPPORT SERVICES

Academic Accommodations Policy

Academy students are expected and encouraged to participate fully in all classes. Students with physical (i.e., physical limitations, physical illnesses, etc.), emotional (i.e., depression, anxiety, bipolar disorder, etc.) or learning disabilities (i.e., ADHD, dyslexia, etc.) may request that accommodations to their course of study be made to assist them in their progress and success as students at the Academy. To ensure the provision of reasonable and appropriate accommodations for students with disabilities, the Academy requires documentation that provides verification of the disability. Please review the information below to assist you in this process.

Students who wish to request an accommodation must self-identify as having a disability. The Academy will not identify a student as having a disability and cannot make accommodations unless the appropriate steps have been taken.

Students requesting accommodations fill out a Disability Self-Disclosure Form, which is available from the Director of Academic Services. Students must provide documentation from a licensed professional whose credentials and expertise specifically qualifies him or her to diagnose a student's condition and who requests accommodations specific to the condition. Please see the Documentation Guidelines of the Self-Disclosure Form for more information on the types of professionals appropriate to evaluate specific disabilities.

Once the Self-Disclosure Form and appropriate documentation of the disability have been submitted, the Director of Academic Services and Academic Coordinators meet with the student to discuss the alterations needed within their course of study and review the materials to determine any reasonable accommodations to be implemented. At that point, the Director of Academic Services will contact the student's instructors in writing and alert them of the accommodations that have been approved.

A student's accommodations will take effect upon notification of the approval of the Director of Academic Services to the student and their faculty of the reasonable accommodations to be implemented. A new *Disability Self-Disclosure Form* must be completed in the following semester for those courses.

Assistive Equipment

The Director of Academic Services facilitates access to assistive equipment and software for students with academic accommodations requiring such resources.

Academy Tutoring Services

The Academy offers students a range of activities designed to support classroom learning. The Academy Tutoring Center (ATC), located on the 6th floor annex, offers tutoring for students seeking to improve their skills in writing, reading, research, and particular academic subject areas. Students may schedule weekly or one-time, individual appointments with a tutor, and we also offer walk-in tutoring in writing and general education courses. Drop-in tutoring hours vary by semester and are available on a first-come, first-served basis.

The Center also offers academic coaching. Academic coaches focus on helping the student with study skills applicable to a variety of subjects and strategies that allow the student to be successful in college, in their workplace and in life in general.

Academy Computer Lab

The Academy has a computer lab for student use on the 6th floor annex with several computer stations and a printer. Additional computers are located on the Mezzanine Level Collaboration Room as well.

Academy Library

The Academy Library supports students in their studies by providing educational resources, including computer stations, individual and group spaces, audio equipment and video viewing stations, and a print and digital collection of plays, fiction, and nonfiction works. The library contains a collection of reference and general circulation materials geared to meeting the needs of an actor, offering books, plays, CDs, magazines, sheet music, screenplays, videotapes, DVDs, and audio/video equipment. Electronic resources include JSTOR, Drama Online, and Gale Academic OneFile through NoveINY. The library has tables for private study and collaboration.

Additional resources include the following:

- > On and off-campus access to the Academy's database collection through the Alexandria online system.
- > Wireless Internet access is available.
- > Computers with Internet access are available for word processing and research.
- > Students must have a flash drive on which they save their work. Students may print in the Main Library Room.
- > Photocopying for Letter, Legal, and Newspaper sized papers.
- > Stereos are available for duplicating CDs for rehearsal purposes.

Registration Services

As the Academy's programs require a fixed training sequence as well as section assignments by cohort, the Academy's Registrar enrolls students into course sections. Prior to section assignments, students who have any questions or concerns about their schedule of classes should speak with the Director of Academic Services.

The Registrar's Office also assists with requests for transcripts, access to Populi, and questions and concerns about class scheduling.

The Academy uses Populi, a web-based student information system, which provides student schedules, unofficial transcripts, and degree audits.

FACILITIES & EQUIPMENT

ACADEMIC BUILDING – 120 MADISON AVENUE

Designed by the noted architect Stanford White, the Academy's New York home has been designated a landmark building. Every effort is made to keep the building attractive and comfortable, and students are asked to join the faculty, staff, and administration in respect and consideration for the building and its furnishings.

- > **First Floor**
Main Entrance, Security Desk, Office of the President, Assistant to the President, Library, Mary MacArthur Theatre (MM), Staff Elevator, Student/Public Elevator, Staff/Public Restrooms, Bulletin Boards, Service Entrance
- > **First Floor Mezzanine**
Gender Neutral Restroom, Green Room, Company Dressing Room, Media/Collaboration Room
- > **Second Floor**
Mannie Greenfield Theatre (MG), Lester Martin Theatre (LM); LM Dressing Rooms, MG Dressing Rooms, Office of Alumni Director, Office of Alumni/Recruitment Staff, Archives, Student Restrooms
- > **Third Floor**
Studio #31, Student Lockers, and Restrooms
- > **Fourth Floor**
Studios #41, #42, #43, #44, #45, #46, Faculty, Meeting Room, Student Lockers, Student Restrooms
- > **Fifth Floor**
Studios #51, #52, #54, Student Lounge, Bulletin Boards, Student Restrooms, Faculty Lounge and Restroom (for faculty only), Faculty Locker Room, Costume Shop Workspace
- > **Fifth Floor Mezzanine**
Offices of the Chief Financial Officer, Payroll Manager, Accounts Manager and Accounts Payable, Director of Operations
- > **Sixth Floor**
Administrative Offices for Academics, Admissions, Financial Aid, Housing and Residence Life, Receptionist, Recruitment & Outreach, & Student Services; Faculty Office; Reception Area, Conference Room #62; Staff/Faculty Restrooms; Mail Room
- > **Sixth Floor Mezzanine**
Classroom #65, Academy Tutoring Center, Computer Lab

ACADEMY HOUSE – 118 MADISON AVENUE

> **First Floor**

118 Madison Security Desk; Professional Staff Apartment; Security Desk Storage Room; Elevators and Stairwell Entrance; Resident Mailboxes

> **Second Floor to Penthouse**

Residence Apartments

STUDENT SERVICES

The Academy develops personal, educational, and social development of students and promotes student engagement and inclusion through various initiatives and departments. The Academy creates a culture of care for students, their families, faculty, and staff by providing exemplary services designed to support students' academic and personal success by engaging all in an active and thriving learning environment where each community member may cultivate socially and academically in a safe atmosphere. Led by the Director of Student Services, the department staff includes a residence director, resident assistants, mental health counselors, student service coordinators, and receptionists.

