A New School of Thought
Our Mission

We will graduate students who are accomplished in the academic skills one would expect; at ease beyond their borders; truly fluent in a second language; good writers and speakers one and all; confident because they excel in a particular passion; artists no matter their field; practical in the ways of the world; emotionally unafraid and physically fit; humble about their gifts and generous of spirit; trustworthy; aware that their behavior makes a difference in our ecosystem; great leaders when they can be, good followers when they should be; on their way to well-chosen higher education; and, most importantly, architects of lives that transcend the ordinary. We will share our prosperity with those who need it, initially through traditional financial aid and, as we grow, in more innovative and broader-scale ways that leap the walls of our campuses. We will provide our faculty and staff members a special place to pursue the science and art of teaching. We want to align the rewards of teaching more closely with the value it brings to society, provide teachers opportunities to deepen their skills and be a place where careers, in and out of the classroom, can flourish. We will advance education by setting an example as an effective, diverse and accountable school; by continuously investing in ways to become better at what we do; and by making available our discoveries, large and small, to colleagues in the cause of education.
Welcome to the New York campus of Avenues: The World School, a 16-grade independent school located in the Chelsea neighborhood of Manhattan, adjacent to the High Line park. Since opening, our student body has grown in both size and scope, from 740 students in 2012 to more than 1,750 in 2020. Students from our first six graduating classes have matriculated at a wide array of outstanding colleges and universities around the world and are well on their way to becoming, in the words of our mission statement, “architects of lives that transcend the ordinary.”

At the heart of Avenues’ vision for education is the idea that global-scale problems call for global-scale solutions. Nowhere was this vision more borne out than in the unfolding of the COVID-19 pandemic, and it became a concrete reality in our community’s response. We are proud of the way we weathered the storm, from our ability to pivot quickly to highest-quality remote instruction by leveraging the resources of our preexisting virtual campus, to the mutual support and shared knowledge provided by our global network of campuses; from the unwavering commitment of our faculty to their students, to the state-of-the-art testing and tracing system that allowed us to offer in-person instruction for the entire 2020–21 school year. As a result of these efforts, the Avenues community is emerging from the pandemic stronger than ever.

Avenues operates as one school with many interconnected campuses around the world. This year, our São Paulo campus graduated its first class of students, now on its way to a range of well-chosen schools including Princeton, UC-Berkeley and the University of Toronto. Meanwhile, our Shenzhen campus is building on its popular early childhood program by expanding to serve students through 10th grade from fall 2021. Avenues Online continues to grow, having expanded rapidly last year to meet the needs of diverse families around the world. (For more on Avenues around the world, see page 32.)

We understand that choosing a school is one of the most important decisions in a parent’s life, and we want you to have all the information you need to consider whether Avenues is right for your family. Contained in this book are augmented reality experiences intended to convey Avenues’ DNA—our mission, vision and approach—as vividly as possible. We warmly invite you to keep in touch as you consider Avenues and look forward to getting to know you better.

Welcome to A New School of Thought. We’re so glad you’re here.

We believe that there are many reasons to choose Avenues: The World School; two things in particular, however, make Avenues truly distinct.

Avenues’ innovative and rigorous curriculum continues to be shaped by expert faculty with support from our in-house research and development team. Some of the unique programs that we have developed since opening in 2012, and that you will learn about in this book, include the World Course, High Intensity Practice, the Mastery Program, and the Avenues World Elements. Language immersion, offered in either Chinese or Spanish, is a core part of an Avenues education from nursery to 5th grade, cultivating students who are truly proficient in a second language by the time they enter the middle grades.

As one school with many campuses, Avenues is a highly integrated global learning community, connected and supported by a common vision, a shared curriculum, the same admissions standards, collective professional development of its faculty and best-in-class facilities. Our global admissions policy means that a student admitted to one campus is admitted to all.
Welcome means that we behave inclusively, making members of the school community and guests feel comfortable and at home.

Safety means that every student, teacher, faculty member and visitor should work to keep one another safe, in all ways, and be mindful of the well-being of our community, at all times.

Respect means that all members of the Avenues community regard one another as partners in a common enterprise, recognizing each person’s dignity, worth and contribution.

“We promise to graduate students who are “at ease beyond their borders”; that is, students who have the cultural competencies necessary to engage with and serve in communities other than their own. Whether those borders are defined by race, culture, physical ability, socio-economic background, sexual orientation or any other measures of identity, Avenues equips our students to connect across differences and embrace access for all—both in and out of the classroom.”

