

## Timeline for the 2015-16 School Year

### August 2015

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Starting mid-summer, the incoming first years go through a course selection process. Schedules are confirmed and distributed by **August 17**. On August 17 you will be able to read the letter your advisees have written to you (under “introduction” on the advising summary page); you’ll also be able to reach out to them and introduce yourself.

### September 2015

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**Wednesday, September 2**, in the FPH Faculty Lounge we will meet from 12 p.m. to 4 p.m. to prepare for the year, and discuss the common reading.

You’ll meet your students for the first time for the Common Reading Discussion during orientation, **Friday September 4**.

**Tuesday September 8** you’ll have your first tutorial meeting at 9:00 a.m. (no matter what time or date your usual tutorial meeting time is) AND your first advising meeting with your students in small groups, beginning at 10:30 a.m.

**Wednesday, September 9** regular classes start.

#### Add/Drop Period

Remind them that they must attend every meeting of every course they are hoping to take; and remind your students that missing classes during this period are still counted as absences.

★ Use the early alert system! ★

Do you have students who don’t seem to be doing the reading or turn in the assignments, are perpetually late, seem distracted, seem depressed, complain about their housing, or seem to not be fitting in either academically or socially? Let CASA know with the **early alert system** on the Hub.

### October 2015

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**Advising Day is Friday October 2**. Schedule appointments with your first-year students on or around this day to check in with them about how their courses are going, questions and concerns they might have, connecting them with resources if necessary, and continue the CEL-1 discussion. Recommend that they attend the skills-based workshops that are presented by New Student Programs and CASA.

Student mid-term self-evaluations are due **October 7**; your mid-term evaluations are due **October 14**. It is critical that you do these on time so that we can immediately reach out to any students who are struggling! Please write a few lines for all your first year students, even if they are doing well (they appreciate it!). The end of October is a good time to reach out to your advisees to plan for advising day. Do you want to convene them as a group? Meet individually? Both? Remind them to sign up.

## November 2015

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Advising day is **Thursday, November 5**. Meet with your first-year advisees on or around this day to discuss their progress so far, their plans for their spring 2016 course choices before pre-registration begins. Make sure they are on track for distributions and cumulative skills. **November 9** is the first day of preregistration for spring 2016, and the Five College course request period.

## December 2015

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Let your advisees know that you intend to meet with them during progress review week (**December 14-18**) to discuss their progress with the CEL-1, their cumulative skills, their Jan term plans, and their plans for spring. If you have any second semester Division I students, they should wrap up Div I now. Course completion summaries are due on **Friday, December 18**.

## January 2016

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Evaluations for the fall semester are due **January 15**. Hampshire classes begin on **January 20**. Remember the Early Alert System continues to apply to all students, and now that you aren't seeing your advisees as regularly, it is especially important to track any concerns about any of the first year students (and actually, all the students!).

## February 2016

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Discourage your students from joining a course during the last few days of the Add period. Advising Day is **Thursday, February 11**.

## March 2016

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Student self-evaluations (due for all first and second semester students) are due on **Wednesday, March 9**, and faculty mid-semester evaluations are due the following week. **March break is March 12-20**. Advising day is **Wednesday, March 30**. In addition to asking your students to provide their proposed list of courses for the fall (and backups) for preregistration, remind them that they should also be thinking about passing Division I and moving towards Division II.

## April 2016

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Preregistration begins for Fall 2016 on **April 6**. Classes end **April 29**. In early April, provide your students with explicit instructions for what you want to see in their portfolios, and in what format you want them. New Student Programs offers a "Portfolio Making Party" in mid-April, and students appreciate clear instruction about how to put their portfolio together.

## May 2016

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Progress review week is **May 2 through 6**. This is a great time for a preliminary passing meeting. Course completion summaries are due **May 9**.

## September 2016

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**The deadline to pass Division I for Fall 2015 Entrants will be in mid-September.** Please ensure that all your advisees who have completed their Division I requirements pass by this date. Advisees who still have requirements to complete in the Fall 2016 semester should be in frequent contact with you and with CASA.

## Suggestions for teaching the first year tutorial

The first year tutorial is an opportunity to create a culture within the classroom that the students will then continue to foster in other spaces on campus. Teaching a tutorial is a chance for you, the professor, to expand your advising role directly into the classroom, and to use that advising role to support your students as they work with resources and programs across campus.

We asked faculty who taught tutorials in the fall of 2014 to share ideas about what made their tutorial effective and supportive, and to tell us how they drew upon the resources of the college to provide a strong foundation for their advisees.

Structurally, faculty made room for advising in their course by cutting down on readings and assignments in the class to make space and time for advising. Several successful tutorials carved out five to fifteen minutes at the beginning of at least one class meeting a week (some did it twice a week) just for advising: questions, check-ins, general discussion about life at Hampshire College, projecting the Hub, discussing self-evaluations, rubrics, and asking TAs for advice and their experiences. One course did a “new and good” every week, spearheaded by students, to say what new and/or good thing happened to them since the last meeting.

