

Notice of Nondiscrimination / Affirmative Action

Hampshire College reaffirms publicly its moral and legal commitment to a policy of equal opportunity in education and employment.

Hampshire College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Hampshire College does not discriminate on the basis of race, age, sex, sexual orientation, gender, gender identity, genetic information, religion, national origin, disability, or previous military service in the admission of students, administration of its educational policies, scholarships and loan programs, and athletics, and other administered programs and in employment.

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All applicable federal and state laws and guidelines are followed, including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965, as amended by Executive Order 11357 of 1967; Title IX of the Educational Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act of 1990.

A Note on Pronoun Use

This document uses “they” and “their” in place of “he or she” and “his or her.” Though we acknowledge that this is not standard English and sometimes sounds awkward to the ear, it is intentional. We seek not to use gendered pronouns, as doing so may exclude valuable members of our Hampshire community.

Preferred Name Information

The College is currently examining more inclusive name options for students, such as the ability to select a preferred name on campus documents. These discussions are ongoing and decisions regarding implementing these policies had not concluded in time to be reflected in this document. For updates and the most recent information regarding name options, please visit the online version of *NSNS* (nsns.hampshire.edu) or the Central Records website.

Accuracy

This publication was made as accurate as possible at the time of printing. Please refer to the copy online for the most current text.



NOT TO KNOW IS NOT ENOUGH

Non Satis Non Scire

CALENDARS	16
CAMPUS SERVICES AND RESOURCES	30
Student Life	31
Office of the Dean of Students.....	31
Residence Life and Housing.....	32
Housing Operations Office.....	32
Community Advocacy.....	32
Multicultural and International Student Services.....	33
International Student Advisor.....	33
Lebrón-Wiggins-Pran Cultural Center.....	33
Overview of Programs and Resources.....	33
Women's Student Services.....	34
Center for Feminisms.....	34
Queer Student Services.....	35
Queer Community Alliance Center.....	35
Spiritual Life.....	35
Wellness Center and Sexual Offense Services.....	36
The Wellness Center and Sexual Offense Services.....	36
Sexual Offense Services (SOS) Coordinator.....	36
Counselor Advocate Program.....	36
The Backrub Club.....	37
Safer Sex Supplies.....	37
Recovery Network.....	37
Lending Library.....	37
Light Boxes, a Biofeedback Device, and Clean Bathtubs.....	37
Health and Wellness Surveys.....	37
Posters and Brochures Galore.....	37
Transfer Life.....	37
Campus Leadership and Activities.....	37
Resources for Students and Student Groups.....	37
Office Space.....	37
Student Group Mailboxes.....	37
Hampfest.....	37
Airport Lounge.....	38
Prescott Tavern.....	38
Experimental Program in Education and Community (EPEC).....	38
New Student Programs.....	38
Career Options Resource Center (CORC).....	39
Career Counseling.....	39
CORC Workshops and Speakers.....	39



Alumni Connections.....	39
Website Resources and Links.....	39
Career Library Resources.....	39
Email Listservs.....	40
Five College Recruiting Program.....	40
Entertainment Industry Internship Program.....	40
Dining Services.....	40
Dining Commons.....	40
Bridge Café.....	41
Catering.....	41
Health & Counseling Services.....	41
Health and Counseling Services Staff.....	41
Important Telephone Numbers.....	41
Medical Services.....	42
Appointments.....	42
Advice Nurse.....	42
Emergencies.....	42
Student Medical Insurance/Private Insurance.....	42
HIV Antibody Testing.....	42
Counseling Services.....	42
Staff.....	42
Making an Appointment.....	42
What to Expect at Your First Appointment.....	43
Number of Visits.....	43
Community Consultation.....	43
Confidentiality.....	43
Outdoors Program and Recreational Athletics (OPRA).....	43
Campus Police.....	44
Hampshire's Emergency Medical Technicians (EMTs).....	44
Campus Escorts.....	44
Student Event Monitors (SEMs).....	44
Academic Resources.....	45
Office of the Dean of Faculty.....	45
Center for Academic Support and Advising (CASA).....	45
Disabilities Services.....	45
Student Responsibilities.....	45
Request for Accommodations/Documentation of a Disability.....	45
Confidentiality.....	46
Review of Requests.....	46
Request for Accommodations at the Five Colleges.....	46
Evaluations.....	46
Support Services.....	46
Transportation.....	46
Housing.....	46
Auxiliary Aids and Services/Assistive Technologies.....	46
TTYs/TTDs.....	47
Study Skills/Time Management.....	47



Grievance Procedures for Students with Disabilities.....	47
Peer Academic Resource Center (PARC).....	48
The Harold F. Johnson Library Center.....	48
Access to Library Services.....	48
Circulation.....	48
Five College Borrowing.....	48
Inter-Library Loan (ILL).....	48
Library Fine Policy.....	48
Magic Board.....	49
Media Services.....	49
Photocopy Machines.....	49
Advanced Media Labs.....	49
Global Education Office (GEO).....	49
Central Records.....	50
Admissions Office.....	50
School Offices.....	50
School of Cognitive Science (CS).....	51
School of Critical Social Inquiry (CSI).....	52
School of Humanities, Arts, and Cultural Studies (HACU).....	52
School of Interdisciplinary Arts (IA).....	53
School of Natural Science (NS).....	54
Interdisciplinary Centers & Programs.....	55
Early Learning Center.....	55
Civil Liberties and Public Policy Program.....	55
Population and Development Program.....	56
Community Partnerships for Social Change.....	56
CPSC Programs.....	56
Critical Studies of Childhood, Youth, and Learning (CYL).....	57
The Culture, Brain, and Development Program.....	57
Farm Center.....	58
Institute for Science & Interdisciplinary Studies (ISIS).....	58
Hampshire College Lemelson Center.....	58
Lemelson Center for Design.....	59
Quantitative Skills Support Program.....	59
Writing and Reading Program.....	60
World Language Enrichment and Acquisition (WLEA).....	60
Administrative Services.....	61
Office of the President.....	61
Office of the Secretary of the College.....	61
Office of Communications.....	61
The Office for Diversity and Multicultural Education.....	61
Diversity Committee.....	62
Office of Institutional Advancement.....	62
Hampshire Fund.....	62
Alumni and Family Relations.....	63
Leadership and Planned Giving.....	63
Foundation and Government Relations.....	63
Advancement Services.....	63