Kym Ward Gaffney, Global Director of Diversity, Equity and Inclusion
Here, we present the distinguishing differences of an Avenues education—the learning experiences that define a child’s journey through Avenues, whether it begins in Small World (2-year-olds), the Early Learning Center (comprising nursery, pre-kindergarten and kindergarten), the Lower Division (1st–5th grade) or the Upper Division (6th–12th grade). These experiences underpin the Avenues World Elements, our unique curricular system that lays out the essential and enduring learning outcomes for Avenues graduates around the world. The full table of Avenues World Elements can be viewed on page 31.

In this book, we’re using augmented reality technology to bring these core learning experiences to life. After downloading the AvenuesAR app, you’ll be able to use your smartphone or tablet to see our campuses and step inside our classrooms; meet our students and faculty; and experience the defining features of an Avenues education for yourself.

**Experiencing augmented reality**

**Step one**  Download the AvenuesAR app to your smartphone from the App Store.

**Step two**  Place the book flat on a table or desk. The AR experience has been designed to be viewed from a seated position.

**Step three**  Open the AvenuesAR app and point at any page with the camera icon. Watch the pages come to life in augmented reality on your smartphone’s screen. Enjoy!
What students know is important to us, but we care even more about what they can do with their knowledge—how they evaluate information, question assumptions and solve problems. By extension, we value the ability to formulate incisive questions and evaluate multiple answers over the memorization of content. That is why in our Upper Division classrooms, students learn through dialogue—the exchange and weighing of perspectives on a particular text, math problem or global issue.

Exchange works like this: instead of sitting in rows, students sit at a round table, so they can make eye contact with one another. Instead of standing at the front, their teacher sits shoulder-to-shoulder with students as part of the circle and guides the discussion by asking incisive questions. Students respond, then follow up by asking their own questions. Wrong answers are not penalized; instead, their inaccuracy is revealed through further questioning. Every student is a visible part of the discussion and each is encouraged to speak. It’s a beguilingly simple setup that yields profound results.

In discussion-based learning, the teacher challenges students to formulate and evaluate the answers to open-ended questions themselves. Whether the class is discussing a literary text or debating a contemporary world issue, this approach cultivates articulate public speakers and careful listeners who are able to present their opinions with extraordinary poise.

Avenues taught me the art of discussion, which I’m using every day in college, including as a teaching assistant for an upper level A.I. class. Avenues prepared me to understand other people’s questions and where their confusion lies, especially in higher level classes where there is no single “correct” answer, but rather multiple possible solutions to the same problem.”

Noah, Class of 2018 (currently attending Tufts University)
We embrace the idea that the best way to cultivate lifelong skills is to spend a lot of time practicing with the right kind of guidance and coaching. To that end, we developed the High Intensity Practice (HIP) Thinking program for students in the Upper Division. By practicing often and over a number of years, students develop a set of thinking skills related to the brain’s key executive functions: working memory, cognitive flexibility and inhibitory control (executive function is often likened to the air traffic control system of the brain). In HIP Thinking classes, students are given two challenges, one through writing and one through math or coding. For writing challenges, students are given 20 minutes to write, uninterrupted and in silence, on a variety of prompts. For math and coding challenges, students spend the same amount of time solving problems in small groups. In these short bursts of creative and analytical freedom, students cultivate essential thinking skills—mental agility, empathy, creativity and critical thinking—through persistent practice. As a regular part of the Upper Division schedule, HIP Thinking builds the intellectual “muscle memory” that will enable students to unleash their creativity while staying focused—in college and beyond.

“...I always tell students that one of the foundational goals of HIP is self-knowledge. We want them to come out of the experience with a strong sense of their strengths as thinkers and how they can use those strengths in every aspect of their lives.”

Brady Smith, High Intensity Practice (HIP) Thinking Instructor
At Avenues, learning a second language is more than an academic pursuit; it is a daily practice that transforms the way students see and think about the world. We don’t teach Chinese or Spanish; we teach in Chinese or Spanish. From nursery through 5th grade, students spend 50% of their time learning in English and 50% learning in either Chinese or Spanish. In the Small World program for 2-year-olds, children are exposed to all three languages, in preparation for the beginning of formal immersion in nursery.