RESIDENCE LIFE

The Academy offers on-campus housing at the Academy House Residence for all enrolled students. The department is supervised by the Residence Director who is responsible for all operations of the residence and students who live in residence. All on-campus residents are expected to follow the policies and procedures indicated in the Academy House Residence Guide as well as the Student Handbook.

Supervised by the Residence Director, Resident Assistants (RAs) are an integral part of the Academy who enjoy working in a community setting and foster a living/learning community. They are paraprofessional student staff who have direct and constant contact with our residents. Their primary responsibility is to function as facilitators for the residence hall community and to enhance the social, educational, intellectual, and cultural development of everyone.

COUNSELING SERVICES

Counseling Services provides short-term personal counseling via in-person or telehealth sessions. Appropriate referrals can also be provided upon request or when necessary for long-term services. These include referrals to local clinics, groups, and agencies which provide medical, psychological, and social services. Students seeking counseling are requested to make an appointment by contacting Director of Student Services or one of the mental health counselors on staff.

Participation in counseling is treated with privacy. Records are not part of academic, personnel, or administrative records. If a Mental Health Counselor is unavailable, students can also contact an Academic Coordinator, Director of Academic Services, or the Director of Student Services.

CAREER & PROFESSIONAL DEVELOPMENT

Full-time faculty members are available for weekly appointments to provide career counseling to second-year students and recent alumni. These counseling sessions supplement career development courses in the actor training program, which provide a curriculum in the business of acting for entry into the profession, including musical theatre, theatre, film, and television industries. Individual career counseling provides additional support tailored to each individual and may range from refining the selection of headshots and resumes to coaching for auditions or from selecting a market to begin one's career to networking with industry. Students in the Third-Year Certificate of Advanced Studies in Acting program receive individual career counseling typically from a professional casting director engaged by the Academy throughout the third year.

The Alumni Relations Office also sponsors industry insight programming throughout the academic year, which hosts Academy graduates working in various industries to share advice and recommendations regarding the acting profession.

STUDENT RESOURCES

- Food Pantry: A small Food Pantry is also maintained in the Student Services Office and students are encouraged to visit weekly if necessary. Students living in the on-campus residence are encouraged to prepare their meals in their fully furnished kitchens.
- International Student Advisement: The Academy's International Student Counselor may advise incoming, returning, and graduating students with questions and issues pertaining to international student matters. Advisement may include maintaining legal status in the United States of America (USA), traveling within and outside the USA, working on campus, applying for a social security number, and applying for Optional Practical Training for Second Year and Company students.

STUDENT COUNCIL

The Student Council plans on-campus events, philanthropy, and volunteering opportunities; and acts as liaison between the student body and administration regarding matters directly affecting the student body as a whole. Its purpose is not to make policy decisions, decisions regarding curriculum, or decisions affecting faculty or staff. Suggestions regarding these matters will be heard and decided by the administration.

In all instances, the council shall concern itself only with matters affecting the entire student body. Individual matters are to be taken directly to the appropriate member of the administration. The council in no way should interfere in this student/administration relationship. The sole purpose of a Student Council is to build campus morale, spirits, and to provide opportunities for civic engagement.

The council is composed of the following members:

- **Administrative Staff Representative:** Designee(s) from Student Services who act as advisor(s).
- **Executive Board (Students):** President, Vice-President, Secretary, and Treasurer.
 - These positions are voluntary. The incumbents of the executive board should have previously held leadership roles and be active in community and civic engagement.
 - The Executive Board must provide detailed notes with an attendance roster, to the entire Academy Student Community readily available. These must be posted on a class-related community forum which is monitored by the institution.
- **Student Representatives:** Each of the class cohorts will have at least one representative per Academic Section at the General Student Council Meetings to represent on behalf of, and report back to their section. The section may unofficially "elect" one student to attend each month for consistency.
- **Housing Representatives:** Each of the twelve residence apartments will have one representative at the General Student Council Meetings on behalf of and report back to their apartment.

The General Student Council will meet twice a month, except where a break may be scheduled, at 6:15PM in a designated location. A notice on each of the appropriate bulletin boards in the will remind the student body when these meetings are to take place. Copies of the minutes of each Student Council meeting will be posted by the Executive Board, as noted. Executive and Committee Meetings will meet on the alternating Mondays, except where a break may be scheduled, at 6:15PM in a designated location.

STUDENT IDENTIFICATION CARDS

Safety and security remain a top priority at the Academy. All students are issued an Academy ID Card for access at 120 Madison Avenue (Main Campus). Students are issued an Academy ID card at the start of each academic year free of charge and are required to present their ID cards to Academy security upon entering the campus building at 120 Madison Avenue.

Academy Students who live on-campus at the Academy House are subject to additional policy pertaining to the ID's usage in the residence which is issued by Housing and Residence Life in the Student Housing Agreement and Academy House Residence Guide. Students are expected to always carry their Academy ID with them as they enter any Academy Building or as they walk around campus.

Presenting a false ID to gain access to an Academy building will result in the ID card being confiscated. The appropriate administrator(s) will be notified, and the student will be subject to disciplinary sanctions.