Office of the Vice President for Finance & Administration and Treasurer.....	.63
Information Technology (IT).....	.64
Help Desk.....	.64
IT Computer Lab.....	.64
Administrative Systems (TheHub support).....	.64
Business Office.....	.64
Facilities and Grounds.....	.65
Human Resources Office.....	.65
Purchasing Office.....	.65
Duplication Center.....	.65
Post Office.....	.66
Event Services and Summer Programs66
Bookstore and Textbook Department.....	.66
Student Financial Services.....	.67
Financial Aid.....	.67
Student Accounts.....	.67
Student Employment.....	.67
ACADEMIC POLICIES.....	.68
Academic Records.....	.69
Directory Information.....	.69
Privacy of Records.....	.69
Request for Amendment to Educational Records.....	.70
Waiver Forms.....	.70
Transcripts.....	.70
Requesting a Transcript.....	.71
Cost.....	.71
Maintenance of Student Files.....	.71
Transcripts/Outstanding Obligations.....	.71
Course Registration.....	.71
Five College Courses.....	.72
January term.....	.72
Advisors.....	.73
Major Roles of the Advisor.....	.73
The Academic Program*.....	.73
Division I.....	.74
First-Year Students with AP, IB, or Prior College Work.....	.75
Completion of Division I.....	.75
Division II76
Division II Requirements.....	.76
Multiple Cultural Perspectives.....	.77
Critical Issues for Multiple Cultural Perspectives Requirement.....	.77
Community Engagement and Learning (CEL-2).....	.77
Division II Field Study or Exchange.....	.78
Procedures for Division II Work.....	.78
Overview.....	.78
Filing Dates and Deadlines for Division II.....	.78
Procedures.....	.78



Division III.....	80
The Advanced Independent Project.....	80
Division III Advanced Educational Activities.....	80
Definitions.....	81
Advanced Course.....	81
Supervised Teaching.....	81
Responsibilities of the College, Schools, and Faculty.....	82
The College.....	82
The Schools.....	82
The Faculty.....	82
Procedures for Division III.....	82
Filing Division III.....	82
The Project Proposal.....	82
Contract Revisions.....	83
Progress Reports.....	83
Completion Dates.....	83
Spring Terms.....	83
Fall Terms.....	83
Final Evaluation.....	84
Division III Field Study or Exchange.....	84
Extensions for Division III Work.....	84
Division III Leave of Absence.....	85
Division III Funding.....	85
Awarding of Degrees.....	85
All But Division III Degree Program (AB Division III).....	85
The Academic Program**.....	85
Division I.....	86
First-Year Students with AP, IB, or Prior College Work.....	86
Completion of Division I.....	86
Division II.....	87
Division II Requirements.....	87
Multiple Cultural Perspectives.....	87
Critical Issues for Multiple Cultural Perspectives Requirement.....	88
Community Service/Community Engagement and Learning.....	88
Community Service Requirement.....	88
Community Engagement and Learning.....	89
Division II Field Study or Exchange.....	89
Procedures for Division II Work.....	90
Overview.....	90
Filing Dates and Deadlines for Division II.....	90
Procedures.....	90
Division III.....	92
The Advanced Independent Project.....	92
Division III Advanced Educational Activities.....	92
Definitions.....	92
Advanced Course.....	92
Supervised Teaching.....	93
Responsibilities of the College, Schools, and Faculty.....	93



The College.....	93
The Schools.....	93
The Faculty.....	93
Procedures for Division III.....	93
Filing Division III.....	93
The Project Proposal.....	94
Contract Revisions.....	94
Progress Reports.....	94
Completion Dates.....	94
Spring Terms.....	94
Fall Terms.....	94
Final Evaluation.....	95
Division III Field Study or Exchange.....	95
Extensions for Division III Work.....	95
Division III Leave of Absence.....	96
Division III Funding.....	96
Awarding of Degrees.....	96
All But Division III Degree Program (AB Division III).....	96
Transfer Policy.....	96
Evaluation Deadlines.....	97
Courses.....	98
Divisional Evaluations.....	98
Guidelines for Academic Progress.....	98
Academic Good Standing.....	98
Insufficient Academic Progress.....	99
Notification of Parents of Academic Contract/Academic Dismissal.....	99
Guidelines for Graduation in Four Years.....	99
Filing Dates and Deadlines for Division II and III.....	99
Field Study, Exchange, Leave, or Withdrawal.....	99
Field Study.....	99
Enrollment Status.....	100
Fees.....	100
Financial Aid.....	100
Procedures for Filing for Field Study.....	100
International Students.....	101
Returning from Field Study.....	101
Exchange.....	101
Enrollment Status.....	101
Fees.....	102
Financial Aid.....	102
Procedures for Exchange.....	102
International Students.....	102
Returning from Exchange.....	102
Leave of Absence.....	102
Procedure for Filing for Leave of Absence.....	103
Deadlines and Fees.....	103
Vacating Student Rooms.....	103
Students Extending Leave of Absence.....	103



Withdrawal.....	103
Deadlines and Fees.....	104
Vacating Student Rooms.....	104
Readmission Policy.....	104
Readmission after Academic Withdrawal.....	105
Readmission after Administrative Withdrawal.....	105
Readmission after Disciplinary Suspension.....	105
Readmission after Financial Withdrawal.....	105
Readmission after Medical Leave.....	105
Ethics of Scholarship.....	105
Plagiarism.....	106
False Citation.....	106
False Data.....	106
Intentional Poor Documentation.....	106
Papers Written by Others.....	106
Unacknowledged Multiple Authors or Collaboration.....	106
Unacknowledged Multiple Submission.....	107
Academic Dishonesty: Procedures for Dealing with Violations.....	107
COMMUNITY STANDARDS.....	108
Norms for Community Living.....	109
Charge and Membership.....	109
Right of Assembly.....	109
Right of Freedom of Communication of Ideas.....	109
Right of Integrity.....	109
Right of Personal Security.....	109
Code of Conduct.....	110
Unacceptable Actions.....	110
Lack of Respect for People.....	110
Noise.....	110
Failure to Comply.....	110
Physically Endangering Behavior.....	110
Threatening and Intimidating Behavior.....	110
Lack of Respect for Property.....	110
Improper Upkeep.....	111
Vandalism, Damage to Property, Theft.....	111
Pets.....	111
Discrimination and Harassment.....	111
AntiDiscrimination Policy.....	111
Discrimination Complaint Policy.....	112
Informal Processes.....	112
Formal Process.....	112
Filing a Complaint.....	112
Constitution of a Response Team.....	112
Information Gathering.....	112
Notifications.....	113
Appeals.....	113
Sexual-Offense Policy.....	113
Sexual Assault Prevention.....	113



