

HAMPSHIRE COLLEGE



A c a d e m i c

Field Guide

FOR FIRST-YEAR STUDENTS

2012-2013

Guide to Division I Studies

2012-2013

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, *Non Satis Non Scire*, which contains comprehensive and official information about Hampshire's academic program and policies.

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

The Center for Academic Support and Advising

Rachel Rubinstein, Dean

Anne Downes, Senior Associate Dean

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Zena Clift, Associate Dean

Laura Melbin-Diniz, Assistant Dean

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An Overview of Hampshire's Divisional Academic Program

Understanding Division I, II and III

Hampshire Students qualify for the Bachelor of Arts degree by completing a full-time program composed of three levels or *Divisions* of study with the aim of satisfactorily demonstrating progress in the following *Cumulative Skills*:

- Progress/proficiency in analytical writing and informed research practice
- Progress/proficiency in quantitative skills
- Progress/proficiency in the ability to successfully undertake independent work
- Engagement with multiple cultural perspectives

Division I, Exploratory Studies, has two goals. Students pursue exploratory studies in the liberal arts by designing a first-year curriculum in which they satisfy Distribution Requirements (see next section - *The First-Year Program*) and make progress towards in Hampshire's *Cumulative Skills* (see above). The requirements introduce you to a range of subject areas before you choose an area of concentration. Division I also aims to acquaint you with the methodological, analytical and critical skills that are necessary for independent work. In addition, students are required to complete at least 40 hours of the Campus Engaged Learning Activity requirement (CEL-1). This is meant to introduce students to Hampshire's ethos of learning inside and outside the classroom.

Division II, the Concentration, is the core of a student's education at Hampshire College. Students plan and carry out an individualized program of study, which includes courses and independent projects, as well as internships or foreign study. During this process, students will be guided by the constructive criticism, advice, and ongoing evaluation of a faculty committee. The culmination of student's work is the Division II portfolio, consisting of papers written for courses and independent projects, evaluations of coursework, fieldwork and internships, and other evidence that you have fulfilled the terms of the Division II contract, such as a body of independent artwork.

Students are able and, in fact, encouraged to pursue interdisciplinary interests in Division II. The College also expects students to incorporate the Multiple Cultural Perspectives requirement and Community Engaged Learning Activity requirement (CEL-2) into their Division II.

In **Division III, Advanced Studies**, students undertake a major independent project, such as a research paper, scientific experiment, artistic portfolio, or performance. Typically, students explore in depth a question, topic, or idea touched upon more broadly in Division II. Most likely, they will devote the major portion of their time to the independent study project. The College also requires that students undertake two advanced-level learning activities while the project is underway. One of these activities must be an advanced course or serving as a Teaching Assistant (TA). The other activity may be an advanced course, TAing, an internship or an independent study approved by the Division III committee.

A GUIDE TO DIVISION I STUDIES

Fall 2012

What follows is a summary of the *First-Year Program* and the Division I. This section will serve as a guideline as you meet with your advisor and plan your academic studies for your first year at Hampshire. Please be sure to read *Non Satis Non Scire*, the Hampshire College policy handbook, for more detailed College policies. Enjoy your time at Hampshire!

Division I

Division I serves two essential purposes. The distribution requirement introduces students to a broad range of subject matter before they choose an area of concentration. Division I also helps students to attain the methodological and critical tools of inquiry necessary for Division II and Division III work, including the development of writing and research skills, methods of quantitative analysis, the capacity to critically engage with issues of race, power, and cultural identity, and the ability to conceive and develop independent projects. Through a required campus-engaged learning activity students are also introduced to creative ways to contribute to the Hampshire community, fostering connections between their curricular coursework and active participation in community building in other campus settings.

The First-Year Program

At the end of the second semester, students must have successfully completed one 100-level or *designated* 200-level course (will say “**satisfies distribution**” in the title) in **four out of the five** distribution areas to fulfill their distribution requirements (one of which is their First-Year Tutorial):

- Arts, Design and Media (ADM)
- Culture, Humanities and Languages (CHL)*
- Mind, Brain and Information (MBI)
- Physical and Biological Sciences (PBS)
- Power, Community and Social Justice (PCSJ)

* A language course at Hampshire or the Five Colleges can be used to fulfill this requirement.