Lost, stolen, or damaged IDs should be reported immediately to the Student Services Office located on the 6th floor at the main

campus building at 120 Madison Avenue. The replacement cost for an ID is \$20.00. Students living on-campus will have their fee deducted from their housing deposit. Students living off-campus will have their fee charge facilitated by Student Services on behalf of the Business Office via Credit Card Authorization Form.

Students will be given a grace period of two occurrences for failing to present their Academy ID card. Instead, they must present a valid ID to the security guard for verification in such an event. Students may face disciplinary sanctions after the third time failing to present their Academy ID card to the security guard.

STUDENT CONDUCT POLICIES

SMOKE-FREE CAMPUS POLICY

In compliance with New York State Regulation of Smoking Laws § 1399-0, Smoking is prohibited within Academy campus buildings and on the sidewalk in front of Academy campus buildings, including housing. In February 1993, the Board of Trustees voted to create a non-smoking policy for the Academy. Smoking, including any sort of electronic cigarette, is prohibited throughout the Academy's buildings (including during rehearsals or performances).

SUBSTANCE & ALCOHOL ABUSE POLICY

The manufacture, distribution, possession or use of controlled or illegal substances or of alcohol is prohibited on Academy premises. Controlled or illegal substances include, but are not limited to marijuana, narcotics, barbiturates, amphetamines, methamphetamines, club drugs, inhalants, and other controlled substances other than those taken under the direction of a licensed physician. The Academy adheres to federal law, which does not recognize the possession and/or use of medical and/or recreational marijuana. In addition, the possession or use of drug related paraphernalia is prohibited.

The impairment of any student's performance due to the use of a controlled substance or other drug, alcohol usage or addiction is deemed to be the Academy's business and not a reserved aspect of one's private life. Therefore, the Academy will take appropriate action against any student violating this policy including and without limitation, requiring student to satisfactorily complete a drug or alcohol abuse assistance or rehabilitation program, removal from the residence, suspension, expulsion.

All students should be aware they may be subject to criminal prosecution under local, state, and federal laws which specify penalties ranging from fines and/or probation to imprisonment, fines, and seizure of property for felony convictions of drug related offenses.

Students may be tested for the presence of a controlled or illegal substance if there is reasonable suspicion that the student may be using controlled or illegal substances. A reasonable suspicion may be created by a student's quality or quantity of work, increases in mistakes or errors of judgment, increases in absences from class, dilated eyes, changes in temperament, or walking or speaking in a manner which indicates the student may be under the influence.

If a student tests positive for controlled or illegal substances the first time such student is tested, the student may be suspended for a period to be determined by the Academy's administration. A second positive test for controlled or illegal substances at any time in the future will result in immediate expulsion. Failure to submit to a test for controlled substances may also result in immediate expulsion.

Laws governing the possession and abuse of alcohol vary from state to state. In New York, the legal age for consuming alcohol is 21. Drivers convicted of misdemeanor or felony DUI in New York may receive jail or prison sentences, fines, and other severe penalties.

The Drug-Free Schools and Communities Act requires that students be made aware of the health risks associated with the use of illicit drugs and the abuse of alcohol. Alcohol and drug abuse are prohibited not simply because they are against the law, but because of the demonstrated health risks associated with usage, which can cause physical and psychological dependence. Use and abuse can interfere with memory, sensation, and perception, and can impair the brain's ability to synthesize information. Information on specific health-related hazards pertaining to the use and abuse of alcohol and drugs is available from a Student Advisor's office.

Drug and Alcohol Counseling Treatment resource information may be obtained from a Student Advisor's office. To obtain confidential local referrals to Alcoholics Anonymous (A.A.), Al-Anon, Narcotics Anonymous (N.A.), or other 12-Step groups or community agencies, call "311" and an operator will direct students to the appropriate group or agency.

INSTITUTIONAL POLICIES

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Academy's policy regarding confidentiality is in keeping with the Family Educational Rights and Privacy Act of 1974 (FERPA), which affords students certain rights with respect to their education records, a summary of which follows:

- > the right to inspect and review the student's own education records within 30 days of the day the Academy receives a request for access.
- > the right to request the amendment of the student's education records that the student believes are inaccurate.
- > the right to consent to disclosures of personally identifiable information contained in the student's education records.

The Academy maintains student records on the Sixth Floor, and students may review files upon written request to the Academy. If the student is over eighteen years of age, any parent wishing to review his/her child's educational records must provide written authorization from the student. Requests for review of educational records and/or amendments to a student record should be submitted to: The American Academy of Dramatic Arts, Attention: Sixth Floor, 120 Madison Avenue, New York, New York, 10016.

An exception which permits disclosure without student consent is disclosure to school officials with legitimate educational interests. School officials are individuals or entities working for or on the behalf of the Academy. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. As allowed within FERPA guidelines, the Academy may disclose education records without consent to officials of another school, upon request, at which a student seeks or intends to enroll.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

At its discretion, the Academy may provide public directory information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory information is defined as information which would not generally be considered harmful or an invasion of privacy if disclosed. This generally includes a student's name, address, telephone number, date and place of birth, dates of attendance, degrees and awards received and other similar information. At this time, the Academy does not publish a student directory, and such information listed above is not provided to anyone other than authorized teaching and administrative personnel.

Any student who would like to authorize someone else, such as a spouse or a parent, to access their educational records can file a "Student Authorization Release" Form. The authorized person(s) will be required to follow the same procedures as the student to obtain educational records. This generally includes a signed request and appropriate identification. "Student Authorization Release" Forms are available from the Sixth Floor Administrative Team. A complete text of the Academy's Annual Notification to Students of their Rights under FERPA is available from the Director of Academic Services on the Sixth Floor.