Definitions.....	114
Consent.....	114
Sexual Harassment.....	114
Sexual Assault	115
Rape.....	115
Sexual Misconduct.....	115
In the Event of a Sexual Assault.....	115
Reporting, Support, and Resources.....	116
On-Campus Resources.....	116
Third-Party Reporting.....	116
Anonymous Reporting Line (Anonymous)	116
Sexual Offense Services (SOS) Coordinator (Confidential)	117
Health and Counseling Services (Confidential)	117
Dean of Students Office	117
Counselor Advocates (Confidential).....	117
Off-Campus Resources.....	117
Options for Resolution.....	117
Legal Action	117
Hampshire College Campus Police	118
Victim-Witness Assistance 586.5780	118
Campus Action	118
Community Review Board (CRB) Hearing	118
Dean's Hearing.....	118
No-Contact Agreement	118
Administrative Warning	118
Student Computing Acceptable use policy.....	119
Hazing Policy.....	120
Alcohol and Drug Policy.....	120
Position Statement.....	120
What Does It Mean to Be Moderate, Safe, and Responsible?.....	121
When Drinking May Be a Concern... ..	121
Medical Amnesty.....	121
FAQ about Medical Amnesty.....	122
What is the Purpose of Medical Amnesty?.....	122
How Does Medical Amnesty Work?.....	122
Can a Student Be Granted Medical Amnesty More Than Once?.....	122
Alcohol Policy.....	122
Sponsoring an Event Involving Alcohol.....	123
Possession and Use of Drugs.....	124
Drug and Alcohol Support Resources	124
On-Campus	125
Campus Police and Student EMTs	125
Health and Counseling Services.....	125
The Wellness Center and Sexual Offense Services.....	125
Residence Life.....	125
Off-Campus.....	125
Alcoholics Anonymous (Confidential).....	125



Alanon (Confidential).....	125
Narcotics Anonymous (Confidential).....	125
SMART Recovery (Confidential).....	125
Self-Screening Questionnaire (Confidential):.....	125
Web Support for Tobacco Cessation.....	125
Conduct Hearing Procedures.....	125
Dean of Students.....	125
Residence Life.....	125
House Sanction Appeals.....	126
Community Review Board.....	126
Membership Selection.....	127
Conduct Hearing Procedures: Informal Stage.....	127
Conduct Hearing Procedures: Formal Complaints.....	127
Conduct Hearing Procedures: Dean's Hearing.....	128
Hearing Procedures.....	128
Responsibilities of the Respondent.....	129
Rights of the Respondent.....	129
Responsibilities of the Complainant.....	130
Rights of the Complainant.....	130
Appeals.....	130
The Respondent.....	130
The Complainant.....	130
Process for Appeal.....	130
Disclosure of Disciplinary Outcomes.....	130
External Proceedings.....	131
Consequences and Disciplinary Sanctions.....	131
Expulsion from the College.....	131
Suspension.....	131
Disciplinary Probation.....	131
Exclusion from Campus.....	131
House Eviction.....	131
House Relocation.....	131
Room Lottery Restriction.....	131
House Probation.....	131
Warning.....	132
Fines and Restitution.....	132
Fulfilling Disciplinary Sanctions.....	132
Appeals.....	132
Medical Leave.....	132
Vacating Student Rooms.....	132
International Students.....	132
Relation of Medical Leave to Academic Work.....	133
Duration of Medical Leave.....	133
Involuntary Medical Leave.....	133
Other Policies.....	134
College ID Card.....	134
Summer Access to Campus Facilities and Grounds.....	134
Five College Policies.....	135



Access to Five College Physical and Recreational Facilities.....	135
Adjudicating Breaches of Discipline by Five College Students.....	135
Residence Life and Housing.....	135
Residence Life and Housing Policies.....	136
Administrative Action.....	136
Use of Student Rooms.....	136
Subletting.....	136
Guests.....	136
Right of Entry.....	136
Quiet Hours.....	136
Smoking.....	137
Key-Card Access Policy for the Residences.....	137
Keys and Lockouts.....	137
Proper Upkeep—Student Responsibilities.....	137
Requests for Repairs.....	138
Room and Common Space Contracts.....	138
Room Damages.....	138
Deposits and Charges.....	138
Furnishings and Furniture.....	139
Residence Phones.....	139
Cable TV Outlets.....	139
Energy Conservation.....	139
Room Changes.....	139
Vacating Student Rooms.....	140
Room Choosing.....	140
Opening and Closing of Residences.....	140
Storage.....	140
Off-Campus Housing.....	141
Safety.....	141
Fire Safety.....	141
Fire Alarms.....	141
Fire Drills.....	142
Tampering with Fire Safety Equipment.....	142
Fire Safety Regulations.....	142
Alcohol Use in the Residences.....	143
Social Events Hosted in the Residences.....	143
Departmental Policies and Procedures.....	144
Campus Planning.....	144
Information Technology (IT).....	144
Student Computing Acceptable Use Policy.....	144
Onecard Office.....	145
Campus Leadership and Activities.....	145
Student Group Recognition Process.....	145
Purpose.....	146
Recognized Student Groups.....	146
Benefits of Being a Recognized Student Group.....	146
Responsibilities of Recognition.....	146
Request for Review—Recognition Requirements.....	147



Termination of Recognition	147
Discipline of Recognized Student Group Members	147
Hosting/Registering an Event or Program.....	147
Large Events, Conferences, and Multiday Events.....	147
Large Events.....	147
Hosting Conferences or Multiday Events.....	147
General Event-Planning Guidelines.....	148
Process Steps.....	148
Regulations.....	148
The Harold F. Johnson Library Center.....	149
Access to Library Services.....	149
Hampshire and Five College Borrowing Policies	149
Library Study Carrel Policy.....	149
Outdoors Program & Recreational Athletics (OPRA).....	150
Borrowing Recreational Equipment.....	150
Defensive Driving Courses.....	150
General Use of the	
Robert Crown Center (RCC).....	150
The Swimming Pool.....	150
The Sauna.....	151
The Playing Floor.....	151
Sports Equipment.....	151
Tennis Courts and Playing Fields.....	151
Exercise/Bouldering Area.....	151
Multisport Center.....	151
Equipment Use.....	151
Vans.....	152
OPRA Trips.....	152
Teams/Trips/Courses/Activities.....	152
Summer Use of the RCC, Playing Fields, and Tennis Courts.....	152
Facilities and Grounds.....	152
Chalking Policy.....	152
Posting Policy.....	152
Residence Maintenance Concerns.....	153
Snow Closings/Delays.....	153
Post Office.....	153
Post Office Forwarding Service.....	153
Campus Police.....	153
Bicycles.....	153
Camping.....	154
Events.....	154
Open Fires.....	154
Parking/Vehicle Policies.....	154
Five College Students.....	154
Decal Availability.....	155
Decal Fee.....	155
Decal Returns.....	155
Parking Lots.....	155