Knowing multiple languages opens up untold cultural, intellectual and professional pathways through the world. It also literally opens a child’s mind: multilingual education activates and expands parts of the brain untapped by monolingual study. Research shows that those who speak multiple languages benefit from improved executive functioning, stronger memory and more flexible thinking.

In 6th grade, students transition from the immersion program into intensive study of their chosen language, which provides one 90-minute class every other day augmented by electives, clubs and international programs (see page 28). Students entering the Upper Division are assessed for proficiency in either Chinese or Spanish; introductory courses are offered for those with no prior experience.

Think of learning a language like learning to swim. Traditional language instruction is like practicing the strokes while standing on the shore, whereas immersion is like getting into the water and actually moving your limbs. The water is the language environment that we create for our students, where their learning is direct and intuitive.”

Angela Xu, Head of Primary Division at Avenues Shenzhen
Inquiry is the process whereby students expand their knowledge, discover solutions to problems, uncover inconsistencies and answer questions. It is fundamental to the learning and the growth of human civilization, and it happens in every classroom and at every grade level at Avenues.

An example of inquiry in action is the Avenues World Course, our interdisciplinary global studies program that spirals from nursery to 12th grade. Adopting a global (rather than a Western-centric) perspective on the humanities and social studies, the course takes students on a 15-year journey across intellectual, cultural and geographical boundaries, structured around a series of questions that begin with the self and expand gradually to encompass cities, civilizations and the future of the planet. “Who am I?” leads to “What is community?” leads to “Why do civilizations rise and fall?” leads to “What kind of impact can I make on the world in my lifetime?” There are no easy answers to these questions; guiding students to find their own is one of the ways we prepare them to live meaningful lives in a future we cannot imagine.

In the Upper Division, inquiry often takes the form of solving “future problems,” requiring students to first inquire into the current state of a given issue and then to extrapolate from their learning to find a solution. Students are often required to share and defend their answers with peers in a discussion-based class.
Interdisciplinary Studies

By encouraging students to think across, rather than within, traditional fields of study, interdisciplinary study invites them to practice the expansive thinking necessary to formulate solutions to the world’s most pressing problems.

In our mission statement, we pledge to graduate students who are “accomplished in the academic skills one would expect,” and interdisciplinary studies elevate—rather than replace—those skills and disciplines at Avenues. In one example, upper grades students incorporated science, social studies and design to produce cost-effective kits for testing lead in water, and distributed them throughout communities in New York City. In another example, Lower Division students were challenged to design and construct scale models of their own sustainable cities within certain parameters of volume—they were so focused on their projects that only later did they realize they had been doing math, environmental science and art all along. The Upper Division schedule takes this approach to the next level, with alternating days dedicated to interdisciplinary study, during which students complete projects incorporating art and design, World Course, English and science—all designed by collaborative faculty teams.

There will always be a role for specialists. But the biggest challenges facing the world today call for thinkers who can pull together insights and innovation from different disciplines.”

Ty Tingley, Founding Co-Head of School, Avenues New York and Chief Academic Officer Emeritus

In the Lower Division, students bring their budding research skills to bear on studies of ancient civilizations such as Egypt, China, the Mayans and the Aztecs. In these inquiry-driven, interdisciplinary units, students are challenged to formulate questions, gather information, present their conclusions to their peers and finally, evaluate and reflect on their own process.
We pledge to graduate students who are confident because they excel in a particular passion, and through the Mastery Program, we provide Upper Division (6–12) students with the space, time and resources to first identify and then pursue that passion in depth and over multiple years. Mastery empowers students to develop exceptional knowledge and skills—often at levels not experienced until college or beyond—in a field of their choosing.

Mastery projects have ranged from engineering (e.g. the design and construction of a particle accelerator) to the arts (e.g. a published book of fashion photography) to law (e.g. the creation of the first high school law review in the United States) to science (e.g. using AI for the early detection of cancer) and everything in between. The possibilities are limited only by our students’ imaginations. The Mastery experience is profoundly useful—it might anchor a student’s college essay or inspire a future career—but its heart is intrinsic reward: to inspire a world of happier, more meaningful lives through the beautiful engagement of one’s passions.

Whenever I see students working at these advanced levels in Mastery, I inevitably begin to wonder, ‘where are the limits to this type of work?’ The answer is, we haven’t found them yet. As educators, we have to constantly ask ourselves what we can do to push the learning, the projects and the experience even further next year. We have an obligation to seek those limits with our students.”

