

## Welcome to Hampshire College!

The Center for Academic Support and Advising (CASA) welcomes you to Hampshire College! This guidebook contains essential information for your first year at Hampshire. It will help you to set and achieve your academic goals while meeting the academic expectations of the college.

This guidebook supplements, but does not replace, the official college policy handbook which contains comprehensive and official information about Hampshire's academic program and policies. You can find the handbook at [handbook.hampshire.edu](http://handbook.hampshire.edu).

Throughout the school year you will receive important academic announcements in your campus mailbox or through your Hampshire email account. Be sure to read such information carefully. Also, feel free to come by CASA for academic advice and support. We are located in the Lemelson Building and can be reached by telephone at x5498 or at [advising@hampshire.edu](mailto:advising@hampshire.edu).

Enjoy your time at Hampshire!

### **The Center for Academic Support and Advising Staff**

Rachel Rubinstein, Dean of Advising, and Associate Professor of American Literature & Jewish Studies

Anne Downes, Senior Associate Dean

Dean Downes works with Division III students, and all transfer students

Ernie Alleva, Associate Dean and Lecturer

Dean Alleva works with Division II students and teaches philosophy courses

Zena Clift, Associate Dean

Dean Clift works with Division II students; primarily those in their third and fourth semesters of enrollment

Laura Melbin, Assistant Dean

Dean Melbin works with first year students

Jessica Ortiz, Director of New Student Services

Director Ortiz works with all new students, first years and transfers

Stana Wheeler, Enrollment Coordinator

Katie Stiefel, Advising Assistant

Director of Accessibility and Resource Services (to be announced)

## An Overview of Hampshire's Divisional Program

This section will serve as a guideline as you meet with your advisor and plan your academic studies at Hampshire. Please be sure to read the Hampshire College policy handbook ([www.handbook.hampshire.edu](http://www.handbook.hampshire.edu)) for more detailed college policies.

Hampshire Students qualify for the Bachelor of Arts degree by completing a full-time program composed of three divisions of study. In each Division, you must satisfactorily demonstrate progress and/or proficiency in the following cumulative skills:

- Analytical writing and informed research practice
- Quantitative skills
- Independent work
- Engagement with multiple cultural perspectives

### **Division I: Exploratory Studies**

You pursue exploratory studies in the liberal arts through a first-year curriculum in which you satisfy distribution requirements and make progress in Hampshire's cumulative skills (see above). The requirements will introduce you to a range of subject areas. Division I introduces the first-year student to the methodological, analytical and critical skills that are necessary for independent work. You are also required to complete the Campus Engaged Learning Activity requirement (CEL-1), which will introduce you to Hampshire's ethos of learning inside and outside the classroom.

### **Division II: Concentration**

The self-designed concentration is the core of your education at Hampshire College. You plan and carry out an individualized program of study, which includes courses at Hampshire and in the five-college consortium, as well as internships, study abroad, and independent study. During this process, you will be guided by the constructive criticism, advice, and ongoing evaluation of a faculty committee. The culmination of your work is the Division II portfolio, consisting of papers written for courses and independent projects, evaluations of coursework, fieldwork and internships, and other evidence that you have fulfilled the terms of the Division II contract, such as a body of independent artwork.

You are able and, in fact, encouraged to pursue interdisciplinary interests in Division II. You are expected to incorporate the Multiple Cultural Perspectives requirement and Community Engaged Learning Activity requirement (CEL-2) into their Division II.

### **Division III: Advanced Studies**

During Division III, which is typically the last two (sometimes three) semesters a student spends at Hampshire, you design and develop a major independent project. This project could take many forms, such as a research paper, scientific experiment, artistic portfolio, or performance. You will explore in depth a question, topic, or idea touched upon in Division II. You will devote the major portion of your time to the independent study project. The College also requires that you undertake two advanced-level learning activities while the project is underway. One of these activities must be an advanced course or serving as a teaching assistant (TA). The other activity may be an advanced course, being a TA, pursuing an internship, or an independent study approved by the Division III committee.

## Division I

**To pass Division I, you must successfully complete a total of seven academic courses by the end of your first two semesters: four distribution courses and three electives.** The first year tutorial will count as a distribution course. A minimum of forty hours participating in a Campus Engaged Learning activity (or activities) (CEL-1) is also required. You must complete a Division I Portfolio by the beginning of your third semester at Hampshire, which must include your first year retrospective, evaluations from your four distribution courses and three electives, documentation of and reflection on the CEL-1, and evidence of progress and/or proficiency in quantitative reasoning, independent work, writing and research, and multiple cultural perspectives. OPRA and EPEC courses may not count toward the distribution area courses or elective requirements but may be used as a CEL-1 with the approval of your advisor.