Can't Find a Space?.....	155
Restricted Parking.....	155
Summer Parking.....	155
Loss of Parking Privileges.....	155
Citations.....	155
Appeals.....	155
Visitor/Guest Temporary Parking.....	156
Temporary Parking Permit Needed.....	156
Temporary Parking Permit Not Needed.....	156
Student Temporary Parking.....	156
Personal Property.....	156
Skateboards.....	156
Trespass Policy.....	156
Use of College Vehicles.....	156
Weapons, Firearms, and Explosives.....	156
Purchasing Office.....	157
Procedures for Obtaining Purchase Orders.....	157
Student/Agency Groups.....	157
Sodexo Food Services.....	157
Meal Plan.....	157
Entering and Exiting Dining Commons.....	157
Dress Code.....	158
Meal Plan Waivers.....	158
Event Services and Summer Programs.....	158
Student Financial Services.....	158
Student Accounts.....	158
Financial Aid.....	158
Aid Policies.....	158
Aid Eligibility.....	158
Aid Application Process.....	159
Aid Decisions.....	159
Student Loans.....	159
Student Employment.....	159
Student Liability, Property, and Insurance.....	160
Insurance.....	160
Medical.....	160
Travel Accident Insurance.....	160
Auto.....	161
Personal Vehicles on Campus.....	161
Property.....	162
Liability.....	162
Workers Compensation.....	162
GOVERNANCE.....	163
The Board of Trustees.....	164
Student Trustee and Alternate to the Board of Trustees.....	164
Student Representatives to Committees of the Board of Trustees.....	165
Current Committees of the Board of Trustees.....	165



Investment Practices of the College.....	165
Community Council.....	165
Financial Committee (FiCom).....	165
Committee on Community Activities (COCA).....	165
Committee on Community Development (COCD).....	166
Safety Committee (SafeCom).....	166
All-Community Meetings.....	166
Educational Policy Committee (EPC).....	166
School Membership.....	166
Student Membership in the School of Cognitive Science.....	166
Student Membership in the School of Humanities, Arts, and Cultural Studies.....	166
Student Membership in the School of Interdisciplinary Arts.....	166
Student Membership in the School of Natural Science.....	167
Student Membership in the School of Critical Social Inquiry.....	167
Student Involvement in the Reappointment of Faculty.....	167
Student Life Committees and Task Forces.....	167
Housing Advisory Committee (HAC).....	167
Campus Facility Committees.....	167
Environmental committee.....	168
Students Ineligible to Run for or Hold Elected Office.....	168
Notification of Jury Duty Law.....	168
Voter Registration.....	168
OTHER RESOURCES AND CONTACTS.....	169



A decorative graphic featuring a central white rectangular box with a blue border. The word "Calendars" is written in a bold, blue, sans-serif font inside the box. The entire graphic is surrounded by numerous blue and white swirls of varying sizes, some overlapping the box's border. The background is white, and the entire graphic is enclosed in a thin blue rounded square border.

Calendars

Academic Calendar

Fall 2011

Sep 1 (Thu)	New students arrive and check in
Sep 1 (Thu)–Sep 6 (Tue)	New student orientation program
Sep 5 (Mon)	Continuing students arrive and check in
Sep 5 (Mon)	Five College course request period begins
Sep 6 (Tue)	Hampshire add/drop period begins
Sep 6 (Tue)	Classes begin at Amherst and UMass
Sep 7 (Wed)	Classes begin at Hampshire
Sep 8 (Thu)	Classes begin at Mount Holyoke and Smith
Sep 19 (Mon)	Division III contract revision/student progress reports for Fall 2011 completion
Sep 20 (Tue)	Course add/drop period ends (Hampshire and Five College)
Sep 28 (Wed)	Division II filing for 4th semester students
Sep 28 (Wed)	Division II pass for Spring 2012 Division III completion
Sep 28 (Wed)	Division III faculty progress reports for Fall 2011 completion
Sep 28 (Wed)	Advising day—no classes
Oct 6 (Thu)	Division III filing for Spring 2012 completion
Oct 6 (Thu)	Mid-semester student self-evaluations for Fall and Spring '11 entrants
Oct 8 (Sat)–Oct 11 (Tue)	October break—no classes
Oct 13 (Thu)	Jan Term Field Courses Application Deadline (GEO)
Oct 13 (Thu)	Hampshire Exchange Programs Application Deadline (GEO)
Oct 13 (Thu)	Mid-semester faculty evaluations for Fall and Spring '11 entrants
Oct 14 (Fri)–Oct 16 (Sun)	Family, Friends and Alumni Weekend
Oct 28 (Fri)	Division II and III preliminary request period ends
Oct 31 (Mon)–Nov 4 (Fri)	Advising Week
Nov 3 (Thu)	Advising day—no classes
Nov 7 (Mon)	Jan and Spring Hampshire preregistration begins
Nov 7 (Mon)	Five College course request period begins
Nov 11 (Fri)	Enrollment notification deadline
Nov 14 (Mon)	Last day to drop classes with “w”
Nov 20 (Sun)	Five College course request period ends
Nov 21 (Mon)	Student evaluations of courses available
Nov 23 (Wed)–Nov 27 (Sun)	Thanksgiving break—no classes
Dec 5 (Mon)	Hampshire Spring course preregistration ends
Dec 9 (Fri)	Last day of classes
Dec 9 (Fri)	Div III pass for Dec completion (all work presented and completed)
Dec 12 (Mon)	Faculty course completion summaries for Fall 2011 classes
Dec 13 (Tue)–Dec 15 (Thu)	Division I and II Progress Review
Dec 15 (Thurs)	Houses close at 4:30 P.M.
Dec 16 (Fri)–Jan 1 (Sun)	Winter Recess
Dec 16 (Fri)–Dec 20 (Tue)	Faculty evaluation period



Academic Calendar

January 2012

Jan 2 (Mon)	Students arrive
Jan 3 (Tue)	Division III pass for Jan completion (all work presented and completed)
Jan 3 (Tue)	Fall term grades for Five College students
Jan 3 (Tue)	January term classes begin
Jan 5 (Thu)	January term add/drop ends
Jan 11 (Wed)	Student evaluations of courses available
Jan 13 (Fri)	Last day to drop classes with "w"
Jan 13 (Fri)	Division III evaluation for Dec and Jan completion
Jan 15 (Sun)	Fall term course evaluations for all students
Jan 16 (Mon)	Martin Luther King Jr. Day (no classes)
Jan 19 (Thu)	Last day of classes
Jan 21 (Sat)	New students arrive and check in
Jan 21 (Sat)–Jan 24 (Tue)	New student orientation program
Jan 22 (Sun)	Students returning from LV/FS/LE arrive and check in
Jan 22 (Sun)	Five College course request period begins