Mark Gutkowski, Director of Mastery

Isadora checks the tension on the student-built hang printer, an open-source 3D printer that is suspended from the corners of the room. By providing students with access to resources, facilitating their autonomy, and encouraging them to find deep purpose in their work, the Mastery Program sparks transformative personal and academic growth.
We believe that students do best in school when they feel known by and closely connected to adults who provide advice and mentorship. The Upper Division deans program is our expression of that belief. The deans at Avenues are full-time mentors whose sole responsibility is the social-emotional well-being and academic success of their students. Deans develop close relationships with their students by meeting regularly with them, both one-on-one and in small groups, over multiple years.

We are serious about guiding our students towards postsecondary environments in which they will thrive.

Accordingly, our approach to college counseling is to help a student identify the best fit based on their aspirations and passions. With their holistic understanding of their mentees and encyclopedic knowledge of institutions of higher education, deans are uniquely placed to guide students through the application process. More than 300 students from Avenues’ first six graduating classes are studying at a distinctive array of colleges and universities around the world. Most frequently chosen schools include Barnard, Boston University, the University of Chicago, Columbia, Cornell, New York University, the University of Pennsylvania, Skidmore, the University of Southern California, Stanford and Tulane.

To view a full list of colleges attended by Avenues students, please turn to the end of the book.

Soon, I’ll be starting college in another city, a plane journey away. Although I am slightly terrified, I know that the education I have received at Avenues will guide me throughout my college career. Yes, I’m talking about the calculus skills I got in math, but also the emotional availability I learned through drama, the collaboration skills I gained by practicing design thinking and the willingness to question everything that I developed through exchange.”

Sabrina, Class of 2017 (currently attending the University of Chicago)
Play is the medium through which students learn about themselves and the world, and in Small World—a program for 2-year-olds—and the Early Learning Center, it is prioritized as a key to child development. Avenues’ early childhood curriculum is designed to promote competency and the mastery of developmental skills through a variety of multi-sensory experiences, using open-ended materials that ignite children’s imaginations. Whether students are playing with wooden blocks and sand or solving math problems with counters, teachers act as guides, seeking to stimulate their natural curiosity and ensure that they feel challenged but not frustrated. Tactile play develops fine and gross motor skills, physical play stimulates growth and make-believe play accelerates social-emotional learning. Most importantly for us, all kinds of play foster a love of learning that young children will carry with them as they move upwards through school.

Children play naturally. But there’s a difference between just play and playful learning. In our program, play is facilitated by teachers who understand that difference and guide children to acquire certain skills through play. It’s almost like the children don’t even know they’re learning because they’re having so much fun, and the fun is what keeps them engaged.”

Nancy Schulman, Head of the Early Learning Center

The Early Learning Center schedule includes daily structured play sessions in which students move between stations, encountering various kinds of open-ended materials that trigger curiosity and promote the development of key skills.
Project-based learning challenges students not only to understand but also to apply complex ideas and discrete skills in innovative, tangible, and rigorous ways. It is one of the most powerful tools that we have at our disposal for cultivating real-world problem solvers and confident collaborators, and in the process, for transcending the conventional definition of schooling.

Across every subject area and at all grade levels, projects are thoughtfully designed to send students deep into a particular topic and apply themselves in ways that establish enduring knowledge and skills. In 1st grade, for example, students spent a whole year studying the role of parks in communities before embarking on group projects to design their own playgrounds. Meanwhile, 11th and 12th grade students collaborated with local school P.S. 33 on the Heroic Imagination Project, incorporating creative writing, design and engineering to write superhero narratives and build classroom tools for students with physical disabilities.

By making students fully accountable for their work, project-based learning builds persistence, communication skills and self-awareness—in other words, it builds character. Remarkable things happen when young people are given a stake in their own learning—something we witness firsthand every day at Avenues.

It’s really important to go through the process of making something. Pedagogically, there’s no replacement for that authentic moment where a student realizes, ‘I’m stuck.’ The more opportunities students have to do that, the more they will develop tools and skills to cope with it and find a solution.”