Other effective ideas from successful tutorials included:

- Have at least one TA. (One tutorial had four TAs.).
- Have a transformative speaking peer mentor in your course.
- Create a balance between teaching a rigorous course and ALSO doing advising.
- Have campus resources visit your class: librarians (this works well if organized around a specific assignment), Writing Center, Wellness Center, Center for Feminisms, Cultural Center, etc. It can be even better to TAKE your group to go visit these places on campus, so that the students get comfortable taking themselves there.
- Prioritize emails with your advisees and try to answer quickly

One faculty member had everyone write a letter to themselves the first day describing their first days at Hampshire. Hand them back at the end of Division I, and give them a chance to process their growth.

Since cultivating a sense of community and cohort is a critical component of a tutorial, faculty recommended the following community-building strategies:

- Use advising days throughout year to gather the group, order pizza, and talk. This is especially important at the end of the year, as they prepare to transition to Division II.
- Get together for “work days” at finals time: reserve a classroom, get snacks, and everyone works on their projects together.
- Field trips: take your cohort for outings, either purely social (Flayvors, local restaurant) or connected to your course. You have \$300 to spend over the two semesters. Be careful not to spend all in the first semester!
- Help the students feel responsible to one another: share their work on Moodle, emphasize that the reason to do work is not to please professor, but to create community of learners.
- Cultivate the feeling of specialness, and monitor their morale.

## What CASA can do for you.

Hampshire attracts wonderful, active, engaged students. Some of your first year students will be as independent as you expect them to be; ready to ask for what they want and need, ready to approach other faculty, and are prepared for the interdisciplinary approach that is so critical at Hampshire. Other students, although driven by the same excitement and approach to learning, will be far less independent. Parents take a much larger hand in their student's progress through secondary school education than they did even ten years ago. Because you are seen as the face of Hampshire for their parents, you can expect significant contact with those parents.

However, these students are adults, despite what their parents may think. Federal law (FERPA) limits the information you can share with families, even if the students have not prohibited conversations with their parents. CASA encourages you to minimize the conversations you have with family about their students, and instead refer them to Laura Melbin, the first year dean, to have those conversations.

If you are concerned about a student, at any point in the semester, use the Early Alert System. The Early Alert System, which is accessed by clicking the **!** on the Hub next to the student's name, will send a notice to CASA and to the advisor. The student does not see that notice. Once CASA receives it, the relevant dean (Laura Melbin for first years, Zena Clift and Ernie Alleva for Div II, and Anne Downes for Div III) will reach out to the student and request a meeting.

If you have a mid-term concern, the student WILL see that entry on the Hub, but they don't always check the Hub. Remind your first and second semester students that they are expected to submit a mid-term self evaluation, which you will review before posting their midterm. If you are able, writing a line or two about all your students, even students who you are not concerned about, is appreciated by students and CASA alike.

CASA will also assist both students and faculty as they navigate challenging conversations. CASA does not take sides, but helps facilitate discussion. However, CASA is also bound by the policies and rules of the college and the federal government, and works with students within that context.

We are looking forward to working with you this year.

## Student Life Partner program

To help further the connection between your work in and out of the classroom, and the support services offered in Student Life, each tutorial faculty member has been designated a Student Life Partner as a contact person. Your partner will be specifically available to support you, answer questions, and provide help and guidance as needed. Student Life staff possess a wealth of knowledge and experience that can support you in your work.

When might you contact your Student Life Partner?

- When you are concerned about a student's wellbeing.
- When you notice a student is not coming to class or is becoming increasingly withdrawn.
- When you hear a concern from students about the environment in their residence.
- Whenever there is a question about the out-of-the-classroom experience that you are unfamiliar with.

## Division I Overview

To pass Division I, students successfully complete a total of seven 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.

Distribution requirements can only be filled by taking *designated* courses at Hampshire College. The only exception is language courses at the other four colleges can be counted as a Culture, Humanities, and Language (CHL) course.

**Students must successfully complete a minimum of three academic courses each semester in order to stay in good academic standing. This is regardless of any advanced standing credits they have. Co-curricular courses, such as OPRA and EPEC courses, do not count.**

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)
- Progress satisfactorily in the cumulative skills
- Successfully complete the CEL-1 (forty hours) and have them verified by the sponsor
- Successfully complete the Division I Portfolio and attend a final meeting

**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. Students must receive an evaluation for the OPRA course in order to receive CEL-1 hours.**

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. Students should also include a statement about their Division II plans. **Advanced standing credits can only be applied for students who complete the requirements for Division I in their first two semesters.**

## Cumulative Skills

Students will be evaluated on their progress in four cumulative skills during their first year and throughout their career at Hampshire College. 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**

Evaluation criteria (rubrics) were developed by various subgroups of faculty to provide instructors and students with a common language and orientation. We encourage faculty to use these rubrics in their classes, share them with students, and use the suggested language to evaluate students in courses. We strongly encourage faculty to state clearly in their syllabi which cumulative skills will be addressed in their course and how students can demonstrate and improve their skills.

## Applying Advanced Work- Advanced Standing Status

First-year students who present official AP exam scores of 4 or higher, IB scores of 5 or higher from Higher Level coursework, and/or transferrable college credit may use this work in place of up to three elective courses in Division I. Additionally, a fourth AP, IB, or college course may be included as part of the Division II portfolio. This policy applies to United Kingdom "A" Level General Certificate Examination grades of A or B. Certain other examinations, such as the French Baccalaureate, German Abitur, and the Swiss Matura may also be recognized. All first-year students are required to complete their tutorials, all distribution requirements, and the CEL-1.

