

HAMPSHIRE COLLEGE

a c a d e m i c
field guide


for first-year students

2014-2015



September 2014

Dear Incoming Student,



Welcome to Hampshire College! We hope this will be the beginning of an exciting and unique educational experience for you over the next few years. In order to make the transition to college in your first year a little easier, we at the Center for Academic Support & Advising (CASA) have put together this field guide for you. It contains an overview of the expectations and requirements to pass Division I. It also includes some pointers for a successful first semester and beyond.

CASA is here to help you whenever you have questions or concerns about the academic program. While your academic advisor is your first person to contact for advising, information about courses and instructors, and to discuss your plans and ideas, the Center for Academic Support and Advising can assist you in many other ways. We can help you find appropriate faculty for work at all divisional levels, identify chairs and members for committees, and refer you to academic support services, such as the Writing Center, the Quantitative Resource Center, the Global Education Office, Disability Services and others. In addition, our staff works with students on strategies for identifying options, setting goals, and managing time.

Feel free to call us at 413.559.5498 or stop by to make an appointment with one of the deans of advising. We are located in the Lemelson Building and our office hours are from 8:30am to 4:30pm, Monday through Friday. You will also find useful information on the CASA website: advising.hampshire.edu. The Peer Academic Resource Center (PARC), located on the first floor of the Library, is also a good resource for information about how to navigate Hampshire academically. PARC has sample Division contracts and portfolios, and experienced students are there to help you.

Best wishes for a successful and enjoyable semester ahead!



Rachel Rubinstein
Dean of Academic Support and Advising
RRubinstein@hampshire.edu

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.

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.

Enjoy your time at Hampshire!

The Center for Academic Support and Advising Staff

Rachel Rubinstein, Dean

Anne Downes, Senior Associate Dean

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

Ernie Alleva, Associate Dean

Dean Alleva works with Division II students

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 all first year students

Joel Dansky, Disabilities Services Coordinator

Jessica Ortiz, Director of New Student Services

Stana Wheeler, Enrollment Coordinator

Katie Stiefel, Advising Assistant

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) 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, students 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

Students pursue exploratory studies in the liberal arts through a first-year curriculum in which they satisfy distribution requirements and make progress towards in Hampshire's cumulative skills (see above). The requirements introduce the student 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. Students are also required to complete the Campus Engaged Learning Activity requirement (CEL-1, which introduces students to Hampshire's ethos of learning inside and outside the classroom.

Division II: Concentration

The self-designed concentration is the core of a student's education at Hampshire College. Students 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, students will be guided by the constructive criticism, advice, and ongoing evaluation of a faculty committee. The culmination of student's 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 the student has fulfilled the terms of the Division II contract, such as a body of independent artwork.

Students are able and, in fact, encouraged to pursue interdisciplinary interests in Division II. Students 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 or three semesters a student spends at Hampshire, students design and develop a major independent project. This project could take many forms, such as a research paper, scientific experiment, artistic portfolio, or performance. Students will explore in depth a question, topic, or idea touched upon in Division II. Most likely, they will devote the major portion of their time to the independent study project. The College also requires that students 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, students must successfully complete a total of seven academic courses by the end of their first two semesters, including four distribution courses and three electives. A minimum of forty hours participating in a Campus Engaged Learning activity (or activities) (CEL-1) is also required. Students must complete a Division I Portfolio by the beginning of their third semester at Hampshire, which must include their first year retrospective, evaluations from their 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 the 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 seven academic courses, and only if the student is in good academic standing. See the policy later in this handbook.

To pass Division I, students must

- ✓ Successfully complete four distribution courses (see below)
- ✓ 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

Students are responsible for the following:

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

Cumulative Skills

Students will be evaluated on their progress in four cumulative skills during their first year and throughout their 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 the student, 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, students must complete four out of the five distribution areas to fulfill their 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. Students choose four courses from among five areas of study to meet their 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 own original artistic voices. 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:

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. Students can search courses on TheHub by the five distribution areas. Students are strongly encouraged to incorporate the study of a second language in their Division I studies. Because second languages are best learned when studied continuously, students electing to study a second language are advised to enroll in a language course in the first year.

In addition to the four distribution courses, a student 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.

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 requirements.

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 the 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. Students must register for a CEL-1 activity on the CEL-1 website, but will not be bound by the add/drop period or the semester length.

The Second Semester

During the second semester of enrollment, students 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 their studies in Division I. Students meet with their advisor to discuss their 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 the student has satisfied all Division I requirements, and if so, will pass the student's Division I examination. 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, the advisor then 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 students transitioning into Division II. During the second or third semester students will begin to draft their Division II proposals with the guidance of their advisor to assure they have a viable Division II concentration in place.