Academic Calendar

Spring 2012

Jan 23 (Mon)	Hampshire add/drop period begins
Jan 23 (Mon)	Course completion summaries for Jan 2012 classes
Jan 23 (Mon)	Classes begin at Amherst and UMass
Jan 24 (Tue)	Classes begin at Mount Holyoke
Jan 25 (Wed)	Classes begin at Hampshire
Jan 26 (Thu)	Classes begin at Smith
Jan 30 (Mon)	Division I and II evaluations for Fall 2011 completions
Jan 30 (Mon)	January term grades for Five College students
Feb 6 (Mon)	Division III contract revision/student progress reports for Spring 2012 completion
Feb 7 (Tue)	Course add/drop period ends (Hampshire and Five College)
Feb 15 (Wed)	January term evaluations
Feb 16 (Thu)	Advising day—no classes
Feb 16 (Thu)	Division II filing for 4th semester students
Feb 16 (Thu)	Division II pass forms for Fall 2012 Div III completion
Feb 16 (Thu)	Division III faculty progress reports for Spring 2012 completion
Feb 22 (Wed)	Division III contract filing for Fall 2012 completion
Mar 7 (Wed)	Mid-semester self evaluations for Fall 2011 and Spring 2012 entrants
Mar 8 (Thu)	Hampshire Exchange Programs Application Deadline (GEO)
Mar 8 (Thu)	Jan Term Field Courses Application Deadline (GEO)
Mar 14 (Wed)	Mid-semester faculty evaluations for Fall 2011 and Spring 2012 entrants
Mar 17 (Sat)–Mar 25 (Sun)	Spring break—no classes
Mar 30 (Fri)	Division II and III preliminary request period ends
Apr 2 (Mon)–Apr 6 (Fri)	Advising Week
Apr 4 (Wed)	Advising day—no classes
Apr 9 (Mon)	Fall Hampshire course preregistration begins
Apr 9 (Mon)	Five College course request period begins
Apr 13 (Fri)	Enrollment notification deadline
Apr 16 (Mon)	Student evaluations of courses available
Apr 16 (Mon)	Last day to drop classes with “w”
Apr 22 (Sun)	Five College course request period ends
May 4 (Fri)	Last day of classes
May 4 (Fri)	Division III pass forms due (all work presented and completed)
May 7 (Mon)	Faculty course completion summaries for Spring 2012 classes
May 8 (Tue)–May 11 (Fri)	Division I and II Progress Review
May 14 (Mon)	Spring term grades for Five College students
May 14 (Mon)	Division III evaluations
May 14 (Mon)–May 18 (Fri)	Faculty evaluation period
May 19 (Sat)	Commencement
May 20 (Sun)	Houses close 10 A.M.





September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1 New students arrive and check-in	2	3
International Student Orientation			New Student Orientation Program			
4	5 Continuing students arrive and check-in	6 Add/drop period begins Classes begin at Amherst and UMass	7 Classes begin at Hampshire	8 Classes begin at Smith and Mount Holyoke	9	10
New Student Orientation Program						
11	12	13	14 Hampfest 8–10 P.M. RCC	15	16 Welcome Back Dance Party 9 P.M. Red Barn	17
18	19	20 Add/drop period ends	21	22	23	24
25	26	27	28 Advising Day—no classes	29	30	1





October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25	26	27	28	29	30	1
2	3	4	5	6 Mid-semester student self-evaluations for Fall and Spring '11 Entrants	7	8
9	10	11	12	13 Mid-semester faculty evaluations for Fall and Spring '11 Entrants	14 Hampshire exchange programs deadline Jan Term field courses application deadline	15
October Break: no classes				Family, Alumni, and Friends Weekend		
16	17	18	19	20	21	22
23	24	25	26 Five College Grad School Fair (Student Union Ballroom, UMass)	27	28 Hampshire Halloween Division II and III preliminary proposal deadline	29
30	31					





November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3 Advising Day—no classes	4	5
6	7 Spring and January course preregistration begins Five College course request period begins	8	9	10	11 Enrollment Notification Deadline	12
13	14 Last day to drop with 'W'	15	16	17	18	19
20 Five College course request period ends	21 Student evaluations of courses available	22	23	24	25	26
<hr style="width: 100%; border: 0.5px solid black;"/> Thanksgiving Break—no classes						
27	28	29	30	1	2	3





December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	1	2	3
4	5 Hampshire Spring course preregistration ends	6	7	8	9 Last day of classes	10
11	12	13	14	15 Houses close at 4:30 P.M.	16	17
●-----		Divisional Meeting Period			-----●	
18	19	20	21	22	23	24

			Winter Recess			
25	26	27	28	29	30	31

			Winter Recess			





January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Winter Recess	2 Students arrive Houses open at noon for Jan Term	3 January Term classes begin	4	5 Jan Term add/drop ends	6	7
8	9	10	11 Student evaluations of courses available	12	13 Last day to drop classes with 'W'	14
15 Fall term course evaluations for all students	16 Martin Luther King, Jr. Day—no classes	17	18	19 Last day of Jan Term classes	20	21 New students arrive and check in
22 Students returning from LV/FS/LE check in	23 Classes begin at Amherst and UMass Hampshire add/drop period begins	24 Classes begin at Mount Holyoke	25 Classes begin at Hampshire	26 Classes begin at Smith	27	28
New Student Orientation Program						
29	30	31	1	2	3	4

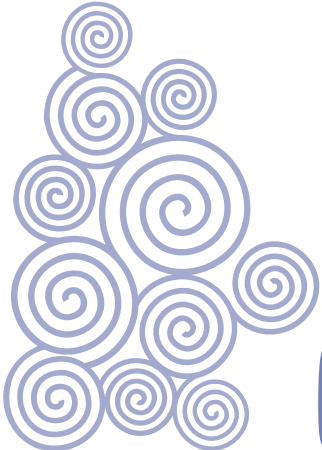


February



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7 Course add/drop period ends (Hampshire and Five College)	8	9	10	11
12	13	14	15	16 Advising Day—no classes	17	18
19	20	21	22	23	24	25
26	27	28	29	1	2	3





March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	1	2	3
4	5	6	7 Mid-semester student self-evals for Fall '10 and Spring '11 entrants	8	9	10
11	12	13	14 Mid-semester faculty evaluations for Fall '11 and Spring '12 entrants	15	16	17
18	19	20	21	22	23	24
Spring Break—no classes						
25	26	27	28	29	30	31

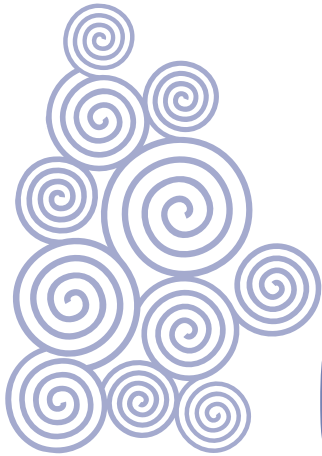




April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Advising Day—no classes	5	6	7
8	9 Fall course preregistration begins	10	11	12	13 Enrollment Notification Deadline	14
15	16 Last day to drop with a 'W'	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