First-year students who present Advanced Placement program (AP) scores of 3, 4, or 5 or International Baccalaureate (IB) scores of 5, 6, or 7 on Higher Level exams may use non-distribution 200-level courses to fulfill the Division I distribution requirement in the relevant distribution areas. AP or IB placement must be recorded by Central Records before it can be used for Division I. Without AP or IB scores, students must take a 100-level or designated 200-level course. Please contact Laura (x5370/lmelbin@hampshire.edu) in CASA for further details.

**Students must be enrolled in, and successfully complete, a minimum of three academic courses each semester in order to stay in good academic standing. This is independent of any advanced standing credits they have. Students who complete fewer than three courses in either semester are at risk for probation and/or academic withdrawal.**

### **Effective Fall 2014**

First year students who wish to apply their advanced standing credits to Division I must successfully complete Division I at the end of their second semester of enrollment.

## Distribution Requirements

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. Please note that students must take all the courses for their distribution requirements at Hampshire, with the exception of the CHL requirement. Language courses in any of the other four schools can count as a CHL.

### **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.

## Division I Portfolio

During the second semester of Division I, students are responsible for preparing a Division I portfolio that includes seven completed course evaluations, representative samples of work, documentation of the CEL-1, and a retrospective essay that reflects on their studies in Division I, and evidence of progress and/or proficiency in quantitative reasoning, independent work, writing and research, and multiple cultural perspectives. 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 the requirements, and if so, will pass the student's Division I. Once Division I is complete, the advisor will prepare an online Division I evaluation.

Since the purpose of the first year experience is to prepare the student for advanced work in the concentration (and ultimately for independent work in Division III) students are expected to demonstrate sufficient progress with respect to the cumulative skills during their first-year studies. The portfolio should include a statement about Division II plans. Students must also attend a final meeting with their advisor.

## Evaluating the Division I Portfolio

We offer you here four sample evaluations as a model. CASA recommends a length of 1200-1500 characters (the recommended length of course evaluations) and very summative. You could choose to organize the evaluation around cumulative skills progress with help from the rubrics but it is really up to you how to do it. Evaluations should be diagnostic and concise; no need to be very descriptive and detailed

Mary Lou Basket struggled through Division I, but with time and effort, successfully completed the requirements. For Mary Lou's CEL-1 requirement, Mary Lou joined the Red Scare Ultimate Frisbee team, and wrote a thoughtful reflection on team sports and community building. In writing and research, Mary Lou is challenged by and should continue to work on such skills as identifying and correctly citing productive sources, focusing a topic and developing original arguments, and stringent revision on the paragraph and sentence level. Independent work was also challenging for Mary Lou, who can formulate good project ideas but has trouble breaking down needed tasks and meeting deadlines. Mary Lou performed better when given more structure in the process, along with assistance on time management. Mary Lou has demonstrated sustained and respectful engagement with multiple cultural perspectives. Quantitative skills were more difficult, but Mary Lou has made progress through an introductory physics course. Overall, Mary Lou's professors praise Mary Lou Basket's enthusiasm and creativity, and given Mary Lou's intention to pursue more advanced work in anthropology and creative writing, recommend continued work on time management and with the writing center.

Sylvester Lee is a motivated and intellectually serious student. His course evaluations are generally quite good; they indicate that he attended class regularly and completed assignments on time, his work showed considerable engagement and progress over the course of the semester. However, several of his evaluations and his retrospective essay acknowledge that he was not always comfortable speaking up in class and that he needs to work on this. His retrospective essay and his evaluations in biology and nutritional anthropology courses show that he has a considerable interest and ability regarding medical and health-related topics, and he plans to pursue his interests in these areas further in Division II. He has satisfied the Division I learning goals and is prepared for Division II, where I expect him to continue to grow intellectually and personally.



Barnaby Xander's Division I course evaluations show that he struggled throughout his Division I work. In most of his courses, his attendance was erratic, and a good deal of his written work was handed in late and not well organized or well written. However, it is also clear that Barnaby brings great personal and intellectual passion to his studies, and that he has considerable potential to grow and succeed. He is clearly very enthusiastic about his work in theater and playwriting, and some of his work there has been very strong. Barnaby has satisfied the formal requirements for completing Division I--the various learning goals, course requirements, and final retrospective and portfolio. But, if he wants to realize his potential and succeed in Division II, I strongly recommend that he learn from the difficulties he has experienced so far, and that in the future he actively seek out help from his teacher and advisors, and others at Hampshire who provide academic support for students (such as Accessibility Resources office and others in the CASA Office and the staff of the Writing Center), so that he can make more effective use of his time and energy, become better organized, and improve the quality of his writing.

Crosby is a serious and hardworking student whose Division I course evaluations are generally very good. The evaluations indicate that they are highly motivated and very much engaged intellectually and artistically. Crosby attended class regularly, completed assignments on time, and their writing is quite strong. Over the course of their studies so far, Crosby's interests have changed in focus. They were initially very interested in pursuing musical study, but they have developed serious interests in philosophy and psychology and these will play a central role in their Division II studies, with music no longer being the core focus. Crosby has satisfied the Division I learning goals and is clearly prepared for Division II, where I expect them to continue to grow intellectually, artistically, and personally.