STUDENT GRIEVANCE & DUE PROCESS PROCEDURES

STUDENT SUGGESTIONS

To help the Academy Administration better serve the needs of our students, faculty and staff, students with suggestions and concerns may communicate with the Academy administration through various means:

1. Leave a phone message at Extension 222.

2. Scan a QR Code located in the Lower-Level Lounge and the Fifth Floor Lounge and complete the form.
3. Report the issue to an administrative staff member on the Sixth Floor, particularly Becky Falto for non- academic issues and Julia Smeliansky for academic issues.
4. Leave a non-urgent note in one of the suggestion boxes located in students lounges on the Lower Level and the 5th Floor. All suggestions will be read and forwarded to the person who is best able to address the issue. Students who wish to receive replies must include contact information, but all notes submitted are confidential. Suggestions will be reviewed on a weekly basis.

STUDENT COMPLAINT POLICY

The United States Department of Education requires that each accredited institution of higher education maintain a record of student complaints received by the institution ([34 CFR 602.16\(a\)\(1\)\(ix\)](#)). As required by federal regulations, this record is made available to the Middle States Commission on Higher Education and will be reviewed by the Commission as part of the institution's Self Study and On-Site Evaluations.

The Academy is dedicated to promoting student success and well-being and to assisting students with any complaints, concerns, or problems encountered as a student. Complaints will be considered if the student has followed and exhausted the internal processes applicable to the specific concern as outlined in the current Catalog and Student Handbook. It is expected that students will fully utilize any and all internal procedures to address concerns and/or complaints in as timely a manner as possible.

This Policy applies to all students who are enrolled at the American Academy of Dramatic Arts at the time that the complaint is filed. Parents, relatives, employers, agents, and other persons acting for or on behalf of a Student are not considered students under this policy.

Prior to making a complaint, concerns regarding the following matters should be addressed using the policies and procedures, including appeals, outlined below:

- > Academic Honesty Appeals: *See Student Handbook, Academic Honesty Policy*
- > Academic Accommodations: *See Student Handbook, Services for Students with Disabilities Policy*
- > Appeals Regarding Suspension or Dismissal for Academic Standing: *See Student Handbook, Academic Standing Policy*
- > Discrimination and Harassment: *See Student Handbook, Civil Rights Policy & Procedures*
- > Financial Aid Appeals: *See Student Handbook, Financial Aid Office*
- > Grade Appeals: *See Student Handbook, Academic Grade Appeal*
- > Sexual Assault, Harassment, and Misconduct: *See Student Handbook, Civil Rights Policy & Procedures*
- > Sexual & Gender Discrimination Concerns, Title IX Policy: *See Student Handbook, Civil Rights Policy & Procedures*
- > Sanction(s) imposed through Student Conduct Policy & Procedures: *See Student Handbook, Student Grievance & Due Process Procedures*

STUDENT CONCERNS

Concerns or expressions of dissatisfaction or disagreement should be handled through direct communication (conversation, email, letter) between the student and the individual or office involved. The majority of student concerns can be addressed through communication with the individual(s) involved.

If the concern remains unresolved, the student should contact the appropriate supervisor of the individual or office involved (see below for guidance and contact information for the most common student concerns). Students may also consult with the Director of Student Services on their campus if they are unsure about where or how to address a concern.

STUDENT COMPLAINTS

A student may file a complaint if (a) the concern remains unresolved after attempting a resolution in accordance with policy or (b) the student has utilized one of the internal processes described above and believes the student has been unfairly treated, or that Academy's procedures or policies have not been followed. Complaints must be made in writing and submitted via the online Student Complaint Form by a student (not by a parent or other agent).

PROCEDURES FOR FILING A STUDENT COMPLAINT

1. Complete the online [Student Complaint Form](#).
2. A student should expect a preliminary response from an Academy representative within five (5) business days (when the Academy is open) to seek any additional information required to address the complaint.

COMPLAINT REVIEW AND RESOLUTION PROCESS

Complaints submitted via the online form are directed to the Vice President of Academics and the Vice President of Operations. These officers do not act as advocates for any party to a dispute but are facilitators to ensure a fair process. They will then refer the complaint to the appropriate Academy official to review and resolve. Any individual who is named in a complaint will be notified and asked to provide information related to the complaint.

To comply with federal regulations, the Academy will maintain a record of complaints and their resolution, including those complaints reported to external agencies. The record will be housed within the Office of the Vice President of Operations and made available to the Middle States Commission on Higher Education evaluators for their review. The Academy will review its Student Complaint Policy every four years, or as needed.

Retaliation against a student for filing a complaint will not be tolerated and will be addressed according to the Academy's policies.

INFORMATION FOR ADDRESSING STUDENT CONCERNS

The following identifies common student concerns that can be addressed internally through the offices, departments, and processes provided.

ACADEMIC CONCERNS

Concerns Involving an Instructor or a Course

In the event that a student has a complaint involving a course in which the student is enrolled (course policies, instruction, grading, etc.), the student should follow the procedures listed below:

- > Meet or speak with the instructor. In the best interests of both parties, resolution ideally should be reached at this stage.
- > If a resolution is not reached between the student and instructor, meet, or speak with the Director of Academic Services.
- > Meet or speak with the Vice President of Academics.

Concerns Related to Administrative Departments or Personnel within Academics

Concerns regarding academic administrators or departments should be addressed through the Director of Academic Services and then to the Vice President of Academics, if not resolved.

Concerns regarding the Registrar's Office (privacy, FERPA violations, registration procedures) should be addressed to the Director of Academic Services or Registrar (nyregistrar@aada.edu).

Concerns Related to Academic Accommodations

Concerns regarding academic accommodations should be addressed to the Director of Academic Services on each campus. Students can access general Academic Policies in the Student Handbook regarding academic standing, degree requirements. For assistance with directing academic concerns to the appropriate office or process, please contact nyacademics@aada.edu.

Discrimination because of race, color, creed, sex, sexual orientation, disability or national origin in regard to programs, courses, activities, facilities, financial aid, or student employment.