**Advanced standing coursework, such as AP/IB credits or college courses taken during the summer before starting Hampshire, may be applied as elective credit only AFTER the successful completion of Division I by the end of the second semester of enrollment and only if you are in good academic standing. See the policy later in this handbook.**

To pass Division I, you must

- ✓ Successfully complete four distribution courses
- ✓ Successfully complete of three electives (can include five-college courses with a grade of C or above)
- ✓ Successfully complete the CEL-1 (forty hours)
- ✓ Successfully complete the Division I Portfolio and attend a final meeting

You are responsible for the following:

- Check your Hampshire email daily
- Verify on TheHub that you are signed up for the correct courses, and be sure to actively drop a course you are no longer attending or it will remain on your schedule. Instructors cannot drop you from the roster.
- Attend regular advising meetings
- Pay attention to add/drop and preregistration periods
- Think about the relationship between your different interests and goals, remain open to things they are learning in different courses and contexts during your first year
- Save all your written work and projects for the Division I portfolio

## Cumulative Skills

You will be evaluated on your progress in four cumulative skills during your first year and throughout your career at Hampshire College. Evaluation criteria (rubrics) were developed by various subgroups of faculty to provide instructors and students with a common language and orientation. Comments from course evaluations and by the advisor will be collected on the Advisor's Page, which will be accessible to you and your Division I advisor, potential Division II members and any future advisors. The four cumulative skills are:

- Independent Work
- Multiple Cultural Perspectives
- Quantitative Reasoning
- Writing and Research

## Distribution Requirements

During the first two semesters, you must complete four out of the five distribution areas to fulfill your distribution requirements. The first year Tutorial will satisfy one of the distribution requirements. Courses that satisfy distribution requirements are designated 100-level or 200-level courses that are explicitly described as “satisfies distribution”. Only courses taken at Hampshire can count for distribution requirements; the exception is a language course at any of the five colleges in the consortium, which can be used to fulfill the CHL requirement. You choose four courses from among five areas of study to meet your distribution requirements. If a course is cross designated (ADM and PCSJ), for example) it can only count for one distribution area.

### **Arts, Design and Media (ADM)**

Courses meeting distribution in this area explore creativity and works of the imagination, the broader context of artistic practices, the roles and responsibilities of makers and audiences, and students’ development of their original artistic voice. Areas of study include, but are not limited to: acting, directing and theatrical production; analog and digital music; analog and digital media arts; architecture; art education; book arts; dance and choreography; drawing, painting, and sculpture; fiction, poetry, and creative non-fiction writing; film, video, and photo; graphic design; photography installation and performance art.

### **Culture, Humanities and Languages (CHL)**

Courses meeting distribution in this area examine and interpret the texts and the artifacts (created works, performances, rituals) through which humans, both historically and currently, have sought to make meaning of their experience and expressed their feelings, beliefs and values. Areas of study include, but are not limited to: art history; comparative literature; cultural studies; foreign language(s); literary analysis and criticism; mythology; philosophy; the analysis of popular culture, religious studies; and semiotics.

### **Mind Brain and Information (MBI)**

Courses meeting the MBI distribution are devoted to the study of the mind and brain, individual and social behavior, language and communication, and computers and digital technologies. Areas of study include, but are not limited to: animal behavior; anthropology; cognitive psychology; computer science; education; linguistics; mathematics; statistics; neuroscience; philosophy of mind.

### **Physical and Biological Sciences (PBS)**

Courses meeting distribution in this area concern the exploration of physical and biological phenomena. Courses are designed to empower students to effect positive change through analysis, hypothesis-testing, problem-solving, theory-building, exploration, representation and experimentation, as they learn to use scientific theories and methods to observe, investigate, understand, describe and predict physical and biological phenomena. Areas of study include, but are not limited to: anthropology; astronomy; chemistry; engineering; environmental sciences; health sciences; mathematics; physics.