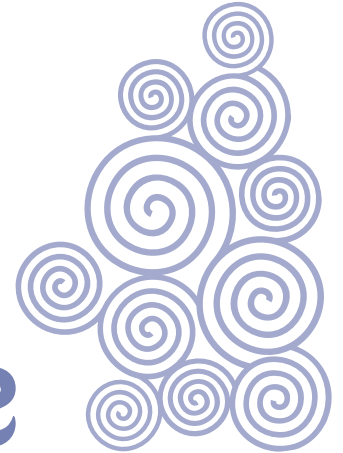




May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1	2	3	4 Last day of classes	5
6	7 Faculty course completion summaries for Spring 2012 classes	8	9	10	11	12
Divisional Meeting Period						
13	14	15	16	17	18	19 Commencement
Evaluation Period						
20	21	22	23	24	25	26
27	28	29	30	31	1	2





June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15 Course evaluations for all students	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30 Division I and II evaluations for Spring 2012 completions



A decorative graphic featuring a central banner with the text "Campus Services and Resources". The banner is surrounded by numerous blue spiral patterns of varying sizes, some overlapping the banner's border. The entire design is enclosed in a thin blue rounded rectangular border.

**Campus Services
and Resources**

STUDENT LIFE

OFFICE OF THE DEAN OF STUDENTS

Box SA
Merrill Student Life Center, 2nd floor
x5412
Hours: 8:30 a.m.–4:30 p.m.

The office of the dean of students provides a broad range of student services and facilitates educational and campus life opportunities.

The dean of students is responsible for various departments within the division of student life, including residence life, community advocacy, new student programs, campus leadership and activities, campus police, outdoor programs and recreational athletics, career options resource center, dining services, and health and counseling services.

The senior associate dean of students for residence life oversees all aspects of residence life. This includes the supervision of the residence life staff and the assistant director of residence life.

Together with members of the residence life staff, the senior associate dean ensures safe and comfortable housing in an environment that encourages students to grow and learn outside the classroom as well as within it. The senior associate dean also works with and advises Division III students and is the advisor to the Community Review Board (CRB).

The assistant dean of students for community advocacy oversees the centers and programs that promote personal growth and respect for diverse cultures and identities. To accomplish this, the assistant dean is responsible for multicultural and international student services, women's student services, queer student services, wellness, sexual offense services, counselor advocates, and spiritual life. The assistant dean also works with and advises transfer and nontraditional students.

The associate dean of students for strategic initiatives and new student services is responsible for the creation, implementation, and assessment of programs and services to support new first-year and transfer students, including Hampshire's biannual orientation program. The assistant dean also acts as the advisor to Community Council and works with and advises Division I students. In addition, the associate dean oversees and supports the assessment program for the division of Student Life.

The assistant dean of students for campus leadership and activities is responsible for student activities and student groups, student events, and FiCom. The assistant dean oversees the administration and proper use of student activity fee funds. The assistant dean also works with and advises Division II students.



This section is offered to assist students, staff, and faculty in learning what services are available on campus. Office locations and phone numbers listed here may change. For a complete list of staff and their phone numbers, please refer to the current campus telephone directory.

Policies and procedures related to the various departments are listed in the Community Standards, Policies, and Procedures chapter. If you have questions related to services, hours, facilities, or policies listed in this handbook, please call the appropriate office directly.

Most offices are open Monday–Friday, 8:30 a.m.–4:30 p.m. (some are closed between noon and 1 p.m. for lunch) unless otherwise noted.



RESIDENCE LIFE AND HOUSING

Box SA
 Merrill Student Life Center, 2nd floor
 x5849
 Residence Life
 reslife@hampshire.edu
 Dakin & Merrill Houses, Box DH, x5564
 Greenwich & Enfield Houses, Box GE, x5383
 Prescott House, Box PH, x5463

Since its founding, Hampshire College has been envisioned as a residential learning community. We strive to provide safe, secure, and comfortable living areas for students and also to provide a dynamic, intellectual environment outside the classroom. The residence life system encourages students to assume community responsibility and to respect the diverse backgrounds and lifestyles of our community members by providing opportunities for residents to learn about differences and to intentionally create a community that embraces those differences. To meet these goals, we expect most students to live on campus during their enrollment at the College.

Students live in five “houses” on the Hampshire campus. Merrill and Dakin Houses are modeled on traditional dormitories, whereas Greenwich, Enfield, and Prescott Houses provide apartment-style living. All of the houses have a designated space where residents can gather for programming events and to meet their staff. A house director who also lives in the residence oversees each housing area. House directors work to create a healthy, stable, and vibrant community for their residents. They facilitate the academic, cultural, and social programming that takes place in the houses to promote an environment of growth and a sense of community. House directors support students experiencing distress. They may provide nonclinical counseling, referrals, mediation, crisis response, academic advice, and resources for a variety of concerns. They also oversee the enforcement of the Norms for Community Living in their houses.

Each house also has student interns who act as liaisons between the professional staff and students. They are the frontline community builders and troubleshooters for residence life. Interns receive intensive training at the beginning of each semester, attend weekly staff meetings, and participate in monthly in-service training workshops. Interns provide peer counseling, conflict resolution, and referrals to appropriate services, and help to implement the policies and procedures necessary for the smooth running of the residences. They are also actively involved in providing the programming sponsored by each house.

Housing Operations Office

housing@hampshire.edu
 Box MH
 Merrill Student Life Center, 1st floor
 x5453

The assistant director of residence life and four housing operations assistants work out of the housing operations office (H00) in the Merrill Student Life Center. They help students to secure safe and comfortable living arrangements on campus. House Operations staff assign first-year students to housing and have oversight of the on-campus room-choosing process for returning students. In addition, the office oversees the housing exemption process and maintains a list of off-campus addresses and phone numbers for those students who have been granted this exemption. A member of the housing operations staff also convenes the housing advisory committee, which makes recommendations about housing policy. Housing operations staff review all work orders submitted by students and should be contacted if there are work order problems. The staff are responsible for room condition inventories and billing for damages and lost or missing items, including keys. Students should go to the H00 to receive replacements for lost room keys. Housing operations assistants also oversee fire, health, and safety inspections and conduct a weekly walk-through of each residential area of the campus. The assistant director of residence life serves in the role of operations manager by acting as primary liaison between the residence life staff and other departments on campus concerned with the use and maintenance of the residences.