## Campus Engaged Learning Activity (CEL-1)

The Campus Engaged Learning Activity (CEL-1) is the 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. 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.

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. 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.

The website [CEL1.hampshire.edu](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.

If students are struggling to find a suitable CEL-1 activity, 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.

Course-based CEL-1 activities do exist, however if successful completion of the activity is a requirement for the completion of the course, it cannot count. Only activities that are separate from and in addition to the regular work of the course can be counted. If a student has taken an OPRA course as their CEL-1, successful completion (receiving an evaluation) is all that is required to verify their hours, but they still must reflect on the activity.

If a student completes a CEL-1 activity but has not completed the online registration and verification process, students may need to retroactively add a CEL-1 activity to the website and/or register for the activity. In order for activities to count toward CEL-1, they must be added to the CEL-1 site. Students must find an appropriate sponsor to add the activity to the site, and then must register for and verify the completion of the activity, with sponsor approval of each step. Waiting until the end of the year to complete the CEL-1 process is not advised, as sponsors graduate or otherwise become unavailable.

### **Planning Contract**

All students who complete three academic courses in their first semester of enrollment, regardless of how many courses attempted, will be put on a **planning contract**. This is a formal reminder that the student needs to complete four courses in their second semester, as well as any other requirements (CEL-1, distributions, etc.) to stay on track for successful Division I completion. The student is still in good academic standing, but must be vigilant to complete Division I.

### **Probationary Contract**

All students who complete two courses in their first semester of enrollment, regardless of how many courses they attempted, will be put on academic probation. These students will be required to complete four academic courses during their second semester of enrollment and will be encouraged to take a summer school course to make up for the academic deficiency.

### **Provisional Withdrawal**

All students who complete just five academic courses by the end of their second semester of enrollment are subject to provisional withdrawal. This means that they will be required to complete one or two courses (usually over the summer between their second and third semesters) in order to return to Hampshire in the fall. For students who were on academic probation, and did not meet the terms of their contract, CASA typically requires a minimum of two courses to be completed. Students may not return to Hampshire without a minimum of six courses completed. Courses taken away from Hampshire must be from an accredited college or university, a minimum of three credits, and students must receive a C or better in order for the course to be included in their academic record. There is no appeal process for a provisional withdrawal.

### **Academic Withdrawal**

Students who finish fewer than two academic courses in their first semester, or who finish fewer than five courses by the end of their second semester of enrollment will be withdrawn from the college. There is an appeals process; the student may write a formal appeal to the dean of advising within seven days of receiving the notice of withdrawal. If the student appeals, the dean will investigate their academic status, and consult with you, as the advisor, and with the other faculty. If the withdrawal is upheld, the student will have to reapply through the CASA readmissions process in order to return to Hampshire. If the withdrawal is overturned, the student will return on a strict academic contract in order to support good academic progress.

**Please note that while these consequences may seem tough, and occasionally don't seem to apply to a particular student, they are designed to support students in successful completion of Hampshire College, without impacting their financial aid status or anticipated number of semesters of completion.**

### Good Academic Standing

Hampshire is committed to the principles of individualized education, in which each student receives the benefits of close collaboration with faculty, individually designed programs of study, and interdisciplinary work. In order to graduate, students must satisfy the requirements at each divisional level. Considering the number of factors that enter into the determination of academic progress and the particular needs of the individual student, the student and academic advisor work together throughout the academic year on the design of a rigorous and appropriate course of study to move the student toward graduation. This course of study comprises course work, independent projects, fieldwork, and other learning activities.

**To maintain good academic standing, students must satisfactorily complete all required educational activities. Students who do not complete seven courses, and/or the CEL-1 requirement, by the end of the second term will be placed on academic contract, and will be expected to address the deficiencies to return to good standing in the subsequent term. Students must complete at least six courses by the end of the first year to be eligible to return to Hampshire for their third semester, and must complete at least three courses in each of the first two semesters, or will be subject to academic withdrawal.**

For Division II students, good standing will be determined at the end of each semester by the advisor (usually the committee chair). Students must meet with their advisors prior to the end of each term so that determination of progress can be made. The College considers students at the Division II level to be in good academic standing if they complete at least three committee-approved courses/evaluated learning activities each semester with an evaluation or grade of C or better. Faculty committees will be asked to comment on the progress of Division III students by the end of the first semester of Division III.

During and at the end of the semester, CASA contacts the instructors of students who are on academic contract and requests that they provide feedback on the students' performance. Timely information on students' academic progress enables CASA to assist them in better achieving their academic goals for the semester. At the end of a contract semester, CASA will determine if the student has satisfied the conditions of the contract and can return to good standing the following semester. Students who fail to maintain good academic standing are subject to withdrawal from the College and/or loss of financial aid eligibility. As an alternative to withdrawal, students who have fallen behind may be placed on an academic probation contract worked out by the Center for Academic Support and Advising (CASA) in consultation with the advisor. At the discretion of the advisor and CASA, a student may be placed on required leave status in order to complete academic work before returning to full enrollment.