### **Power, Community, and Social Justice (PCSJ)**

Courses meeting distribution in this area examine the social and political dimensions of a broad range of human activities, including how the ways that events, periods, societies or groups are described and understood, can affect communities and individuals. Areas of study include, but are not limited to: anthropology; economics; history; legal studies; philosophy; politics; sociology; social, cultural, or counseling psychology.

While there is some overlap, the distribution areas are different from and should not be confused with the five interdisciplinary schools.

## The Five Interdisciplinary Schools

Hampshire does not have departments; instead we have five interdisciplinary schools, which serve to organize faculty but not to create divisions. Students may take courses in all the schools.

**Cognitive Science (CS)**  
**Critical Social Inquiry (CSI)**  
**Humanities, Arts and Cultural Studies (HACU)**  
**Interdisciplinary Arts (IA)**  
**Natural Science (NS)**

Courses in different schools may be listed under the same distribution area. You can search courses on TheHub by the five distribution areas.

You are strongly encouraged to incorporate the study of a second language in your Division I studies. Because second languages are best learned when studied continuously, if you elect to study a second language you are advised to enroll in a language course in the first year.

In addition to the four distribution courses you must also satisfactorily complete three additional courses (electives) drawn from the curriculum offered in any of the schools of Hampshire College or from the consortium. OPRA and EPEC courses do not count towards the seven course requirements for Division I but may be used to fulfill the CEL-1 requirement (see below), with the advisor's approval.

If a course is voluntarily repeated (such as Chorus), it will count only once for either a distribution course or an elective. If you take a course twice, it will only count one time.

Five College courses: A student must receive a grade of C or better for courses to count; a grade of C- or below cannot be used to fulfill Division I electives.

## The Campus Engaged Learning Activity (CEL-1)

First year students must complete a Campus Engaged Learning Activity (CEL-1) totaling a minimum of 40 hours, approximately equal to 40 course contact hours. The appropriate CEL-1 activities will be determined in consultation with your tutorial advisor and activity sponsor. The student will document the fulfillment of the CEL-1 requirement and include a reflection on it in the Division I retrospective essay. You may register for a CEL-1 activity on the CEL-1 website at any time during the semester.

### **What is CEL-1?**

CEL-1 is a Division I requirement that asks you to engage in 40 hours of collaborative work/projects/learning outside of the traditional classroom during your first year. CEL-1 activities thus take place on campus and/or enhance campus life. With an emphasis on mindful participation, documentation and reflection, CEL-1 activities provoke observations about the meaning of community and the relationship between your coursework and your other pursuits. The requirement allows you to weave together multiple experiences (i.e. you can complete more than one CEL-1 activity!) throughout the year that build a dynamic, comprehensive Division I experience.

### **How does it work?**

CEL-1 activities are offered by the Hampshire community and take on several different forms. Each activity is sponsored by someone on campus. Sponsors include the array of community members on campus, including campus program staff, Hampshire faculty, Division II and III students and student group leaders. You are welcome to craft your own CEL-1 activity, provided that it meets the guidelines and has a sponsor who is not a Division I student. You'll be asked to document this work as you go so that you're better equipped to write about it in your final Division I Portfolio and Retrospective Essay. Documentation can take many forms as well: journal entries, photography, collection of materials, video, artwork, etc.

### **What counts?**

Past CEL-1 activities run the gamut of experiences, including various arts-based projects, design/build work, outdoor adventure and leadership, food/farm/sustainability initiatives, identity-based groups, student-run courses, social justice organizing, event planning, and much more. Membership in an recognized student group, completion of an Outdoors Program/Recreational Athletics (OPRA) course, and completion of an Experimental Program in Education & Community (EPEC) course can all count towards your CEL-1 hours, so there are countless ways for you to complete the requirement.

### **How should I begin?**

Your tutorial advisor will help you discuss and decide on an appropriate CEL-1 activity but you are welcome to start brainstorming and getting involved in projects as soon as you arrive on campus and the semester begins! The CEL-1 website will guide you through completion of the CEL-1 process, and will provide an overview of the available activities once classes start. This website is where sponsors upload information about activities they are offering, and where Division I students can learn more details, browse opportunities, and register for activities. To browse available opportunities from last year (and get a sense of what you might be interested in), click 'Old/Past' in the Status toolbar on the Browse tab of the site.

### **When should I begin?**

Because this is campus-based engagement, the expectation is for you to get here and familiarize yourself with the opportunities available to you. You will be updated about the CEL-1 process during and after orientation, and will be asked to sign up for activities **after you've arrived on campus**. You'll be advised to begin this process early in your Division I, and will receive lots more information after classes begin.