COMMUNITY ADVOCACY

Box SA
 Merrill Student Life Center, 2nd floor
 x5412
 communityadvocacy@hampshire.edu
 hampshire.edu/student-life/community-advocacy

Community Advocacy is the department in Student Life that includes Multicultural and International Student Services (and the Lebrón-Wiggins-Pran Cultural Center); Queer Student Services (and the Queer Community Alliance Center); Women’s Student Services (and the Center for Feminisms); Spiritual Life (and the Spiritual Life Center); Wellness (and the Wellness Center and Sexual Offense Services); and transfer and nontraditional student services (Transfer Life).

Community Advocacy at Hampshire College promotes the well-being of the entire campus community, fosters connections across social identities and ideas, and engages in passionate and compassionate dialogue and programs. We support and provide resources for the



holistic development of students with the goals of nourishing student initiatives; increasing awareness and appreciation of different cultures, backgrounds, and perspectives; and encouraging understanding and mutual respect as we actively work towards social change.

Multicultural and International Student Services

Box SA
Lebrón-Wiggins-Pran Cultural Center
(behind Cole Science Center)
x5415—director
x5779—assistant director

The office of multicultural and international student services (MISS) provides a network of comprehensive services and innovative programs that support and advance the intellectual, personal, cultural, and social development of students of color and international students.

International Student Advisor

x5779

The international student advisor, housed in MISS, assists international students with U.S. immigration and employment regulations, cross-cultural adjustment, and much more.

Lebrón-Wiggins-Pran Cultural Center

culturalcenter.hampshire.edu
culturalcenter@hampshire.edu
(behind Cole Science Center)
x5415—director
x5461—general

To better serve and retain students of color and international students, the Lebrón-Wiggins-Pran Cultural Center provides a range of programs and resources to support and promote their success at Hampshire. Additionally, the center provides programs and resources to the larger campus community for engagement in issues related to race, culture, and underrepresentation, with the underlying goal to effect social change.

We enhance our longstanding commitment to community and social change by:

- Providing and advocating for services, programs, and resources that assist international students and students of color for a successful transition to, matriculation at, and graduation from Hampshire College.

- Offering services, programs, and resources that foster academic success among international students and students of color.
- Ensuring a space for multicultural community building, individual expression, and the exchange of ideas.
- Fostering leadership skills for multicultural competence for students of color, international students, and multicultural student groups.
- Continually examining the fluidity of race, culture, and identity, examining specifically how race and culture intersect with other social identities and their impact on one's view of self and of the world.
- Serving as a campus partner in promoting multicultural competence through community engagement on topics related to race, culture, and underrepresentation.



Overview of Programs and Resources

The Cultural Center organizes programs and resources that specifically address the needs of students of color and international students. The center also provides programs and resources for the larger campus community to increase awareness on issues of race, culture, and underrepresentation. At the Cultural Center, it's recognized that students come to Hampshire with their own terms of self-identity and will soon be placed in a new environment where identity will take on different terms and meanings. The Cultural Center aims to help students of color and international students navigate through that phenomenon.



- Peer Mentorship Program matches incoming students of color and international students with continuing students of color and international students to help with acclimation to life at Hampshire College.
- SCIENCES Network (SCI Net), for students of color and international students who are interested in and/or concentrating in Natural Science or Cognitive Science, provides academic and professional resources.
- Mitziko Sawada Resource Library offers a multitude of books, magazines, articles, and videos focused on multiculturalism and social justice.
- Kahlo Gallery (named after the artist Frida Kahlo) runs exhibits and programs centered on underrepresented artists and the theme of underrepresentation.
- Annual ASK for Social Justice program seeks to increase attitudes, skills, and knowledge on issues related to social justice.
- International Student Orientation each semester addresses the particular needs of international students, such as immigration and work issues, as well as adjustment to life in a new country.
- International Student Host Family Program matches incoming international students with a staff or faculty member to provide additional support far from home.
- Multicultural student groups that fall under the coalition of SOURCE (Students of Under-Represented Cultures and Ethnicities) meet at the Cultural Center. Currently, there are nine SOURCE groups who serve the following populations: indigenous; mixed heritage; queer people of color; international students; Asian/Asian American; Latino/a American; African/African American; international; James Baldwin Scholars; women of color; and international women.
- Additional Cultural Center programs are faculty talks, writing workshops, internship search workshops, study nights, film screenings, heritage month events, a newsletter, open houses, dialogues, speakers, and musical performances.

If you have an idea for a program or would like to explore a topic related to the center's mission, please give us a call or stop by the Cultural Center.

Women's Student Services

Box SA
Center for Feminisms, Enfield, near parking lot
x5320

Women's Student Services oversees the Center for Feminisms and strives to support community development that is conscious of women's issues.

Center for Feminisms

womenscenter.hampshire.edu
Enfield, near parking lot
x5320—director
Hours: Monday through Friday, 9:00 a.m.–9:00 p.m.
Information about events and programs can be found on our Facebook page

The Center for Feminisms is a student space that actively promotes an anti-sexist campus following this philosophy:

- To recognize that gender is a social construction and that social constructions are products of society, not fixed in individuals.
- To foster a critical awareness of the impact of all forms of oppression, including but not limited to ableism, ageism, classism, ethnocentrism, gender oppression, heterosexism, racism, and sexism, and how they intersect with gender.
- To acknowledge that because sexism privileges masculinity over femininity, sexism impacts women and men differently.
- To recognize that male privilege is the problem, not the inclusion



of men. Recognizing privilege as the problem and not individuals provides the opportunity for all individuals to work on the issue.

- To provide an accountable and safe space.

Queer Student Services

Box SA
Center for Feminisms, Enfield, near parking lot
x5320—director

Queer Student Services provides programmatic and administrative support for the activities and initiatives of the Queer Community Alliance Center, advising for Queer student groups, and works to promote a campus that is free from homophobia and transphobia.

Queer Community Alliance Center

hampshire.edu/studentlife/1074.htm
Top of Greenwich Donut 4
x5714—General

The Queer Community Alliance Center (QCAC) is a safe and accountable community space for Lesbian, Gay, Bisexual, Transgender, Asexual, Intersex and Queer Allies. Open during non-quiet hours.

Spiritual Life

Box SA
Spiritual Life Office—adjacent to Student Life
2nd floor of the Merrill Student Life Center
Spiritual Life Center—top of Greenwich Donut 5
Kosher Kitchen—adjacent to Merrill kitchen
x5282

We all seek meaning in our lives. We all have questions about how to live. What does it mean to be ethical? How do we find compassion when it is difficult to do so? How do we communicate across differences? What is our purpose? How do we find balance? These are the questions we explore in Spiritual Life. They may be answered by religion or faith, and they may be answered in other ways. In fact, they do not have to be answered at all. Spiritual Life provides the space and support for the questions themselves.