## Satisfactory Academic Progress and Financial Aid

The College, in accordance with regulations concerning financial aid, has instituted guidelines for Satisfactory Academic Progress (SAP). The requirements have three different components: a quantitative measure, a qualitative measure, and a limit on length of time to graduation. Because Hampshire College does not use the traditional grade point average (GPA) as a method of evaluation, the College will examine the ratio of successfully completed courses to total courses. To meet the quantitative standard a student must successfully complete at least 67% of all courses attempted, **including** incompletes, in-progress, and withdrawn (W) courses. To meet the qualitative standard, the ratio of successfully completed courses to total courses, **excluding** incomplete, in-progress, or withdrawn courses, must be at least 1:2 or 50% (i.e. for every two courses attempted, one must be successfully completed). Finally, Hampshire College has determined that a student may not take longer than 10 full-time semesters to complete the degree requirements.

Hampshire College will measure Satisfactory Academic Progress standards at the end of the spring semester each academic year. Students who are not meeting the Satisfactory Academic Progress standards described above are not eligible for federal financial aid until an approved Satisfactory Academic Progress plan is developed in consultation with CASA. As long as the student is making progress toward meeting the minimum standards, the student can continue to receive federal financial aid one semester at a time. A new Satisfactory Academic Progress plan will be required each semester until the standards have been met. If the student does not make progress toward meeting the standards they will lose eligibility for financial aid until all three standards (quantitative, qualitative, and the limit on the length of time to graduation) are met.

**Independent Work  
Cumulative Skill Rubric**

<b>Evaluation Criteria</b>	<b>Student needs intervention</b>	<b>Student is developing progress/proficiency</b>	<b>Student demonstrates progress/proficiency</b>
<b>Proposal</b>	Student seems unable to formulate a project idea.	Student has good ideas but they would benefit from input from either faculty or a student mentor.	The student came up with a good question or project idea, either within the context of a course, or outside a course.
<b>Timetable</b>	Student was unable to make most deadlines.	Student was able to make some of the deadlines.	Student was able to steer the project through appropriate deadlines.
<b>Revision</b>	Student was unable to engage critique or to make revisions.	Student was able to engage some critique but had difficulty turning it into project changes.	Student engaged critique and was able to respond with at least one careful revision or new version.
<b>Ability to sustain</b>	Student was only able to make a start on a project.	Student made a sustained effort for part of the project.	Student was able to sustain a focused effort and complete the project.
<b>Self-evaluation</b>	Student's self-evaluation shows no evidence of an ability to reflect critically on one's own work.	Student's self-evaluation shows the beginnings of an ability to reflect critically on one's own work.	Student's self-evaluation shows an ability to reflect critically on one's own work.

**Multiple Cultural Perspectives  
Cumulative Skill Rubric**

<b>Evaluation Criteria</b>	<b>Student needs intervention</b>	<b>Student is developing progress/proficiency</b>	<b>Student demonstrates progress/proficiency</b>
<b>Cultural self-awareness</b>	Shows minimal or no awareness of own cultural rules and biases (even those shared with own cultural group(s))	Asks deeper questions about other cultures and seeks out answers to these questions.	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
<b>Knowledge of cultural worldview frameworks</b>	Demonstrates little surface understanding of the complexity of elements important to members of another culture in relation to its history, political economy, values, style of communication, beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, political economy, values, style of communication beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, political economy, values, style of communication beliefs and practices.
<b>Empathy</b>	Analyses the experiences of others only through one's own personal worldviews.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of one's own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
<b>Curiosity</b>	Demonstrates minimal interest in learning about other cultures	Asks questions about other cultures, and seeks out answers to these questions.	Asks complex questions about other cultures, Seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

**Quantitative  
Cumulative Skill Rubric**

<b>Evaluation Criteria</b>	<b>Student needs intervention</b>	<b>Student is developing progress/proficiency</b>	<b>Student demonstrates progress/proficiency</b>
<b>Numeracy</b>	Calculations contain errors. Solution method is inappropriate or does not follow a logical sequence. Cannot use different methods of calculation and scale.	Calculations are typically accurate. Solution method is sometimes inappropriate. Has difficulty adapting different methods of calculation and scale.	Consistently calculates accurately, including use of advanced methods of numeric analysis or representation. Solution method is appropriate and follows a logical sequence. Works comfortably with multiple methods of calculation and scale.
<b>Representation</b>	Cannot identify a point or a trend on a graph, table, or diagram. Cannot develop a graph, table or diagram to summarize information.	Accurately identifies a point on a graph, table, or diagram but has difficulty distinguishing trends. Places data on a graph, table or diagram but with some errors.	Accurately uses a graph, table or diagram to solve problems or predict change. Incorporates a variety of representational forms appropriately into research and written work.
<b>Application</b>	Demonstrates major misconceptions or poor interpretation of quantitative information. Cannot support an argument with quantitative evidence or justification. Has difficulty using quantitative information in construction, production or design.	Demonstrates some understanding of relevant concepts without significant errors. Uses evidence and justification, but sometimes inappropriately to support arguments and analyses. Uses some quantitative information in construction, production or design.	Critically analyzes reported quantitative information and can identify limitations or bias. Strategy or explanation is fully supported, justified and represented by quantitative reasoning and evidence. Uses quantitative information successfully as a tool in construction, production or design.