### **Where can I find more information?**

You can read more about the requirement on the CEL-1 website and the Center for Academic Support and Advising's CEL-1 page (CEL1.hampshire.edu). Have a burning question that can't wait? E-mail [cell1@hampshire.edu](mailto:cell1@hampshire.edu) for more information. They're happy to help!

## **Your First Year Advisor**

The close student-faculty relationship is a central feature of a Hampshire education. Every student is assigned a first-year advisor based on the tutorial assignment to assist with the selection of courses and the planning of the your academic program. This faculty member will remain your advisor through the third semester. Your advisor will periodically review your academic progress during and at the end of each semester to identify your developing areas of strength as well as indications of need for further study.

In the first semester, in addition to the tutorial, you should regularly meet with your advisor to discuss academic progress, and to plan courses for the second semester. During the second semester, you should continue to meet regularly with your advisor to be sure you are on track with the academic program and are making progress toward satisfactory completion of Division I studies and to plan courses for your third semester. Your advisor will assess your first year portfolio (which includes seven first-year course evaluations, documentation of the CEL-1 requirement, representative samples of work, and a retrospective essay that reflects on your studies in the first year) and write an evaluation of your Division I performance (see below). Your advisor will also help you to explore Division II options and to find a Division II committee. When you file Division II, the chair of your Division II committee will become your advisor once the contract is filed.

Your advisor is responsible for assessing your academic progress, and, at the end of each semester, certifies whether or not you are in academic good standing. It is very important that you develop a good working relationship with your advisor and keep them informed of your activities. It is your responsibility to make regular appointments outside of scheduled tutorial meeting times so that your advisor knows how your course work is progressing. You should check in with your advisor regularly and schedule a formal meeting on Advising Days.

The Center for Academic Support and Advising (CASA) also is ready to assist you with your advising needs and questions. If you have any questions or problems concerning your advising, contact CASA at x5498 or visit the office in the Lemelson Building.

## Good Academic Standing

Students must satisfactorily complete all required courses, with a minimum of three courses each semester of enrollment, and a minimum of seven academic courses by the end of the second semester. Students who complete fewer than seven courses and one Campus Engaged Learning Activity in the first two terms will be placed on an academic contract, and will be expected to address the deficiencies to return to good standing in the subsequent term. To maintain good standing students must successfully complete the course of study negotiated with their advisor in conjunction with the appropriate dean in CASA. Students completing fewer than three courses in either of the first two semesters are subject to academic withdrawal and possible loss of eligibility of financial aid. The complete policy on standards may be found in the Hampshire College policy handbook ([handbook.hampshire.edu](http://handbook.hampshire.edu)).

Students must complete at least six courses by the end of the first year in order to be eligible to return to Hampshire in their third semester. Students with less than the required seven courses, but who have completed at least six, will be placed on academic contract in the third semester. Students who complete fewer than two courses in any semester or fewer than six by the end of the second semester may be subject to academic withdrawal.

**Advanced standing coursework, such as AP/IB credits or college courses taken during the summer before starting Hampshire, may be applied as elective credit only AFTER the successful completion of Division I by the end of the second semester of enrollment, and as long as the student has maintained good academic standing. The policy is outlined below, and in the handbook at [handbook.hampshire.edu](http://handbook.hampshire.edu).**

## The Second Semester and the final Portfolio

During the second semester of enrollment, you are responsible for preparing a Division I portfolio that includes completed course evaluations, representative samples of work, documentation of the CEL-1, and a retrospective that reflects on your studies in Division I. You meet with your advisor to discuss your academic progress during the academic year. After receiving evaluations for second semester work, and in consideration of the Division I portfolio, the advisor will determine if you have satisfied all Division I requirements, and if so, will write an evaluation for Division I. Students who do not satisfy all Division I requirements on the basis of their first two semesters of work should consult with their advisor to address the need for further study to ensure the satisfactory completion of Division I.

Once the Division I is complete, your advisor prepares a Division I evaluation online based on the Division I portfolio. In addition to passing Division I, the tutorial faculty member/advisor will also assist you as you transition into Division II. Most students apply for a Division II committee during the early part of their third semester; your advisor will help you with this online process.