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

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

For example, courses in different schools may be listed under the same distribution area. Students can search courses on TheHub by the five distribution areas by a drop down menu.

If a course is cross-designated, for example between **ADM** and **PCSJ**, it can **only count for one** distribution area.

Students are strongly encouraged to incorporate the study of a second language in their Division I

studies. Because second languages are best learned when studied continuously, students electing to study a second language are advised to enroll in a language course in the first year.

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

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

The Campus Engaged Learning Activity (CEL-1)

In addition to the seven evaluated courses, students must complete one or more **Campus Engaged Learning Activity (CEL-1)** totaling a minimum of 40 hours, approximately equal to course contact hours. The appropriate CEL-1 activities will be determined in consultation with the tutorial advisor and activity sponsor. The student will document the fulfillment of the CEL-1 requirement and include a reflection on it in the Division I retrospective essay.

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

The Second Semester

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

Once the Division I is complete, the advisor then prepares a Division I evaluation online based on the Division I portfolio.

In addition to passing Division I, the tutorial faculty member/advisor will also assist students transitioning into Division II. During the second or third semester students will begin to draft their Division II proposals with the guidance of their advisor to assure they have a viable Division II concentration in place.

The Advisor

Close student-faculty relationships are a central feature of a Hampshire education. Every student is assigned a first-year advisor based on their tutorial assignment to assist with the selection of courses and the planning of the student's academic program. The advisor-advisee connection is strongest when student and faculty member work closely together on common academic projects. Therefore, each student will be assigned an advisor who leads a ***First-Year Tutorial*** in which the student (along with all the other first-year advisees of that advisor) will be enrolled during the first term of study. This faculty member will remain the student's advisor through completion of the Division I process and until the third semester, when the student files Division II. The student's advisor will periodically review academic progress during and at the end of each semester to identify the student's developing areas of strength as well as indications of the need for further study.

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

Academic Good Standing

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

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

Evaluation of Division I

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

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

Evaluation criteria (aka "rubrics") were developed by various subgroups of faculty to provide instructors and students with a common language and orientation in regard to the four cumulative skills. We encourage faculty to use these evaluation criteria in their classes, share them with students, and use the suggested language to evaluate students in courses.

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

Ensuring Success at Hampshire: The Academic Advising System

The advisor is responsible for assessing student's academic progress, and, at the end of each semester, certifies whether or not students are in academic good standing. It is very important that students develop a good working relationship with their advisor, keeping the advisor informed of their activities. It is the student's responsibility to make regular appointments outside of scheduled tutorial meeting times so that the advisor knows how the student's course work is progressing. Students should check in with their advisor regularly and schedule a formal meeting on *Advising Days*, when there are no Hampshire classes being held: fall semester: **Friday, September 28** and **Thursday, November 1**; spring semester **Thursday, February 14** and **Wednesday, April 3**.

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.

You and Your Advisor: Working Together

Academic success here at Hampshire requires close student/faculty relationships. The opportunity to develop such relationships begins with your academic advisor. The strength of your relationship with your advisor is a very important factor in the quality of your overall experience at Hampshire.

YOUR ADVISOR

- assesses and certifies your academic standing and progress at the end of each semester
- helps you plan, organize, and prioritize your academic work
- provides constructive feedback and guidelines
- assists you in gaining perspective on what you are doing and hope to be doing in the future in terms of courses, internships, fieldwork, and other learning activities
- refers you to resources when more help is needed, such as the Center for Academic Support and Advising, Writing Center, Counseling Services, Peer Academic Resource Center, Career Options Resource Center, etc.

WHEN TO SEE YOUR ADVISOR

- in your first year you will see your advisor *every week*, because he or she will be teaching your first year tutorial
- additionally you should meet with your advisor outside of class at least 3-4 times per semester
- during the first week of school to share your schedule, finalize your registration, add/drop courses and to get acquainted
- mid-semester, during Advising Days and Academic Planning Periods, to discuss your progress and plan courses for the following semester
- end of semester to summarize how your work has gone
- whenever you want to drop a class
- any time to discuss any problems that affect your academic performance