Katy Garnier, Avenues iLab Director

Dylan, class of 2021, works on the production of a giant Newton’s cradle, a device that demonstrates conservation of momentum and energy using a series of swinging spheres. Dylan began this long-term project as part of the Mastery Program. After completing the project next year, Dylan plans to install the cradle on campus.
We are committed to helping students get out of their bubbles—whether socio-economic, cultural or linguistic—not only because it’s the right thing to do but also, because young people learn and grow in extraordinary ways when they do. Service learning is built into the curriculum at all grade levels; from 6th grade on, the Social Innovation Program gives students the opportunity to work with community partners on projects that make a lasting, positive impact on our neighborhood, city and world.

During the 2020–21 school year, we focused our efforts on supporting our community partners through the global pandemic. Our Early Learning Center and Lower Division families organized several outdoor book drives for our neighbors at the Elliott-Chelsea Houses, while our older students offered translation services for check-ins with local Cantonese, Mandarin and Spanish-speaking seniors. Upper Division students organized an Adopt-a-Family drive, supporting more than 150 families at Hudson Guild with toys, clothing and learning materials throughout the winter. Twelfth grade students developed a “Tea Time” program to build meaningful relationships with seniors living at the nearby Penn South affordable cooperative. These are just some examples of the sustained forms of engagement that help us to cultivate the next generation of courageous, compassionate and enterprising global citizens—a mission that has only grown more urgent in the wake of the pandemic.

“\nWe really appreciate Avenues’ participation with our neighborhood. They always ask us what we need or how they can help us partner in events. We’ve collaborated on book fairs, making wellness cards for our seniors, attending community meetings, and so on. Avenues does so much for us, especially in our time of need.”

Darlene Waters, President of the Elliott-Chelsea Houses Tenants Association

Avenues students and faculty partnered with the Elliot-Chelsea Houses Tenants Association to allow local residents to pick up new and lightly used books, masks, and hand sanitizer.
FERIA DEL LIBRO DE OTOÑO
12:00 PM – 2:00 PM
GRATIS
MÁscaras

The Fall Book Fair
12:00 PM – 2:00 PM
Books
Hand Sanitizers
As a World School, study abroad is in the DNA of Avenues. Our international programs bring together students from across our campuses for life-changing experiences of cultural immersion, community engagement and deep learning. We carefully scaffold these experiences, challenging students to grow in ways that transcend the possibilities of the classroom. By making authentic and personal connections beyond their borders, students expand not only their worldviews, but also their definitions of themselves.

International programs are offered during school holidays and at other times during the school year. They are often designed and led by faculty, and are structured around a particular project or thematic investigation (climate change in New Zealand, digital technology in China, or traditional music in Botswana, for example). All programs prioritize ethical and sustainable travel, social impact and service, and the highest standards of risk management.

**Places we’ve been:**

- Argentina
- Belize
- Botswana
- Brazil
- Chile
- China
- Ecuador
- Guatemala
- Hawaii
- India
- Italy
- Japan
- The Netherlands
- New Zealand
- Puerto Rico
- South Africa
- Spain
- Uruguay

“I was away from home, in a foreign country, with a whole new group of friends, and so I really got to grow as a person. I also figured out what I love. I discovered a passion for climate change research, which is what I plan to study in college.”

Sophia, Class of 2019 (currently attending Cornell University)
Developed by our in-house research and development team, the Avenues World Elements define and describe the essential and enduring learning outcomes for graduates of Avenues: The World School across all of our campuses. As a living document, the table will be updated every two years, incorporating insights from our new campuses around the world and our own research.

For example, the first Avenues World Element is empathy: the ability to recognize, understand and experience the feelings of others. Empathy is often considered a building block of emotional intelligence. Empathy may have limits on its own, but when combined with other elements like persistence, beliefs and ethics, the result can be direct moral action and community engagement. Empathy can also be combined with creativity, design and entrepreneurship to help a student solve problems in a more user-centered manner. In these ways, curricular elements can be combined to form a wide variety of programmatic “molecules”—courses, projects and approaches—within the curriculum, that form the very building blocks of the thought and behavior of an Avenues student.

Avenues students know what it means to have a productive discussion. It’s this level of empathy and understanding that you don’t see anywhere else. There is not one person in my grade that I would not call an eloquent speaker and a good listener.”