## Evaluation of Division I

The Division I portfolio should include seven first-year course evaluations, evidence of a minimum of forty hours spent in a Campus Engaged Learning Activity (CEL-1), representative samples of work, and a retrospective essay that reflects on your studies in the first year. Course evaluations document the kind and degree of progress you have made and the level of achievement you have attained in mastering the skills, knowledge, experiences, and modes of inquiry developed in first-year courses. In addition to course evaluations, a summary evaluation of your work will be incorporated into your first-year portfolio assessment, prepared after the successful completion of the first-year program.

Portfolio assessment should indicate the degree to which you have satisfied the distribution requirements and made progress on all cumulative skills (see description in The Divisional System).

Since the purpose of the first-year experience is to prepare the student for advanced work in the concentration (and ultimately for independent work at Division III), you are expected to demonstrate sufficient progress with respect to the cumulative skills during your first-year studies. During the first year, students who are determined by their advisor to need extra support, additional coursework, or special preparation will be counseled by their advisor and referred to appropriate campus resources. Students not in good academic standing at the end of the first year may, at the discretion of the advisor or CASA, be asked to strengthen their academic profile prior to entering into advanced study in Division II. In some cases, you will need to use the third semester to fulfill outstanding requirements as well as demonstrate substantial additional preparation for advanced work.

## Advanced Standing

Advanced Standing may be awarded by the Center for Academic Support and Advising (CASA) to students who are in good academic standing. Students' academic records are reviewed in Division I and again in Division II to determine the eligibility to apply advanced standing to their academic program. Only students who complete Division I in two semesters are eligible to apply advanced standing credits to Division I electives. Advanced Standing is not used to make up for academic deficiencies. Please see the section "Guidelines for Academic Progress" in the handbook at [handbook.hampshire.edu](http://handbook.hampshire.edu) for more information on this topic. Students may use up to eight courses and exams as described below.

Courses/exams eligible for Advanced Standing:

- Regular academic courses taken during high school graded C or better from an accredited college or university, as evidenced by a college transcript, may be used:
  - For up to three Division I electives approved by both the advisor and CASA.
  - In Division II approved by both the Division II committee and CASA.
- Advanced Placement (AP) exams with scores of 4 or 5; or International Baccalaureate (IB) Higher-Level exam with scores of 5, 6 or 7. Some international exams like the French Baccalaureate may also be considered. These may be used:
  - For up to three Division I electives approved by both the advisor and CASA.

Students follow the academic program and timeline to graduation along with their first-year cohort and:

- Take a tutorial in their first semester.
- Complete a minimum of seven academic courses in their first year (includes the tutorial) and pass Division I at the end of their second semester
  - Courses taken during the first year not used in Division I may apply to Division II with committee approval.
- Complete distribution requirements at Hampshire.
  - A language course from the college transcript may be used for the CHL distribution.
- Complete CEL-1
- Complete the requirements of Division II stipulated in the Division II contract.
  - For more information regarding Division II please see the section “Division II Requirements” in the handbook at [handbook.hampshire.edu](http://handbook.hampshire.edu).

### **Request for Timeline Adjustment**

Students with advanced standing are encouraged to complete the full program of eight semesters along with their entering cohort to benefit fully from Hampshire’s rich academic program. However, students with a semester or more of advanced standing may, with approval of their Division II committee, request a timeline adjustment at the beginning of the anticipated final full semester of Division II. (For a student on an eight-semester timeline, the final semester of Division II is the 6<sup>th</sup> semester of enrollment.) The request for a timeline adjustment will be considered if the student has maintained good academic standing and is on track to fulfill the requirements of Division II early. The student should initiate a conversation with the committee, who must write a letter of support directed to the appropriate dean in CASA. If approved, the student’s timeline will be adjusted by one or, in some cases, two semesters.

This policy also applies to students who have completed fewer than 15 semester or 23 quarter credits of college work post high school and students with Associate’s Degrees from dual enrollment programs. Students who have completed more than 15 semester or 23 quarter credits of college work post high school should apply to Hampshire as transfer students.

### **Center for Academic Support and Advising (CASA)**

#### **x5498, Lemelson Building**

The Center for Academic Support and Advising assists and supports you in the planning and achievement of your academic goals. Toward that end, CASA monitors students' academic progress and offers a number of helpful services and resources to faculty and students at all divisional levels. Laura Melbin, assistant dean for academic support and advising, works with students in their first year. She can address all issues related to Division I.