Students can meet with any institutional administrator of the Civil Rights Policy regarding any of these concerns. Students may view the Academy's Civil Rights Policy: Procedures for Reporting Discrimination, Harassment, or Sexual Misconduct in the Student Handbook and contact administrators Vice President of Operations Dan DeShurley (ddeshurley@aada.edu) or Director of Student Services Becky Falto (bfalto@aada.edu) or email civilrights@aada.edu or leave a message at ext. 222.

FACILITIES CONCERNS

Residential and non-residential concerns regarding facilities can be addressed through the online [SherpaDesk Work Order System](#) or by contacting the campus Director of Facilities Pete Tufel (ptufel@aada.edu).

FINANCIAL AID CONCERNS

Contact: Darlene Pacillas (dpacillas@aada.edu)

- > Satisfactory Progress Requirements to maintain Financial Aid eligibility are found in the Student Handbook and Catalog.

INFORMATION TECHNOLOGY CONCERNS

Most concerns related to IT can be addressed by contacting the IT Systems Manager Jacob Guttman at jguttman@aada.edu or ext. 113.

STUDENT SERVICES CONCERNS

Contact Director of Student Services Becky Falto (bfalto@aada.edu) for assistance with the following:

- > Residence Life
- > Accessibility Accommodations
- > Disciplinary charges/procedures/sanctions related to Student Conduct Policy.
- > All policies related to student rights and responsibilities are located in the campus' [Student Handbook](#).
- > Concerns regarding student services administrators (including counseling, residence life, health & wellness)
- > Student safety issues

PUBLIC SAFETY CONCERNS

Contact Director of Facilities Pete Tufel (ptufel@aada.edu) for assistance with concerns.

STUDENT ACCOUNTS

Contact: Shenera Peerbacchus (speerbacchus@aada.edu).

- > Tuition Payment Plans
- > Tuition Refund Policy
- > Medical Insurance

ADDITIONAL RESOURCES

In the unlikely event that an issue cannot be resolved internally, students may file a complaint with their respective State Licensing Authority and/or the Middle States Commission on Higher Education. These agencies should be contacted only after the student has utilized the established informal and formal complaint processes.

The Academy participates in Federal student aid programs that are authorized under Title IV of the Higher Education Act of 1965. Participating institutions must be legally authorized to operate within the state in which it is located. 34 CFR § 600.9 requires states to have a “process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws.” 34 CFR § 668.43(b) requires that institutions “make available for review to any enrolled or prospective student upon request, a copy of the documents describing the institution’s accreditation and its State, Federal, or tribal approval or licensing. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student’s complaint.”

To comply with this regulation, the Academy provides the following to our prospective and current students:

State Licensing Authority Contacts

[New York State Education Department](#)

If you are a New York State resident or enrolled in an on-campus course or program, contact NYSED.

New York State Education Department

Office of Higher Education,

Room 975 Education Building Annex Albany, NY 12234

(518) 474-3852

<https://www.highered.nysed.gov/>

[Directory of State Authorization Agencies and Lead Contacts](#)

Andrea Richards

Supervisor of Higher Education Programs

Office of College and University Evaluation

New York State Education Department

518-474-1551 | IHEauthorize@nysed.gov

Middle States Commission on Higher Education

1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
complaints@msche.org

Please see “Complaints Involving Applicant or Member Institutions Policy” and related procedures on the Commission’s [Policies, Procedures, and Guidelines](#) website.

Schools accredited by Middle States Commission on Higher Education must have a procedure and operational plan for handling student complaints. The Commission will not review complaints which are not in writing (e-mail is not acceptable) or which are anonymous. The Commission will not act on complaints which are submitted on behalf of another individual or complaints which are forwarded to the Commission. Written complaints must also contain a return postal address. Full explanation of procedures is available at the Middle States Commission site at www.msche.org.

National Association of Schools of Theatre

11230 Roger Bacon Drive
Reston, VA 22090

See NAST’s [Avenues for Expressing Concerns about Member Institutions](#)
Telephone: 703-437-0700

Students have 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:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Code of Federal Regulations

[34 CFR 602.16\(a\)\(1\)\(ix\)](#)

[34 CFR 668.43\(b\)](#)

Technology Policy

The Academy maintains various technologies to support its community with in-person and virtual learning, meetings, and extracurricular means. Academic Technology encompasses all items (hardware, software, cloud-based) resourced by the Academy, including but not limited to the following:

- > Canvas LMS
- > Computer Stations (Dell desktop) are located on the 6th floor Annex Computer Lab, 1st floor Library, and the Mezzanine Media/Collaboration Center. Printers are located on the 6th floor Annex and the Library.
- > Microsoft 365 Platform – includes student use of Outlook Email and Calendar, MS Word, Excel, PowerPoint, Stream, and Teams.
- > Populi Student Information System
- > WiFi access to internet

The Academy utilizes Microsoft 365 (Microsoft Office 365 or M365) for all student, faculty, and staff email services. Additional third-party tools such Zoom Video Communications for Virtual Classes, Meetings, Performances, etc. may be used to enhance the functionality of the Academy’s Microsoft 365 platform. Microsoft 365 allows for the use of various Microsoft Products over a cloud-based platform which was selected for use both on and off-campus.

This policy is intended to provide general guidelines and examples of prohibited uses but does not attempt to state all required or prohibited activities for Academy technologies or its network. Failure to comply with school policy and rules may result in, but not limited to, loss of Wi-Fi, technology access privileges, disciplinary action, and/or legal action. By using the Academy’s technology, internet, computers, or network, the Academy Community Member agrees the Academy will not be responsible for any damages or corruption to the user’s personal device.