Olivia, Class of 2020  (currently attending the University of Chicago)
Avenues Around the World

New York  São Paulo  Shenzhen
Silicon Valley  Online  Studio
We congratulate the students of the class of 2021, Avenues São Paulo’s first graduating class, who were admitted to more than 100 colleges in the United States and around the world such as Princeton, UC Berkeley and the University of Toronto. Since opening in 2018, Avenues São Paulo has grown its student body from 830 to more than 1,300 in fall 2021. The campus is located in the Cidade Jardim neighborhood in a 40,000 square meter, state-of-the-art educational facility designed around Avenues’ core principles of sustainability, innovation and student-centered pedagogy. At all grade levels, the merging of the Avenues global curriculum and the Brazilian national curriculum yields a rich, rigorous program that is at once global and local in focus.
Avenues Shenzhen is the newest campus of Avenues: The World School, located in the leafy Nanshan District of China’s vibrant southern metropolis. After opening in 2019 with a popular early childhood program, in fall 2021 the campus expanded to serve students through 9th grade, integrating China’s national curriculum with Avenues’ global curricular system; and through 12th grade with a unique program focused on innovation. Suffused with natural light, surrounded by greenery and seamlessly integrating the most advanced educational technology, the campus is a haven for learning in the heart of one of China’s most innovative cities.
Avenues Online is the virtual campus of Avenues: The World School, supporting 2-year-olds through 12th grade. Developed by Avenues’ R&D team, Avenues Online uses a proprietary learning platform to provide an Avenues education to students in diverse global locations. After several years of development, the program launched in 2018 and expanded rapidly in 2020, serving more than 400 students in more than 25 countries around the world, including Ecuador, Canada, Germany, Indonesia, and Kenya.
Opened in fall 2020 in East Hampton, Avenues Studio Hamptons is the first of a new kind of campus. Small by design and uniquely student-centered, studio campuses combine the transformative, web-based program of Avenues Online with daily in-person mentoring, personalized learning experiences, and local community engagement.
Avenues is actively developing campuses in Silicon Valley, Shanghai and Miami and plans, in coming years, to open additional campuses in Asia, Europe, and North America.
Alumni Spotlight

“Alumni Spotlight

Avenues gave me so many opportunities to collaborate with people both inside and outside the community, including on real-world projects. It sparked a desire in me to affect the world around me, which has stayed with me through college and afterwards. I went through a couple of different traditional majors at Yale before falling in love with architecture. I realized that I had found that collaborative and creative community that I took for granted at Avenues. Avenues taught me what it means to shape the world for the better, and architecture is how I plan to do that.”

Sophie, class of 2016
• Currently working for an architecture firm in New York
• Graduated from Yale in 2020 with a degree in architecture
• Avenues highlights: The Highliner student newspaper, three-season athlete, co-founder of D4I social innovation conference

“The biggest thing that Avenues helped me with is participation. Participation is key for everything. When I first got to Avenues, I was really nervous about speaking up, having come from a more traditional school. It was a total shock. Everyone had to find their own voice, since all the classes at Avenues prioritize that. That really helped coming into college, especially as I had to take my entire freshman year online due to the pandemic. It helped me get past the awkwardness of Zoom and engage with others in a meaningful way.”

Andres, class of 2020
• Currently deciding between computer science and economics at Cornell University
• Avenues highlights: varsity soccer, Mastery project on video game design

“What I remember most and still hold onto from my time at Avenues are the relationships I’ve made, not only with my peers but also with the teachers. The community is so close. My English teacher from senior year just emailed me yesterday and we’ve been catching up. You can tell that the teachers really care, and I really care—it’s the perfect balance.”

Asta, class of 2020
• Currently pre-med at Brown University
• On the Brown gymnastics team
• Avenues highlights: running the Food and Hunger Advocacy club and Zero Waste Club
Avenues College Matriculation
Classes of 2016–2021

342 graduates have matriculated at more than 100 colleges and universities across the country and world.

10+ graduates
New York University
Skidmore College
University of Chicago
University of Southern California

6–9 graduates
American University
Barnard College
Boston University
Columbia University
Cornell University
Northeastern University
Stanford University
Tulane University
University of Pennsylvania
University of St Andrews (Scotland)
Wake Forest University

3–5 graduates
Bard College
Boston College
Claremont McKenna College
Elon University

George Washington University
Hamilton College
Howard University
Johns Hopkins University
Kenyon College
Loyola Marymount University
Northwestern University
Parsons School of Design
Rensselaer Polytechnic Inst. (RPI)
Sarah Lawrence College
Savannah College of Art and Design (SCAD)
The New School
Tufts University
University of Miami
University of Michigan–Ann Arbor
University of Virginia
Vanderbilt University
Wellesley College
Wesleyan University
Williams College
Yale University