### **New Student Programs**

#### **x5412, Merrill Student Life Center, 2nd floor**

Jessica Ortiz, the director of new student programs, is responsible for assisting with the implementation and management of academic and student life programs and support services for incoming and new (first-year and transfer) students. She runs new student orientation, facilitates regular programs and events for new students, identifies and prioritizes ways to provide additional academic and student life support services to new students, and develops collaborative initiatives between CASA and Student Life.

### **Central Records**

#### **x5430, x5421, Lemelson Building**

Central Records handles registration (including Five College courses), prepares transcripts, does enrollment notification and prepares other college records and statistics.

### **Community Partnerships for Social Change (CPSC)**

#### **x5395, G1 Franklin Patterson Hall**

Community Partnerships offers community-based internship and research opportunities, leadership training seminars, mentoring, and a variety of resources to strengthen students' social justice organizing skills. The program also offers a summer fellowship program for students.

CPSC will also assist with students in fulfilling their CEL-1 requirement for Division I and can address any issues relating to the CEL-1 requirement.

### **Career Options Resource Center (CORC)**

#### **x5445, Library, 3rd floor**

The Career Options Resource Center helps students think about how your academic studies will ultimately translate to the world of work. With a wide variety of resources, CORC supports the development of the skills and confidence students need to realize their dreams and make a difference in the world. CORC assists alumni who are refining their goals and making transitions in their work lives. CORC also provides a list of internship opportunities, career counseling, clarifying career direction, job search strategies and skills, graduate/professional school planning, developing internships to complement academic studies, building a career network, and more.

### **Accessibility Resources and Services**

#### **x5423, Lemelson Building**

The college provides accessibility and Services on an individual basis to students with disabilities. Students with learning or physical disabilities or psychological disabilities should contact the director of accessibility resources to set up accommodations.

**Global Education Office (GEO)****x5542, Merrill House Annex**

The Global Education Office (GEO) encourages and supports students who wish to add an international component to their academic program: study abroad, service abroad, or a combination of learning and service. The Resource Library maintains an extensive collection of information on overseas education opportunities, including independent study and internships, study/travel programs, paying jobs, internships, and fellowships.

**Quantitative Skills Support Program****Cole Science Center, room 207, x5401 or Sarah Hews, SHews@hampshire.edu**

The Quantitative Skills Tutors support the study and application of quantitative methods by students across the Hampshire College curriculum. They assist not only students who are studying mathematics or statistics as disciplines, but also students who are using mathematical, statistical, logical, or computational methods as part of their academic work in other disciplines. Among the programs resources are several PC and Macintosh workstations, and a variety of mathematical and statistical software. The tutors work with students at all levels of study, and are available Sunday through Thursday evenings from 7 p.m. to 10 p.m. in the 2nd floor open classroom of Cole Science Center (no appointment necessary).

**The Writing Center****x5531 or x5646, Writing Center, Greenwich**

Writing is an important component of the Hampshire education. The Writing Center offers a range of resources to strengthen writing and reading skills, including individual tutorials and classes. The writing Center utilizes the students own writing to address issues of organization, effective analysis, clarity, voice, and idea development. The Writing Center faculty also work to help with problems with starting and/or finishing work and to develop strategies for overcoming writing anxiety and procrastination.

**Office of Financial Aid****Blair Hall, 1st floor, Box FA, x5484**

The office of financial aid is responsible for financial aid policies, determining aid eligibility statements, awarding financial aid, student loans, and work study. Contact their office for specific questions regarding any of these policies or procedures.

**Student Accounts****Blair Hall, 1st floor, Box SFS, x6982**

Questions pertaining to your bill should be directed to student accounts. Payments may be made on-line, in person or mailed to this office. Also, student accounts provides information about the student health insurance plan.

## **Resource Librarians**

### **Main floor, Harold F. Johnson Library**

In addition to general services available at the reference desk, there are subject librarians associated with each of the schools who can help students with more specialized resources conducting research.

## **School Offices**

Hampshire's programs are organized into five different schools: Cognitive Science; Critical Social Inquiry; Humanities, Arts and Cultural Studies; Interdisciplinary Arts; and Natural Science. Each school consists of its faculty, staff, and student members. Information on school membership, filing divisional exam contracts and pass forms, and information about that school's faculty can be found in the school offices.

