

Guide to Hampshire's  
academic program  
for first year students

2017-2018



## 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 413.559.5498 or at [advising@hampshire.edu](mailto:advising@hampshire.edu).

Enjoy your time at Hampshire!

*The Center for Academic Support and Advising Staff*

## Seven things to do your first semester

- Check your email – **DAILY**.
- Ask for help if you need it. Use the resources that Hampshire offers to support you.
- Meet with your advisor and talk to your professors.
- Check “approvals and holds” on TheHub at least a week before preregistration (in October, and March).
- Attend New Student Programs workshops.  
[sites.hampshire.edu/newtohamp/calendar/](https://sites.hampshire.edu/newtohamp/calendar/)
- Check out collegiate link for clubs, resources, and activities on campus.  
<https://hampshire.collegiatelink.net/>
- **Keep EVERYTHING.** You’ll need it for the end of each course, and also for your Div I portfolio.

## People you should know

### Academics

**Laura Melbin, associate dean of advising – first year dean**

413.559.5370

lmelbin@hampshire.edu

**Jessica Ortiz, director of new student programs**

413.559.6392

jortiz@hampshire.edu

**Rachel Rubinstein, dean of advising**

413.559.5498 (CASA main)

rrHACU@hampshire.edu

**Aaron Ferguson, director of accessibility resources and services (OARS)**

413.559.5498 (CASA main)

aferguson@hampshire.edu

### Student Life/Emotional Health

**Health and Counseling Services**

413.559.5458

**Pam Tinto, associate dean of students**

ptinto@hampshire.edu

413.559.5412

**Dean of Students Office**

413.559.5412

**Shawn Tremblay, Dakin House Area Coordinator**

413-559-5770

**Makenzie Peterson, Merrill House Area Coordinator**

413-559-5454

# Timeline for the 2017-18 School Year

## August 2017

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Your course schedules will be confirmed and distributed by **August 17**. At that time you will learn who your first year academic advisor will be for the first three semesters at Hampshire (the professor who teaches your tutorial).

## September 2017

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You'll meet your advisor **Friday, September 1, from 11 a.m. to 12:30 p.m.** at the first meeting of your tutorial during orientation.

**Tuesday, September 5** you'll reconvene with your tutorial for the **common reading discussion at 9:00 a.m.** (no matter what time or day of the week your usual tutorial meeting time is).

**Individual or small group advising meetings begin at 10:30 a.m.** and run through the day, as well as all the other orientation activities.

**Wednesday, September 6** Hampshire classes begin.

### Add/Drop Period

If you are adding courses to your schedule, you must attend every meeting of every course you are hoping to take. Missing classes during this period are still counted as absences.

Advising Day is **Thursday, September 28**. Schedule an appointment with your advisor on or around this day to check in with them about how your courses are going, questions and concerns you might have, and continue the CEL-1 discussion. Attend the skills-based workshops that are presented by New Student Programs and CASA.

## October 2017

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Student mid-term self-evaluations are due **Wednesday, October 4**; your professors will submit mid-term evaluations by **Thursday, October 12**. Every first and second semester student needs to do a mid-semester evaluation. Ask your professor what they want you to think about as you reflect on the year so far. Faculty usually expect a paragraph in length.

## November 2017

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Advising day is **Wednesday, November 1**. Meet with your advisor on or around this day to discuss your plans for spring 2018 course choices before pre-registration begins. **Monday, November 6** is the first day of preregistration for spring 2018 and the Five College course request period begins that day as well.

Check approvals and holds BEFORE **Monday, November 6** to make sure you are eligible to register for courses, and to see your personal registration time. If you have a hold, you'll need to contact the listed office to clear it.

## December 2017

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You made it! Professors will ask for a final portfolio of work for each course, so it's good that you kept everything. Course completion summaries are due on **Friday, December 20**, and your professors will indicate your status at that time.

# Timeline for the 2017-18 School Year

## January 2018

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Evaluations for the fall semester will be on the **TheHub** by **Monday, January 15**. Hampshire classes begin on **Wednesday, January 24**.

## February

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Use the Add/Drop period to confirm your course selection. Remember, any absence will count, even if you join the course late. Advising Day is **Thursday, February 15**.