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 their tutorial assignment to assist with the selection of courses and the planning of the student's academic program. This faculty member will remain the student's advisor until the third semester, when the student files Division II. The advisor will periodically review academic progress during and at the end of each semester to identify the student's developing areas of strength as well as indications of the need for further study.

In the first semester, in addition to the tutorial, each student should regularly meet with their advisor to discuss academic progress, and to plan courses for the second semester. During the second semester, the student should continue to meet regularly with the advisor to be sure they are on track with the academic program and is making progress toward satisfactory completion of Division I studies and to plan courses for the student's third semester. The advisor will assess the student's 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 the student's studies in the first year) and write an evaluation of the student's Division I performance (see below). The advisor will also help the student to explore Division II options and to find a Division II committee. When a student files Division II, the chair of the Division II committee will become the advisor once the contract is filed.

The advisor is responsible for assessing student's academic progress, and, at the end of each semester, certifies whether or not students are in academic good standing. It is very important that students develop a good working relationship with their advisor, keeping the advisor informed of their activities. It is the student's responsibility to make regular appointments outside of scheduled tutorial meeting times so that the advisor knows how the student's course work is progressing. Students should check in with their 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).

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 seven academic courses and as long as the student has maintained good academic standing. The policy is outlined below, and in the handbook at handbook.hampshire.edu.

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 the student's studies in the first year. Course evaluations document the kind and degree of progress the student has made and the level of achievement the student has 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 the student's work will be incorporated into the student's first-year portfolio assessment, prepared after the successful completion of the first-year program.

Portfolio assessment should indicate the degree to which the student has satisfied the distribution requirements and has 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), students are expected to demonstrate sufficient progress with respect to the cumulative skills during their 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, students 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. 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 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)
 - 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.

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 6th 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.

Notes

Guide to Academic Resources at Hampshire

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. Ivana Staiti, assistant director of CPSC, works with students in fulfilling their CEL-1 requirement for Division I. She 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.

Disabilities Support Services x5423, Lemelson Building

The college provides support services on an individual basis to students with disabilities. Students with learning or physical disabilities or psychological disabilities should contact Joel Dansky, the Disabilities Services Coordinator (x5423, x5498). Joel also works with students regarding time management and academic strategies.

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.

Peer Academic Resource Center (PARC)

x5425, Info Bar, Library

PARC peer educators are Hampshire students who have extensive experience with faculty, classes and divisional work. They can answer questions about the different schools, the faculty, different approaches in academic work, and how to make Hampshire work for students academically. PARC has sample Division II proposals and portfolios, Division III abstracts and Five College information.

Quantitative Skills Support Program

Cole Science Center, room 207, x5401 or Ken Hoffman, krhNS@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

Paula Harmon, x5502

Humanities, Arts and Cultural Studies (HACU)

9 Emily Dickinson Hall

Ryan McLaughlin x 5362, Mary Malo, x5361

Interdisciplinary Arts (IA)

Writing Center, Greenwich

Natane Halasz, x5824

Critical Social Inquiry (CSI)

218 Franklin Patterson Hall

Chyrell George, x5548, Emily Gallivan, x5409

Natural Science (NS)

311 Cole Science Center

Joan Barrett, x5757

MEMO

From: Joel Dansky, disabilities services coordinator
To: Hampshire college students
Re: Disabilities services and accommodations

Welcome to Hampshire! The purpose of this memo is to provide you with an overview of disability support services on campus.

The Disabilities Services Office (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 Disabilities Services Coordinator 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 Disabilities Services Coordinator 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 Disabilities Services:

- Disabilities Services will arrange for sign language interpreters for deaf students.
- Disabilities Services 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. Disabilities 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.
- Due to a learning disability or visual impairment, students need print texts in digital format compatible with computer-based read aloud software. Disabilities Services will request reading lists in advance so that the texts can be prepared for use with a screen reader.

In addition, the Disabilities Services Office offers 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.

If you have questions or concerns, please do not hesitate to contact me at 413.559.5498 or jdansky@hampshire.edu. I wish you all the best for a healthy and productive first year.

FAQ about CEL-1

What is the Campus Engaged Learning Activity (CEL-1)?

The Campus Engaged Learning Activity (CEL-1) is a Division I requirement that asks students to engage in collaborative work/projects/learning outside of the traditional classroom. 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 should provoke observations about the meaning of community and the relationship between students' course-work and their other pursuits.

How is the CEL-1 different from the Community Engaged Learning Activity (CEL-2)?

The C in CEL-1 stands for '*Campus*,' and is the *Division I* requirement. The C in CEL-2 stands for '*Community*' and is the *Division II* requirement. www.hampshire.edu/academics/2564.htm

Must all first-year students complete the CEL-1 requirement?