YOUR ADVISOR'S RESPONSIBILITY

- posts office hours and ways for you to get in touch
- keeps appointments or suggests ways to stay in touch with each other during the semester
- contacts you if it is necessary to change or cancel an appointment
- provides accurate information and refers you to other resources for additional answers and information
- has on hand resource materials such as *Non Satis Non Scire*, the college calendar, and lists of faculty and offices that provide services
- listens to and helps solve academic questions/problems
- helps you select appropriate courses
- signs necessary academic forms

YOUR RESPONSIBILITY

- keep in contact with your advisor throughout the semester; you should meet at least 3-4 times per semester outside of class
- make and keep appointments
- call your advisor if it is necessary to change or cancel an appointment
- come to your appointment with specific questions in mind and a summary of your academic activities since your last meeting
- be open about your schoolwork, study habits and academic progress
- be able to articulate ideas and decisions concerning selection of courses, field study or non-course learning activities, and choices of academic areas of concentration
- see the Center for Academic Support and Advising to change advisors if your current advisor has not been helpful to you

Guide to Academic Resources at Hampshire

Center for Academic Support and Advising (CASA)

x5498, Lemelson Building

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

Laura Melbin-Diniz, Assistant Dean for Academic Support and Advising, works with students in their first year. She can address all issues related to Division I.

Central Records

x5430, x5421, Lemelson Building

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

Community Partnerships for Social Change (CPSC)

x5395, G1 Franklin Patterson Hall

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

Ivana Staiti, Assistant Director of CPSC, works with students in fulfilling their CEL-1 requirement for Division I. She can address any issues relating to the CEL-1 requirement.

Career Options Resource Center (CORC)

x5445, Library, 3rd floor

The Career Options Resource Center helps students think about how your academic studies will ultimately translate to the world of work. With a wide variety of resources, we support your development of the skills and confidence you need to realize your dreams and make a difference in the world.

We also assist alumni who are refining their goals and making transitions in their work lives. CORC also provides career counseling, clarifying your career direction, job search strategies and skills, graduate/professional school planning, developing internships to complement academic studies, building your career network, and more. Also:

- Information about internship programs.
- Access to job and internship databases.
- Workshops and information sessions.
- Lists of alumni who have offered to talk about their work and grad school experiences.

Disabilities Support Services

x5423, Lemelson Building

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

Global Education Office (GEO)

x5542, Merrill House Annex

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

Quantitative Skills Help Sessions

For questions, contact Ken Hoffman
krhNS@hampshire.edu

Experienced student tutors are available in the Open Classroom of Cole Sunday through Thursday evenings from 7-10pm. They can give

help in elementary math – graphing, logarithms, algebra, etc., basic statistics, including the graphics and statistical packages in Excel calculus. Students can either come by on a drop-in basis any of these evenings, or, if they would like to set up a multi-session tutorial, could potentially arrange to meet with one of the tutors at some other mutually convenient time.

Resource Librarians

Main floor, Harold F. Johnson Library

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

Humanities Librarian,
Bonnie Vigeland, x5649

Arts Librarian
Rachel Beckwith x5433

Natural Science and Cognitive Science
Librarian
(vacant)

Social Science and Emerging Technologies
Librarian
Caro Pinto, x5704

School Offices

The staff in the five school offices are resources for clarification of school policies and procedures.

Cognitive Science (CS)
100 Adele Simmons Hall
Paula Harmon, x5502

Humanities, Arts and Cultural Studies
(HACU)
9 Emily Dickinson Hall
Mary Malo, x5361, Linda McDaniel, x5362

Interdisciplinary Arts (IA)
Writing Center, Greenwich
Natene Halasz, x5824

Critical Social Inquiry (CSI)
218 Franklin Patterson Hall
Chyrell George, x5548, Emily Gallivan,
x5409

Natural Science (NS)
311 Cole Science Center
Joan Barrett, x5757

Peer Academic Resource Center (PARC)
x5425, 1st floor, Library

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

The Writing Center

x5531 or x5646, Writing Center, Greenwich

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

Office of New Student Programs

x5412, Merrill Student Life Center, 2nd floor

Jessica Ortiz, the New Student Services Coordinator, is responsible for assisting with the implementation and management of academic and student life programs and support services for incoming and new (first-year and transfer) students. She supports logistical and planning operations for 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 assists in developing collaborative initiatives between CASA and Student Life.