## March

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Student self-evaluations (due for all first and second semester students) are due on **Wednesday, March 7**, and faculty mid-semester evaluations are due the following week on **Wednesday, March 14**. **Spring break is March 10-18**.

Advising day is **Wednesday, March 28**. Be ready to bring a proposed list of courses for the fall (and backups) for preregistration, and to start a conversation with your advisor about Division II.

## April

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Preregistration begins for Fall 2018 on **April 2**. Make sure you have already checked “approvals and holds” well in advance, for both your personal registration time and any holds you may need to clear.

In early April, ask your advisor what they want to see in your portfolio. New Student Programs offers a “Portfolio Making Party” in mid-April, so come and get materials for your Div I portfolio!

## May

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Hampshire classes end **Friday, May 4**. Progress review week is **May 7 through 11**. This is a great time for a preliminary passing meeting with your advisor. Course completion summaries are due **May 15**. You will be able to see your final evaluations by **June 15**, and once those come in, you can pass Division II!

## September

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Time to meet with your advisor to officially pass Division I, if you haven't done so already.

Have a wonderful summer!

## Offices you should know

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

**Lemelson Building, 413.559.5498**

The Center for Academic Support and Advising supports you in the planning and achievement of your academic goals. CASA monitors students' academic progress and offers a number of helpful services and resources to faculty and students at all divisional levels.

Laura Melbin, associate 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**

**Kern Center, 2<sup>nd</sup> floor 413.559.5412**

Jessica Ortiz, the director of new student programs, is responsible for 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 collaborates on initiatives with CASA and Student Life.

### **Office of Accessibility Resources and Services (OARS)**

**Lemelson Building, 413.559.5498**

The college works with students on an individual basis to help make the classroom accessible. Students with learning or physical disabilities or psychological disabilities should contact the director of accessibility resources to set up accommodations. Aaron Ferguson, director of OARS, can be reached at AFerguson@hampshire.edu.

### **Central Records**

**Lemelson Building, 413.559.5430, 413.559.5421**

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

### **The Knowledge Commons/Inquiry Center**

**[sites.hampshire.edu/knowledgecommons](https://sites.hampshire.edu/knowledgecommons)**

The Knowledge Commons provides a place in the library to centralize resources and build community, and supports students in confidently navigating those resources at crucial points during their time at Hampshire.

### **The Writing Center**

**Writing Center, Greenwich, 413.559.5531 or 413.559.5646,**

The Writing Center offers a range of resources to strengthen writing and reading skills, including individual tutoring and providing workshops. The Writing Center faculty will work with you to help with starting and/or finishing work and strategies for overcoming writing anxiety and procrastination.

### **The Writing Center @Night**

**Second floor of the library**

Emma and Andrew are graduates of Hampshire; they offer walk-in writing help Monday-Thursday from 6 p.m. to 9 p.m. and on Sundays from 3 p.m. to 7 p.m. They are a satellite of the Writing Center and offer basically the same resources.

**Office of Financial Aid****Kern Center, 2<sup>nd</sup> floor, 413.559.5484**

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****Kern Center, 2<sup>nd</sup> floor, 413.559-6982**

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

**Community Partnerships for Social Change (CPSC)****G1 Franklin Patterson Hall, 413.559.5395**

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.

**Career Options Resource Center (CORC)****Library, 3<sup>rd</sup> floor, 413.559.5445**

The Career Options Resource Center helps students think about how academic studies will ultimately translate to the world of work. CORC supports the development of the skills and confidence students need to realize their dreams and make a difference in the world. 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.

**Global Education Office (GEO)****413.559.5542, 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, 413.559.5401 or Sarah Hews, [SHews@hampshire.edu](mailto: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. 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 2<sup>nd</sup> floor open classroom of Cole Science Center (no appointment necessary).

## Your First Year Advisor

The close student-faculty relationship is a central feature of a Hampshire education. You are assigned a first-year advisor to mentor you, 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, and will help you transition to Division II. Your advisor will 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 seeing your advisor in your tutorial course, you should meet with your advisor regularly to discuss your academic progress, and to plan your 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 review your Division I portfolio and write an evaluation of your Division I. Your advisor will also help you to explore Division II options and to find a Division II committee.