**Writing and Research  
Cumulative Skill Rubric**

<b>Evaluation Criteria</b>	<b>Student needs intervention</b>	<b>Student is developing progress/proficiency</b>	<b>Student demonstrates progress/proficiency</b>
<b>Comprehension of material</b>	Confusion over assignment and/or source material; unfamiliarity with conventions of discourse	Awareness of main points but missing details or more complex connections	Insight into arguments; understanding of material
<b>Argument</b>	Feelings, impressions, summary description or simple assertion	Mix of opinion and argument/evidence without a clear point of view	Clear, supported claims leading to a point of view; important terms and concepts are defined
<b>Organization</b>	Confused or arbitrary order	Structure of inconsistent quality; choppy transitions; sometimes imitates order of source material	Parts of the paper progress logically to form a whole argument
<b>Paragraph coherence</b>	Paragraph contains multiple points in random order	Sentences address a single topic but appear in arbitrary order	Paragraph develops a controlling idea
<b>Use of evidence</b>	Spare, misinterpreted details without apparent connection to larger points	Basic supporting evidence but without sufficient detail	Persuasive, sufficient, representative, and relevant evidence
<b>Clarity and coherence of expression</b>	Vague constructions; Improper word usage	Sentence construction is simple and repetitious, includes some inflated diction, colloquial language and/or imprecise expression	Clear sentences; precise word usage and appropriate tone
<b>Grammar &amp; Mechanics</b>	Ungrammatical constructions and punctuation errors; faulty sentence structure	Acceptable sentence structure; infrequent grammar errors	Mastery of mechanics of writing and style

Students and Faculty at Hampshire College are part of a broader community of scholars and artists, a community in which ideas, hypotheses, new concepts and images, and carefully established facts are the currency. None of us, faculty or student, is able to survive without borrowing from the work of others. Just as we expect to have our work recognized in the footnotes of those who borrowed from us, so must we carefully recognize those from whom we borrow. Brief guidelines are presented in the next couple of pages for the proper acknowledgment of sources upon which we draw for course assignments, papers, examinations, oral presentations, artistic productions, and so on. We acknowledge the work of others not only in gratitude to them, but also to provide our readers with the opportunity to consult our sources if they want to review the evidence, consider other interpretations, or determine the basis for the cited passage. In the evaluation of scholarly work, the writer's creativity in locating appropriate sources and using them well can be assessed only if those sources are identified. The failure to acknowledge one's sources is more than a failure to be properly socialized into a community of scholars. Scholars who fail to note sources are at best ignorant and at worst dishonest. Unacknowledged borrowing from the work of others in any medium is academically dishonest and a fundamental repudiation of the deepest values of the academic community. Students and faculty are members of this community and bound by these values, whether they are on our campus, taking courses at another of the Five Colleges, on an internship, or studying abroad. Academic dishonesty refers to plagiarism, falsification of data, and any other cases of violations of the ethics of scholarship.

### **Plagiarism**

Plagiarism (from the Latin for kidnapper) is the presentation of another's work as one's own. The term plagiarism covers everything from *inadvertently* passing off as one's own the work of another because of ignorance, time constraints, or careless note-taking, to *deliberately* hiring a ghost writer to produce an examination or course paper. This range of possibilities is spelled out in more detail in the following list of examples.

### **Cheating**

Cheating is the unfair or dishonest acquisition or use of information in order to gain an advantage. This includes but is not limited to unauthorized use of information from another person's paper, quiz, or exam; buying/borrowing, or selling/loaning quizzes, exams, or papers; unauthorized use of opened textbooks, notes, or other devices during a quiz or exam. It is the responsibility of each student to consult with faculty about the study aids and materials that are permissible.

### **False Citation**

Material should not be attributed to a source from which that material was not obtained. That is, one must not pass off primary sources as if they had been consulted when in fact, the material in the oral presentation or written work is based upon a secondary source. All primary and secondary source material must be properly identified and cited.

### **Poor Documentation**

As scholarly writers, we are expected to acknowledge our indebtedness for ideas, phrases, sentences, data, computer code, charts, diagrams, figures, images, and longer verbatim quotations by citing our sources. Sources can include, but are not limited to, course readings, lectures, websites, interviews, and other students' work. The necessity to cite sources extends to both published and unpublished work. Writers prepare for the necessity of proper source citation by taking careful notes on exact wording and spelling, page numbers, and source identification, including any material found on the Internet. It is particularly important to present verbatim quotations exactly as they are in the original sources, including any errors. Paraphrases require documentation, and they must be a true restatement of the original rather than simply

a rearrangement of the words in the sources. There are a number of methods of documentation. The form of the reference list or bibliography or footnote style may vary by discipline. There are a number of style manuals that describe the documentation rules for various academic disciplines. Some are in the reference collection at the library; many are online.

### **Unacknowledged Use of Work Produced by Others**

Presenting papers or sections of papers (including any material found on websites) bought, borrowed, or stolen from others as one's own is the most blatant form of plagiarism. Plagiarism can also extend to buying, borrowing, or stealing data, images, or computer code and presenting it as one's own. There is no acceptable excuse for this behavior, including ignorance.