All Academy Community Members are encouraged to investigate each technology’s Acceptable Use, Terms of Use, Privacy and Trademarks Policies. For convenience and compliance, Microsoft’s may be found here: <http://www.microsoft.com/online/legal/v2/?docid=13&langid=en-us>

Academy Account Guidelines

Any Academy Technology including Microsoft 365, Zoom, etc., whether on or off-campus; serves the community as the primary means of communication, to improve education, and administrative efficiency. Users have the responsibility to utilize these institutional and educational resources in an efficient, ethical, and lawful manner. Use of any Academy Technology and/or Academy Networks (including Wi-Fi) evidences the user's agreement to be bound by Academy Policy and each third parties' user agreements, terms of service, etc. The Academy owns all institutional Office365 accounts and any resourced Academy Zoom Accounts. Subject to underlying copyright and/or other intellectual property rights under Academy Policy or applicable laws, the Academy owns all data transmitted through its networks or technologies.

Use of Academy Technology, computers, networks, Wi-Fi, and Internet service is a privilege, not a right. Unacceptable or improper use/activity may result in, but not limited to; suspension or cancellation of privileges as well as additional disciplinary and/or legal action. Community Members should inform the Academy if they access any information or messages which are dangerous, inappropriate or make them uncomfortable in any way.

Acceptable Uses: Academy Community Members may access the Academy's technology, email, computers, networks, Wi-Fi, and/or Internet services, etc. which are provided for educational purposes and research consistent with the Academy's educational mission, curriculum, and instructional goals. In addition to this technology policy and expectations, rules and expectations which govern other student conduct and communications; as well as federal, state, or local law, will govern.

Prohibited Uses: All users are responsible for their actions and activities involving the Academy's Technology; including but not limited to emails, computers, networks, Wi-Fi, and Internet services and for their Academy Account files, passwords, and accounts.

Examples of unacceptable use which are expressly prohibited include, but are not limited to:

- Accessing or utilizing Academy Account Information for chat rooms or news groups without authorization from the supervising faculty or staff member.
- Accessing, fostering, promoting, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials which are inappropriate, violent, defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal, as examples.
- Collecting or using email addresses or other account data without consent for malicious purposes (i.e., phishing, spamming, harvesting, harassing).
- Copying or downloading software or copyrighted materials without the express authorization of the Academy and/or the owner.
- Creates a risk to another's, community, or public health and safety, including but not limited to bullying, mental welfare, national security.
- Distributing unauthorized software; regardless of intention.
- Generating or facilitating unsolicited bulk communications (spamming).
- Infringes on another person's copyright, trade or service mark, patent, or other property right or is intended to assist others in defeating those protections.
- Intentionally distributes, uses, or creates malware, viruses, worms, Trojan horses, corrupted files, hoaxes, or other items of a destructive or deceptive nature, which may include hacking.
- Interferes, alters, disables, circumvents, tests, or reverse engineers any Academy Technology or equipment, whether by any community members or third parties (i.e. authorized resellers); whether to find limitations, vulnerabilities, evading filtering capabilities, or not.
- Political activities, supporting the nomination or agenda of any person or political party, or attempting to influence or manipulate others' thoughts under any Academy Account.
- Properly identifying sources used in student work; the author, publisher, and website must be identified, as consistent with the Academy's Academic Honesty Policy
- Sharing any Academy Technology passwords, using other users' passwords without permission, and/or accessing or attempting access to other users' accounts, coursework, or projects.
- Using the Academy's Technologies for any illegal activity or activity which violates other Academy policies, procedures, community standards, and/or rules; or used for any malicious, unlawful, invasive, infringing, defamatory, or fraudulent purpose.
- Utilizing the Academy's Technology, email, computers, networks, Wi-Fi and Internet services for non- school-related purposes such as, but not limited to, private financial gain, commercial, advertising, or solicitation purposes, or for any other personal use. This includes conducting any transactions or business under the aegis of the Academy.
- Violates, or encourages the violation of, the legal rights of others or federal and state laws.

Compensation for Losses, Cost and/or Damages: The student shall be responsible for compensating the Academy for any losses, costs or damages incurred by the Academy related to violations of these rules, including investigation of violations. The Academy assumes no responsibility for unauthorized charges made by any Academy Community Member, including but not limited to, credit card charges, long distance telephone charges, equipment, and line costs, or for any illegal use of its computers such as copyright violations.

System Security, Phishing, and SPAM: The security of the Academy's technology, computers, networks, and Internet services is a high priority. Any user who identifies a security problem must notify the Academy. The user shall not demonstrate the problem to others. Addition of personal routers to any on-campus networks are not permitted. Any users who attempt or causes a breach of system security shall have their privileges revoked and may be subject to additional disciplinary and/or legal action. All incoming email is scanned for viruses, phishing attacks, and SPAM. Suspected messages are blocked from the user's inbox. Due to the complex nature of email, it is impossible to guarantee protection against all SPAM and virus infected messages. It is therefore incumbent on each student to use proper care and consideration to prevent the spread of viruses. In many cases, viruses or phishing appear to be sent from a friend, coworker, or other legitimate source. Do not click links or open attachments unless the user is sure of the nature of the message. If any doubt exists, the user should contact the Academy at itd@aada.edu. SPAM messages or requests to whitelist false positives, can be forwarded to itd@aada.edu where they may be added or removed from the SPAM filter list.

Interruption of Service: The Academy maintains and upgrades technology which may result in interruption of service. Announcement of interruptions will be posted in appropriate locations. Any attempts to disconnect/reset access points or any technology located in the Academy is prohibited and may result in damages.

Any inappropriate use, as informed in this or any Academy Policy, will be reported to the proper Sixth Floor Administrative Team Member.

CAMPUS CRIME & SECURITY

ADVISORY COMMITTEE ON CAMPUS SECURITY

In compliance with New York Education regulation, Section 6450 of Article 129-A, The Advisory Committee on Campus Security reviews Campus Security Policies and Procedures and makes recommendations for improvement if needed. The Committee will provide an annual written report to the President on its findings and recommendations, available upon request. Their review and advice do not alter or affect existing standards for civil liability.