### **Cognitive Science (CS)**

**100 Adele Simmons Hall**

**x5502**

### **Humanities, Arts and Cultural Studies (HACU)**

**9 Emily Dickinson Hall**

**x5361**

### **Interdisciplinary Arts (IA)**

**Writing Center, Greenwich**

**x5824**

### **Critical Social Inquiry (CSI)**

**218 Franklin Patterson Hall**

**x5409**

### **Natural Science (NS)**

**311 Cole Science Center**

**x5757**

## Accessibility Resources and Services

Accessibility Resources and Services (located in the Lemelson Building; 413.559.5423 or 413.559.5498) works with students who voluntarily disclose that they have a disability and request accommodations to ensure equal access, as guaranteed under federal and state laws, principally the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). Disability-related information is considered confidential and is not shared without the consent of the student. Determination of accommodations or services is decided on a case-by-case basis after an interview with the student and a review of the documentation by the disabilities services coordinator. Documentation is the report written by a qualified specialist (e.g., physician, psychologist, psychiatrist, audiologist, etc.) that describes the disability or condition, how it affects day-to-day functioning, and offers recommendations for accommodations and strategies. Faculty or staff may be consulted regarding provision of accommodations.

Students who have been approved for academic accommodations are given a letter from the director certifying eligibility for accommodations and indicating which accommodations have been approved. They are encouraged to identify themselves to instructors and to use the letter as the basis for a discussion of how best to provide equal access/ accommodations in the context of a particular course. Some students present the letter and explain their limitations simply to raise their instructor's awareness of their struggles and do not ask for specific accommodations. It is explained to students that faculty cannot be expected to provide accommodations retroactively or accommodations that they have not been made aware of in a timely manner. The director is available to consult with students, faculty and staff regarding accommodations.

At Hampshire about 5% of our entering students volunteer documentation identifying a disability. Many students with learning disabilities are attracted to Hampshire because of our educational approach—individually designed curricula, discussion-based classes, written evaluations rather than letter grades, mentoring relationships with faculty. However, Hampshire's attractive features can present new challenges. Students with language-based disabilities are frequently daunted by the emphasis on writing research papers. The flexibility of our approach, especially regarding deadlines, often tests students' skills in self-organization and time management. The opportunity and necessity to negotiate one's independent educational path can be stressful for individuals with limited social skills. As for all students and especially for students with disabilities, building on strengths and recognizing weaknesses is most productive. The most successful students with disabilities demonstrate an awareness of their disability, the willingness to take advantage of available supports, and a strong capacity for self-advocacy.

Typical accommodations or services available through Accessibility Services:

- Arrange for sign language interpreters for deaf students.
- Hires work/study students to share notes with a student who has learning or attentional disability that affects concentration. Faculty is often asked to announce the need for a volunteer for this task, while maintaining the affected student's confidentiality.
- A student's medical condition or other disability may affect attendance and/or ability to meet deadlines for completion of assignments. Accessibility Services recognizes that setting attendance requirements and deadlines is the prerogative of the instructor and can vary in importance depending on the nature of the course and its curriculum. A disability does not absolve the student from meeting the academic requirements of the course. The accommodation often asks the instructor to take the disability into consideration and offer reasonable alternative methods for the student to complete the course and receive an evaluation.
- A course scheduled to meet in a space inaccessible to students with limited mobility may be relocated to afford that student equal access.
- Request reading lists in advance so that the texts can be prepared for use with a screen reader, for students who, due to a learning disability or visual impairment, need print texts in digital format compatible with computer-based read aloud software.

In addition, we offer individual or group support to students experiencing difficulties with organization, planning, time management, meeting deadlines, etc. This is open to all students and not considered a disability-based service.

Please remember, reasonable accommodation is not intended to compromise academic standards but to ensure equal access. Students with disabilities must meet the same admissions and graduation requirements as all other students. Faculty members, whether in the role of adviser, instructor, or committee member, are encouraged to participate in discussions and/or ask questions about the accommodations process. We all know that every day faculty are challenged to be creative in meeting the needs of all students. Good teaching practices - such as using a multi-sensory approach in presentations, supplementing class discussions with handouts, clearly organizing and presenting course, class, and divisional objectives, and being readily available for student conferences - optimize learning for all students. For students with disabilities, they are essential.