### **Unacknowledged Multiple Authors or Collaboration**

The notion that intellectual work is and should be a lonely and fiercely independent enterprise is sometimes overemphasized. At Hampshire College, students are encouraged to collaborate on work for courses, work for Division II, and even Division III "independent projects." For example, students are encouraged to have better spellers look at their work if that is necessary, and faculty members show drafts of their work or discuss their ideas with colleagues. In almost any book or article, writers in footnotes and references lists recognize their indebtedness to colleagues who have criticized their work. Students, too, should acknowledge the assistance of their collaborators. In joint examinations or class projects, the contributions of each member of the group should be made clear and every member of the group should have an understanding of the whole project. All collaborators should be clearly acknowledged and cited on each individual's work. Students should consult with their faculty about the expectations and limitations about collaboration specific to each course.

### **Unacknowledged Multiple Submission**

Students are expected to generate original work in response to each assignment, unless the faculty member setting the assignment has expressly stated otherwise. Using the same paper or assignment, or portions thereof, for several purposes without prior approval (for example, submission of a paper to several classes or publication in several scholarly journals) is generally considered to be unacceptable.

### **False Data**

Data fabricated or altered in a laboratory experiment or field project is an instance of academic fraud. Though it is not plagiarism per se, falsification of data is a clear violation of the ethics of scholarship.

A repudiation of plagiarism in all its forms is shared by all academic disciplines. However, there is some variation between disciplines regarding the methods and norms for acknowledging and citing sources within that discipline. These are best discussed with the faculty in the context of specific courses or projects. Ignorance of expectations around proper citations of sources and collaborations is not an excuse.

## Academic Dishonesty: Procedures for Dealing with Violations

Academic dishonesty (plagiarism, fabrication, or falsification of data) is a breach of the ethics of scholarship and a violation of one of the central norms of an academic community. Because reports of academic dishonesty are most likely to arise from work done in a course or for a divisional project, a member of the college faculty usually brings forward the report. When such a report is brought forward, the procedure is as follows:

1. The faculty member will inform the student and the School Dean that a violation of academic honesty may have occurred. The School Dean will inform the Dean of Advising of the violation. The faculty member will provide all documentation to the Dean of Advising, who will meet with both the student and faculty member, and recommend a course of action. If the Dean of Advising determines that it is more likely than not that academic dishonesty has occurred and determines that it is a first offense, the Dean of Advising will:
  - a. Write a letter of warning to the student, to remain in the student's academic file;
  - b. In consultation with the faculty member and the School Dean, determine academic consequences that may include but are not limited to submitting a revised or new assignment; no evaluation given for the course regardless of add/drop/withdrawal deadlines or, in the case of Division III work, a decision to set aside the project in question and require the student to do an alternative project on a different topic with a different committee (unless the committee concerned agrees to continue working with the student).

Academic integrity lies at the core of our work and unacknowledged borrowing from the work of others in any medium is a fundamental repudiation of the deepest values of the academic community. Therefore, in cases of egregious violation, the Dean of Advising may also refer the case to the Dean of Students office for disciplinary action, as outlined below.

### **Referral of the case to the Dean of Students office for disciplinary action**

Second or multiple offenses concerning plagiarism or other violations of the ethics of scholarship (as well as egregious first offenses) will be referred by the Dean of Advising to the Dean of Students office for disciplinary action. Among the disciplinary sanctions available are probation, suspension, and expulsion from the College.

### **Appeals**

The student has the right to appeal the finding of academic dishonesty and/or disciplinary sanction to the Vice President of Academic Affairs and Dean of Faculty. Findings may be appealed only on procedural grounds.

### **Process for Appeal**

Appeals of procedure and appeals of sanction(s) by the student must be submitted in writing to the Vice President for Academic Affairs within seven (7) days after written notification of the finding and/or sanction is sent to the student. Appeals must state the specific rationale for a procedural appeal and/or the grounds for an appeal of the sanction.

In all cases of an appeal, the Vice President of Academic Affairs shall review the appeal and the pertinent facts relative to the appeal, determine if further investigation is warranted, and render a decision. The Vice President of Academic Affairs will endeavor to render a decision within 21 days after an appeal has been submitted but may take additional time to consider the appeal when such time is deemed necessary. The Vice President's decision is final.

Record of cases of academic dishonesty: All cases of academic dishonesty should be reported in writing to the Dean of Advising. A confidential record of all cases of plagiarism will be maintained by the Center for Academic Support and Advising (CASA) to aid in determining appropriate action.

**Academic Dishonesty at another institution**

Should a charge of academic dishonesty be brought against a Hampshire College student at another institution (i.e. Five Colleges, study abroad institution, internships or other external academic institutions) the policies and procedures of the host institution will apply.

**Acknowledgement of sources:**

The student handbooks of Amherst, Mount Holyoke, and Smith Colleges, Princeton, Yale, and Montclair State Universities, and the San Francisco Art Institute, were employed extensively as source material in drafting the above statement on academic integrity and ethics of scholarship.

## Accessibility Resources

The Accessibility Resources Office (formerly the disabilities services office), located in the Lemelson Building, 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 Accessibility Resources 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 provision of accommodations.