ANTI-HAZING POLICY

New York passed an anti-hazing law which makes any hazing activity a criminal action. Hazing is defined as “...in the course of another person’s initiation into or affiliation with any organization he or she intentionally or recklessly engages in conduct which creates a substantial risk of [serious] physical injury or death to such other person or a third person and thereby causes such [serious] injury or death to such person or to a third person.” The Academy does not support any hazing activity by any member of the Academy Community. Such activity is in violation of the Academy’s Student Conduct Policy and will result in serious disciplinary action, in addition to any criminal penalties which may apply.

CAMPUS SECURITY ACT POLICY

The Academy supports Public Law 101-542, The Student Right-to-Know and Campus Security Act, as amended by Public Law 102-26, The Higher Education Technical Amendments Act of 1991. The Academy will distribute to all students, faculty and staff a publication with information regarding campus security policies and campus crime statistics on an annual basis prior to October 1st. Any individual interested in this information should contact the Registrar.

CAMPUS CRIME REPORTING

Any student who has knowledge of a crime occurring on campus must report the incident to a Campus Security Authority (CSA). Designated CSAs include the Registrar, the Receptionist, Operations Director, Student Services, Security Personnel, and the Facilities Manager. Forms for reporting campus crime incidents are available on the Sixth Floor.

CAMPUS EMERGENCIES

To report a fire, accident, injury, or illegal behavior, students should immediately notify a Security Guard, a Resident Assistant, or the Sixth Floor Administrative Team. They will contact the appropriate authorities or department.

- The lighting of any candles or presence of any open flame in campus facilities, such as cigarettes, etc. (See Smoke Free Campus Policy) is a violation of fire code and strictly prohibited. Exceptions may include Company shows and other performances (never rehearsals or scenes) approved by the Academy’s Administration and in the presence of a Stage Manager. Fire safety protocols will be strictly followed.
- If there is a fire, or other emergency requiring evacuation, a campus alarm will sound and all persons will make an orderly exit from the building, according to the emergency escape routes posted in each building. Students should move far away from the building and follow instructor’s and/or staff member’s directions. Students should not exit the building during an earthquake unless directed.
- In case of fire, do not attempt to hold the fire in check. Notify Security or the Reception Desk immediately or call 911. Evacuate the building and keep a safe distance until the Fire Department arrives.
- If there is an injury, do not move an injured person until the extent of the injury has been ascertained by one of the administrative staff members. First aid supplies are located at the Reception Desk.
- In accordance with the Clery Act, the Academy will notify the campus community without delay upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or staff on campus. Warnings may only be withheld if they would compromise efforts to contain the emergency.
- In the event of a campus emergency, it is vital the Academy be able to contact students as quickly as possible with critical information regarding such emergencies or closures. In this regard, every student is required to have an email address and/or a phone number which can receive text messages to which official Academy communications can be sent. Students are expected to check their email accounts at least once a day.

FACULTY

Joe Barros

Interim Head, Musical Theatre
BFA, The Hartt School, University of Hartford

Rob Baumgartner, Jr.

Associate Faculty, Musical Theatre
MFA, New York University

Liza Bennett

Guest Director
BFA, Juilliard School, Drama Division

Alberto Bonilla

Associate Faculty, Theatre, Sitcom & Procedurals
MFA, Rutgers University

Rachel Botchan

Associate Faculty, Acting Styles
BFA, New York University

David Dean Bottrell

Core Faculty, Acting, On-Camera
Certificate, William Esper Studio

Kevin Breznahan

Associate Faculty, On-Camera
BA, Rutgers University
Studies with Wynn Handman and Fred Kareman

Melissa Brown

JD, Rutgers University
Associate Faculty, Alexander Technique
Alexander Technique Certification, AmSAT

Dana Calvey

Associate Faculty, Alexander Technique
BFA, Wright State University
Alexander Technique Certification, AmSAT

Dr. David Castro

Associate Faculty, Liberal Arts & Sciences
PhD, Adelphia University

Samrat Chakrabarti

Associate Faculty, On-Camera
MFA, Harvard University

Doug Chapman

Associate Faculty, Voice & Speech
MFA, Harvard University
Fitzmaurice Technique Certification

Zoe Chen

Associate Faculty, Voice & Speech
MFA, American Conservatory Theatre
Designated Linklater Teacher

Patrick Connelly

Associate Faculty, Alexander Technique
AOS, American Academy of Dramatic Arts
BA, University of Delaware
Certified Alexander Technique Teacher

Dave Demke

Associate Faculty, Voice & Speech
MFA, University of Maryland
Linklater Certification

Tracy Einstein

Associate Faculty, Alexander Technique
BA, Columbia University
Alexander Technique Certification, AmSAT

Luis Feliciano

Associate Faculty, Liberal Arts & Sciences
MA, Hunter College – CUNY

Hector Flores, Jr.

Associate Faculty, Musical Theatre
Dual BA, Performing Arts - Musical Theatre Performance & Communications - Film Writing & Production)
Certified Fred Astaire Ballroom Studio Instructor

Jesse Gelber

Associate Faculty, Musical Theatre
MA, Rutgers University - Newark

Maury Ginsberg

Associate Faculty, On-Camera
BA, Bard College
Studies with Sanford Meisner, Larry Moss

Colleen Gleason

Associate Faculty, Voice & Speech
BFA, Marshall University
Designated Linklater Teacher
Certified Colaanni Speech/Phonetic Pillows Practitioner

Dr. Sharron Greaves

Associate Faculty, Liberal Arts & Sciences
PhD, Arizona State University

Matthew Gregory

Associate Faculty, Liberal Arts & Sciences
MFA, UCLA

Christopher Halladay
Associate Faculty, Acting
MFA, Rutgers University

Yvette Heyliger
Core Faculty, Acting, Script Analysis
MA, Hunter College CUNY, New York University;
MFA, Queens College

Uluanda Ivy
Associate Faculty, Liberal Arts & Sciences
MS, University of West Alabama
MEd, University of Mississippi