When you file Division II (at the latest in January of your fourth semester), the chair of your Division II committee will become your advisor once the contract is filed.

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.

## Tips for a Successful First Year at Hampshire

**Get to know your advisor and meet with them 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. Online calendars, paper, post-it notes; use what works for you!
- Record assignments due, projects and papers.

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

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

- Most Hampshire courses are discussion based and you are expected to 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.

### **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 Office of Accessibility Resources and Services (OARS), 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 deadlines. Familiarize yourself with the requirements of the first year. Read this 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!**

## An Overview of Hampshire's Divisional Program

This section will serve as an overview 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 your 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 four distribution courses (the tutorial can be one of these)
- ✓ Successfully complete three electives (can include five-college courses with a grade of C or above, as long as they are academic, and worth three or four credits)
- ✓ Successfully complete the CEL-1 (forty hours)
- ✓ Successfully complete the Division I Portfolio and attend a final meeting

The first year tutorial can 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 will 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 on page 18.**

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.

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. Beware of courses that are designated as "Co-Curricular" (IA-1045CC, for example): they are not academic and do not count as such!

- 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 is considered a failing grade and cannot be used in Hampshire's academic program. Five College courses must be three or more credits to count.

## 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 can satisfy one of the distribution requirements. 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.

## **The Five Interdisciplinary Schools**

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**  
**413.559.5502**

**Humanities, Arts and Cultural Studies (HACU)**  
**9 Emily Dickinson Hall**  
**413.559.5361**

**Interdisciplinary Arts (IA)**  
**Writing Center, Greenwich**  
**413.559.5824**

**Critical Social Inquiry (CSI)**  
**218 Franklin Patterson Hall**  
**413.559.5409**

**Natural Science (NS)**  
**311 Cole Science Center**  
**413.559.5757**

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

# The Campus Engaged Learning Activity (CEL-1)

CEL-1 requires you to engage in 40 hours of collaborative work/projects/learning outside of the traditional classroom during your first year. CEL-1 activities take place on campus. 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. 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](http://CEL1.hampshire.edu)).

## 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 three courses in the first semester 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 five courses at the end of the second semester 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 five 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 five, will be placed on an academic contract in the third semester. Students who complete fewer than two courses in any semester or fewer than five 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 on page 18 in this guide 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.

We have included a checklist for you at the end of this booklet.

## 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 four 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.
  - Up to one 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.

Advanced standing 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, typically the fifth semester of enrollment. (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.

## Accessibility Resources and Services

The Office of Accessibility Resources and Services (OARS) located in the Lemelson Building, works with students who voluntarily disclose 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 OARS director. Documentation is the report written by a qualified specialist (e.g., physician, psychologist, psychiatrist, audiologist, etc.) that describes the disability or condition and offers recommendations for accommodations and strategies. Faculty or staff may be consulted regarding implementation of accommodations in specific contexts like courses and housing.

Students who have been approved for academic accommodations are provided documentation from OARS certifying eligibility for accommodations and indicating which accommodations have been approved. Students are encouraged to identify themselves to instructors and to use the letter as the basis for a discussion of how to best provide equal access/ accommodations in the context of the course. Some students present the letter and explain their limitations simply to raise the professor awareness of their struggles and do not ask for specific accommodation. Faculty do not provide accommodations retroactively or provide 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 as needed.

Typical accommodations or services available through OARS pertain to the following areas:

- In the classroom to support capturing information, participation and processing of information.
- In the exam environment.
- Outside of class to facilitate learning.
- Housing.

At Hampshire about 25% of students provide documentation identifying a disability before or during their time at Hampshire. 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, self-directed learning can pose challenges in ways that accommodations do not address directly. OARS offers individual or group support to students experiencing difficulties with organization, planning, time management, meeting deadlines, etc.

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 to understand their role in supporting students with accommodations.

If you have questions or concerns, please do not hesitate to contact Aaron Ferguson, OARS director, at 413.559.5498.

# 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. OPRAH and co-curricular courses do not count.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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 TheHub and select the seven courses/learning activities before your advisor can pass you.

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