Students who have been approved for academic accommodations are given a letter from the Accessibility Resources Director certifying eligibility for accommodations and indicating which accommodations have been approved. They are encouraged to identify themselves to instructors and to use the letter as the basis for a discussion of how to best provide equal access/ accommodations in the context of your course. Some students present the letter and explain their limitations simply to raise your 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 Accessibility Resources Director is available to consult with you or jointly with you and the student regarding accommodations.

At Hampshire about 6% of our entering students volunteer documentation identifying a disability. Many students with learning disabilities are attracted to Hampshire because of our educational approach: individually designed curricula, discussion-based classes, written evaluations rather than letter grades, mentoring relationships with faculty. However, Hampshire's attractive features can present new challenges. Students with language-based disabilities are frequently daunted by the emphasis on writing research papers. The flexibility of our approach, especially regarding deadlines, often tests students' skills in self-organization and time management. The opportunity and necessity to negotiate one's independent educational path can be stressful for individuals with limited social skills. As for all students and especially for students with disabilities, building on strengths and recognizing weaknesses is most productive. The most successful students with disabilities demonstrate an awareness of their disability, the willingness to take advantage of available supports, and a strong capacity for self-advocacy.

Typical accommodations or services available through Accessibility Resources:

- Accessibility Resources will arrange for sign language interpreters for deaf students.
- Accessibility Resources hires work/study students to share notes with a student who has a learning or attentional disability that affects concentration. Faculty are often asked to announce the need for a volunteer for this task, while maintaining the affected student's confidentiality.
- A student's medical condition or other disability may affect attendance and/or ability to meet deadlines for completion of assignments. Accessibility Resources 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. Accessibility Resources will request your reading list in advance so that the texts can be prepared for use with a screen reader.

In addition, the Accessibility Resources and Services 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 Aaron Ferguson, Director of Accessibility Resources at x5498.

## A Guide to New Student Orientation

*Prepared for the faculty by the office of new student programs*

### **What is the philosophy behind Hampshire's orientation program?**

We aim to create opportunities and offer experiences that are directly informed by the educational philosophy and practices of the college, through which students will engage their passions, challenge their beliefs, and continue to grow intellectually, socially, and emotionally.

### **Goals and Methods**

The primary goal for new students is that they feel supported by and connected to the people and resources in the Hampshire community. Specifically, the program:

- ❖ lays the groundwork for continued learning, exploration, and social networking throughout the first year
- ❖ promotes engagement with the many different values in our community
- ❖ establishes and cares for students' basic needs
- ❖ provides accurate and relevant information about life at Hampshire College inside and outside of the classroom
- ❖ explores what it means to "live together well" in a community
- ❖ begins difficult and important conversations that arise from living and working together in diverse communities
- ❖ offers opportunities for new students to connect with each other and build friendships
- ❖ provides students with time to process and reflect, and to share their fears and anxieties in a supportive environment

### **Program**

The orientation program is composed of several key components. Students are organized into orientation groups based on their academic tutorials, or in groups of transfer students for transfers. Though group activities do not relate to the tutorial topics directly, the continuity of the groups throughout the fall semester for first year students allows new relationships to continue to develop and to support the work of the tutorials. Students also have the opportunity to meet, as a group, with their advisor during the common reading discussion. This gives students their first sense of academic life at Hampshire, and provides an important opportunity for the group to meet with their professor.

Program activities encourage students to begin engaging with intellectual life and the campus community. Orientation uses these opportunities to encourage dialogue between students and to familiarize them with the breadth of resources and support that are available. In addition, activities designed by the orientation leaders support these goals through small-group interactions.

Orientation groups are lead by pairs of orientation leaders, returning students who have been selected through a rigorous and highly competitive hiring process. This year we have a strong staff of 62 orientation leaders, of whom more than 1/3 are returning (meaning that they have been orientation leaders one or two times before). All leaders participate in four days of training—one in the spring and three in the late summer—to prepare them for their work.



## **Content**

By the end of orientation, students have participated in discussions and activities such as:

- Understanding the academic program and Div. I (transfer students participate in a special transfer-based academic orientation)
- Drugs and alcohol (making good choices, identifying limits, knowing resources, interrupting behaviors as a bystander)
- Civility, discourse, and rights and responsibilities of community membership
- Academic and non-academic resources, centers, and programs
- Layers of identity, and engaging in conversations about identities and difference at Hampshire (and beyond)
- Learning about life in the Valley, the Five Colleges, and social life in the Amherst area

We believe that orientation is only the beginning; therefore our office works to support new students throughout their first-year experience. For more information, visit our website at [www.hampshire.edu/newtohamp](http://www.hampshire.edu/newtohamp).

*August 2015*

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

This First Year Tutorial Field Guide has been prepared for you by the Center for Academic Support and Advising (CASA). Visit us in the Lemelson Building or call 413.559.5498

This document, along with many other helpful materials, is available on the CASA website:

[www.hampshire.edu/casa](http://www.hampshire.edu/casa)

Contact Laura Melbin, assistant dean of advising, at extension 5370 or email [lmelbin@hampshire.edu](mailto:lmelbin@hampshire.edu) with any first-year related questions or concerns.