Yes. The CEL-1 is a graduation requirement. Students who have not carried out 40 hours of CEL-1 activities, and/or who have not satisfactorily recorded and reflected on their work cannot proceed to Division II.

Who can sponsor a CEL-1 activity?

Hampshire faculty, staff and Division II and III students can, and are encouraged, to sponsor CEL-1 activities. They must upload their activity information on the CEL-1 website and it will automatically be added to the database.

Does each CEL-1 activity need to be 40 hours? Can students do more than one CEL-1 activity?

There is no time requirement for *individual* CEL-1 activities. Division I students must complete a minimum of 40 hours of CEL-1, and they can do this by completing one or more CEL-1 activities. Students must register for each CEL-1 activity they want to do and need to keep track of their hours.

Where can students and advisors find out about existing CEL-1 activities?

The website <http://CEL1.hampshire.edu> provides a beginning list of existing opportunities, including membership in recognized student groups, EPEC and OPRA courses, and co-curricular Lemelson Center activities. The website is constantly updated, and sponsors of CEL-1 activities may add activities anytime throughout the year. Activities may be sponsored by Division II and III students, faculty or staff.

What happens if students report that they can't find a CEL-1 activity that interests them?

First year students are welcome to create their own activities, or engage with projects that are not yet on the CEL-1 website, however they must identify an appropriate sponsor who can add the activity to the site, and they must complete the online process of Registration, Verification & Reflection for each activity they wish to count toward the CEL-1 requirement. Advisors should engage their students in conversation about programs, events, groups and gatherings on campus that they might like to build a CEL-1 opportunity from.

What is the registration process?

Students must fill out a registration form for *each* CEL-1 activity at <http://CEL1.hampshire.edu>. If they are counting an OPRA or Lemelson course toward their CEL-1, they must register for these as a course through TheHUB *and* then do a separate CEL-1 registration on the CEL-1 website. Advisors will be notified through email when an advisee registers for a CEL-1 activity. Advisors may also see advisees' CEL-1 activities on TheHub Advising Page. The sponsor of the CEL-1 activity must approve the student's participation by signing off on the online registration form.

At the time of registration, first year students are asked the following prompt questions:

- Explain what you've done so far for this CEL-1 Activity. Have you attended any meetings or spoken with your sponsor about the CEL-1?
- What skills/experiences do you think you will acquire? What skills/experiences do you bring to this activity?
- How will this activity/project challenge you or what effect might it have on our shared learning community?
- How do you expect to document your work and keep track of your hours and progress as you go along?

What is the verification process?

At the end of each activity, students are automatically prompted to fill out a brief verification form on the CEL-1 website, reporting a summary of the work, and the approximate number of hours, completed. This is automatically sent to sponsors to review and approve. At this time, students should also continue or begin their reflection on the CEL-1 activity, while it is still a fresh experience.

How are students reminded of the CEL-1 processes?

Throughout the year students will receive various kinds of information and notifications about the Campus Engaged Learning requirement. They are introduced to the requirement and guidelines during orientation through CASA's materials, and through the CEL-1 pamphlets. Each time a student registers for an activity, they automatically receive an initial welcome to that activity, reminding them of the following steps to the requirement. Two weeks before the specified end date of the activity, students and sponsors are automatically notified to start the verification process. By the end of the activity, students and sponsors should be finalizing the online process. Students will also receive newsletters, updates, reminders and information about events relevant to CEL-1 and the Division I program.

Can students take an eighth course *instead* of doing the CEL-1?

No. Students can take eight courses but all students must also complete a CEL-1 activity. In some cases, CEL-1 activities can be associated with a course, or even completed under the practical umbrella of a course. However, in this case either (1) the instructor must list the CEL-1 option/proposed CEL-1 activity on the website so that students can register for the activity or (2) any student tailoring a course to their CEL-1 needs must submit a registration form, convincingly explaining why they have chosen this route. Students and advisors must decide *together* whether the course-related CEL-1 requires 40 hours *in addition* to expected/required course-work, in which case the student can get credit for the CEL-1 *as well as* the course, or if the CEL-1 will be carried out within the framework of a course's regular requirements – in which case the student takes the course *as a CEL-1* and *does not* get course credit.

For more FAQ, refer to the website: <http://CEL1.hampshire.edu>
If additional questions come to mind, contact: CEL1@hampshire.edu

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 Joel Dansky 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, the Peer Academic Resource Center (PARC), Global Education Office (GEO) (Merrill Student Life Center Annex) are available to you! CASA, Central Records, and Disability Services are in the Lemelson Building.

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!