Dr. Daniel Jaffe
Associate Faculty, Liberal Arts & Sciences
PhD, Springfield College

Molly Jaffe
Associate Faculty, Liberal Arts & Sciences
MS, MEd, Springfield College

Jake Keefe
Associate Faculty, Styles: Improv
BFA, Syracuse University

Rebecca Kling
Associate Faculty, On-Camera
MFA, University of Alabama

Ariel Lauryn
Associate Faculty, Movement
MFA Dell'Arte International School of Physical Theatre

Neal Lerner
Associate Faculty, On-Camera
MFA, Yale University School of Drama

Jason Liebman
Associate Faculty, On-Camera
MA, Media Ecology
New York University

Camille Litalien
Head of Movement, Core Faculty
MFA, Central Saint Martin's College of Art & Design, University of London UK

Maggie Low
Core Faculty, Acting
Certificate, William Esper Studio

Dr. Emily Madison
Associate Faculty, Liberal Arts & Sciences
PhD, Columbia University

Jennifer Mann
Core Faculty, On-Camera (Head)
MFA, UNC Greensboro

Brendan McCall
Associate Faculty, Movement
MFA, Bennington College

Chris McGovern
Associate Faculty, Musical Theatre
BM, Temple University

Lisa Milinazzo
Guest Director
MFA, New York University

Zach Miller
Associate Faculty, Applied Voice
BFA, Penn State University

Nurit Monacelli
Core Faculty, Acting, Movement
MFA, Harvard University

Jack Mustard
Associate Faculty, Voice & Speech
MFA, Central School of Speech & Drama, University of London

Erin O'Leary
Associate Faculty, Alexander Technique
MFA, University of Tennessee
Alexander Technique Certification, AmSAT

Will Pazdziora
Associate Faculty, Musical Theatre
MFA, Boston Conservatory at Berklee College

Alex Pepperman
Associate Faculty, Acting Styles
MFA, Harvard University

Steve Perlmutter
Associate Faculty, Acting
BS, Northwestern University
Studies with Larry Moss, Fred Kareman

Deborah Picone
Associate Faculty, Liberal Arts & Sciences
MFA, Adelphia University

Susan Pilar
Core/Full-time Faculty, Acting
MFA, American Conservatory Theatre

Janis Powell
Head of Acting
BFA, University of Texas at Austin

Kevin Qian

Associate Faculty, Voice & Speech
MFA, Central School of Speech & Drama, University of London

Ryan Quinn

Guest Director
MFA, Yale School of Drama

Alan Rackham

Associate Faculty, On-Camera
MFA, New York University

Prather Rehm

Associate Faculty, Movement
MFA, Pace University

Thomas Rene

Core Faculty, Voice & Speech (Head), Musical Theatre
MA, Central School of Speech & Drama, University of London

Dan Renkin

Associate Faculty, Stage Combat
BA, University of California at Irvine

Dr. Giuseppe Rotolo

Associate Faculty, Liberal Arts & Sciences
PhD, University of Palermo

Barbara Rubin

Core Faculty, Acting, Directing
BA, University of The Witwatersrand

Matthew Russell

Associate Faculty, Applied Voice
MM, Western Michigan University

Olivia Russell-Botto

Associate Faculty, Applied Voice
MM, University of Colorado - Boulder

Becky Sandler

Associate Faculty, Alexander Technique
MEd, Bank Street College;
MLS, University of Missouri;
Alexander Technique Certification, AmSAT

Ibsen Santos

Associate Faculty, Voice & Speech
MFA, Ohio State University

John Scacchetti

Associate Faculty, Dance
BS, Bradley University

Dave Shalansky

Associate Faculty, On-Camera
BFA, Boston University

Maya Smoot

Associate Faculty, Voice & Speech
MFA, University of California, Irvine

Mickey Solis

Associate Faculty, Script Analysis
MFA, Harvard University

Timothy Stickney

Associate Faculty, Acting
AOS, American Academy of Dramatic Arts

Karina Stribley

Associate Faculty, Applied Voice, Musical Theatre
MFA, Boston Conservatory at Berklee College

Michael Toomey

Associate Faculty, Stage Combat
MFA, London International School of Performing Arts and
Naropa University

Robert Tunstall

Associate Faculty
AOS, American Musical and Dramatic Academy

Mike Walsh

Associate Faculty, Voice & Speech
MFA, Columbia University

Jeremy Webb

Associate Faculty, Musical Theatre
BFA, University of North Carolina School for the Arts

Jose Zayas

Guest Director
MFA, Carnegie Mellon University

BOARD OF TRUSTEES & EXECUTIVE LEADERSHIP

OFFICERS OF THE BOARD

ROBERT E. WANKEL
Chairman

JOLYON F. STERN
Vice-Chairman

SUSAN ZECH
President

E. ROBERT GOODKIND
Secretary

H. DAVID SHERMAN
Treasurer

BOARD OF TRUSTEES

DOUGLAS CARTER BEANE

CLAUDIA FARIS

RICHARD J. POCCIA

KANDI BURRUSS

ALAN A. FISCHER

MICHAEL PRICE

WARREN CARLYLE

JAMES W. FULLER

ROBERT REDFORD*

GEORGE CUTTINGHAM*

FRANK LANGELLA*

FREDRIC ROSEN

CHRIS DEFARIA

BRIAN MORELAND

STEVEN SANDERS

** Denotes Honorary Trustees*

EXECUTIVE LEADERSHIP

SUSAN ZECH
President

DANIEL DESHURLEY
Vice President of Operations

JOEL BLOCH
Chief Financial Officer

DAVID SULLIVAN
Vice President of Academics



THE AMERICAN
ACADEMY
OF DRAMATIC ARTS

120 MADISON AVENUE | NEW YORK, NEW YORK | 10016
MAIN: 800-463-8990 | EMAIL: NYReception@aada.edu