## Hampshire College Division I Portfolio Checklist

Student name: \_\_\_\_\_ Advisor: \_\_\_\_\_

### FOUR EVALUATED COURSES

Four courses that meet four of the five distribution areas listed below. Courses must be either a 100-level course or **designated** 200-level course in four of the five distribution areas at Hampshire College. Language courses in the five colleges can be applied to CHL. Only 200-level courses that have the designation “satisfies distribution” will count. **There are no exceptions.**

**Arts, Design, and Media (ADM)**

Course:

**Culture, Humanities, and Languages (CHL)**

Course:

**Mind, Brain, and Information (MBI)**

Course:

**Physical and Biological Sciences (PBS)**

Course:

**Power, Community, and Social Justice (PCSJ)**

Course:

### THREE EVALUATED ELECTIVES

Three electives, which may be Hampshire College or Five- College courses (grade C or above), or registered and evaluated independent study projects at any level. AP credit of 4 or 5 can be used as credit for Division I electives; however students must complete a minimum of three classes a semester to remain in good standing. If you have AP credit that you are using for your electives, these courses could be used for Division II. AP credit or college courses taken prior to Hampshire must be registered with Central Records.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### CAMPUS ENGAGED LEARNING ACTIVITY (CEL-1)

**Proposal and Contract**

**Verification Form**

**Reflection**



## CHECKLIST FOR FINAL PORTFOLIO:

### CUMULATIVE SKILLS:

- Writing and Research
- Quantitative Reasoning
- Independent Work
- Multiple Cultural Perspectives

### Course Evaluations/Grades

Selected papers, projects and/or other learning activities. Be sure to discuss with your advisor which and how many papers and projects they would like to see in your Division I portfolio:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Note: One paper, project and or learning activity may demonstrate progress on more than one cumulative skill. Discuss your final selection with your first-year advisor.**

### Retrospective

The Division I Retrospective provides you with an opportunity to reflect on your experiences and accomplishments during the first semesters of college. Your essay should discuss your academic progress by reference to coursework and course evaluations; other evaluated learning activities, and the first-year portfolio that constitutes your Division I work. You are also expected to describe your progress on Hampshire's four cumulative skills and your CEL-1. Discuss the length and scope of your self-evaluation with your first-year advisor. Remember to post your retrospective on the Hub and select the seven courses/learning activities before your advisor can pass you.

### Final meeting with Division I advisor on \_\_\_\_\_ (date)

## Tips for a Successful First Year at Hampshire

**Get to know your advisor and meet with him or her regularly. Don't be afraid to ask questions.**

### **Learn how to organize and manage your time!**

This is one of the biggest challenges you will face as a first-year student

- Get a calendar/planner and plan your week: schedule time for class, study, meetings, appointments, job, free time and relaxation.
- Record assignments due, projects and papers.

If you have trouble staying organized and managing your time, contact Accessibility Resources and Services at 413.559.5423 or 413.559.5498 for assistance.

### **Find a good place to study!**

### **Attend class regularly and be on time!**

- A lot of Hampshire courses are discussion based and you are expected to be prepared and participate on a regular basis. Important information about the course, expectations, and assignments are discussed in class. Being late to class communicates to your instructor lack of interest on your part. Don't give your instructor that impression.

### **Communicate with your professors, staff, and other students**

#### **Take assignment deadlines seriously**

While many professors will be somewhat flexible if you have a serious reason for being late with an assignment, you should always assume that deadlines are important and you should make every effort to meet them. Instructors will indicate on their course syllabus what their policy is for assignment deadlines and attendance. **READ THE SYLLABUS CAREFULLY.**

- If you have trouble keeping deadlines and find yourself falling behind, talk to your professor and advisor, and/or seek help from the Writing Center or CASA.

### **Use your Hampshire email account! CHECK IT EVERY DAY.**

Important deadlines, announcements, pre-registration and other information are all conveyed via email. Set your Spam filters on high.

### **Pay attention to college-wide deadlines**

Read "Wicked Important Dates & Deadlines" and record them in your calendar, such as course add/drop, advising days, breaks, pre-registration, enrollment notification  
Familiarize yourself with the requirements of the first year. Read the Field Guide!

### **Use Hampshire's academic resources**

The Harold F. Johnson Library, The Writing Center (Greenwich Master's House), Central Records, Global Education Office (GEO) (Merrill Student Life Center Annex) are available to you!

### **Connect with other first-year and older students**

- Join clubs and campus organizations
- Participate in residence hall or campus government activities
- Take an OPRA class
- Attend gallery exhibitions, lectures, and presentations by Division III students

**Take time to relax and take care of yourself!**