The Spiritual Life Program encourages spiritual exploration, development, and appreciation. We develop healthy community life, interaction, and reconciliation across boundaries of ideas, possibilities, and faiths. We celebrate diverse religions and aspects of spirituality to help the community develop the ability to communicate across their differences. The program affirms the wholeness of each human being and provides space for individuals and the community to explore the connections among the mind, the body, and the spirit. We encourage

the exploration of ideas and honor both faith and a lack of faith in a spiritual context. We provide a quiet place for students, faculty, and staff to reflect, in good Hampshire tradition, that to know is not enough.

Each day there are a number of contemplative practices and discussion lunches such as the Spiritual Journey lunch series, in which faculty, staff, and alums share their search for meaning, the twists and turns through their lives, and where they are now. We have programs and speakers addressing a wide variety of challenging topics, seeking to provide education and models of community building and communication. We offer support and counsel, individually and with group rituals, during times of loss and transition. We celebrate many holidays, such as the High Holidays, Ramadan, Diwali, our winter celebration ChismaChannukwanzaAdhaRohatsuYule, Ash Wednesday, and Atheists' Holiday. We have an Alternative Spring Break program to New Orleans and a post-graduation International Service Trip beginning in 2011.

The Spiritual Life staff consists of the director of Spiritual Life, the coordinator of Religious Identity and Political Intersections, the Contemplative Life advisor, and the Intercultural Community advisor. Each person, though having a specific faith identity, serves all students, staff, and faculty focusing on specific needs within the community. There are a number of student groups, such as Aliz (Queer Jews and Allies), Ananda Marga Meditation, Buddhist Resource Group, Hampshire Christian Fellowship, Hampshire Confucius, HUURA (Hampshire Unitarian Universalist Radical Action), the Jewish Student Union, the Pagan Collective, Peer Meditators' Circle, Project Nur, Shamanism Studies, SPICI (Society for Promotion of Israeli Culture and Information), Spiritual Life Social Justice Collaborative, the Quakers, the Yoga Collective, and Zen Meditation.

Meditation, yoga, prayer, quiet study, and group meetings take place in the Spiritual Life Center, located at the top of Donut 5 in Greenwich House. Scheduled activities are printed on the board in the SLC and online. It is open at all times for contemplation and reflection. It houses a resource library as well as student and staff artwork. The spiritual life office is where you will find the staff, located on the second floor of Merrill House and open every day for anyone to drop in. Programs and group meetings are also held downstairs from the office in the Merrill Living Room, next to the Kosher Kitchen.





Wellness Center and Sexual Offense Services

Box GE

Located in Enfield above the Center for Feminisms, side-door entrance by the basketball court
x5743

The Wellness Center and Sexual Offense Services

The Wellness Center's mission is to promote holistic health and wellness in the Hampshire community.

Who We Are: The Wellness Center consists of the director of Wellness Center and Sexual Offense Services and wellness, Jessica Gifford; several student staff; student groups, such as the counselor advocates; and student volunteer organizations, such as the Backrub Club. The director and students work together collaboratively to create and implement our programs. The Wellness Center and Sexual Offense Services is part of the department of Community Advocacy in the division of Student Life.

What We Do: The Wellness Center offers resources, support, and programs that address a broad range of health and wellness issues, including: drug, alcohol, and tobacco use; sexual health; sexual agency and sexual violence; communication skills; healthy relationships and relationship violence; relaxation; alternative health modalities; self-care and stress; and body image and eating issues. We are always willing to support student initiatives related to health and wellness, and invite community members to share ideas and concerns with us.

Come Visit! The Wellness Center has a comfortable and relaxing atmosphere, so drop by and have some tea, browse our library and multitudinous brochures, or get a free 15-minute back rub from one of

our trained student volunteers. Bring your books and study in a quiet room, try out the light box, or take a bath in a clean tub. You may also contact the director of Wellness Center and Sexual Offense Services, Jessica Gifford, at x5743 or by emailing: jgifford@hampshire.edu.

Sexual Offense Services (SOS) Coordinator

Jessica Gifford x5743
jgifford@hampshire.edu

The SOS coordinator is a professional staff person who is a completely confidential resource for victim/survivors of sexual or relationship violence and their friends, partners, and allies. The SOS coordinator takes a position of empowering victim/survivors to make the decisions that are best for them in the aftermath of an assault, and will not pressure victim/survivors to pursue any particular course of action.

The role of the SOS coordinator is:

- To provide emotional support to victim/survivors and those close to them
- To provide information about on- and off-campus resources
- To explain all of the options and resources available
- To advocate for the needs of victim/survivors (housing, academic, etc.)
- To support victim/survivors through any disciplinary or legal process they choose to pursue
- To work with students on violence prevention programs on campus
- To review campus sexual-assault policy and practices and make recommendations for improvement

Counselor Advocate Program

The counselor advocates (CAs) are a group of student volunteers who offer a variety of workshops and wellness programs, including drop-in peer counseling hours. For our current drop-in hours, or to request a workshop, email the CAs at cas@hampshire.edu. The CAs go through an intensive, 80-plus hour training on peer counseling skills and how to respond to a range of wellness issues that may be relevant to Hampshire students. CAs are excellent listeners and are very knowledgeable about community resources.

Beginning fall 2011, CA training will be offered as a semester-long peer counseling EPEC course and will be open to all community members. Graduates of the course may apply to become CAs. If you are interested in learning more, email Jessica Gifford at jgifford@hampshire.edu.



The Backrub Club

Drop in for a free 15-minute back rub from one of our trained volunteers Monday–Friday. Check our website (<http://www.hampshire.edu/studentlife/5654.htm>) for this semester’s hours. One student called this “the best program at Hampshire—relieves stress and promotes community wellness.” Trainings for new volunteers are held every fall.

Safer Sex Supplies

Wellness Center and Sexual Offense Services distributes safer sex supplies (condoms, dental dams, gloves, and lube) to the house offices on a monthly basis, or you can stop by to pick up your own supplies. We also have lots of information on safer sex, contraceptive options, STIs, and sexual health.

Recovery Network

The Recovery Network is made up of students, faculty, and staff who have self-identified as being in recovery and have volunteered to make themselves available to students in need of support in their own recovery process. Call x5743 for more information, to volunteer, or to get in touch with a member.

Lending Library

Borrow books on a range of health and wellness topics.

Light Boxes, a Biofeedback Device, and Clean Bathtubs

Drop in to check them out.

Health and Wellness Surveys

The Wellness Center regularly conducts surveys on health-related topics. Results of several surveys on smoking, drug and alcohol use, and sexual health are posted on our website.

Posters and Brochures Galore

We have a wealth of information and materials that we regularly distribute around campus or that you can pick up.

Transfer Life

transferlife@hampshire.edu
Box SA
Merrill Student Life Center, 2nd floor
x5412

Transfer Life is committed to supporting students who have transferred into Hampshire College. Transfer students can sign up to be a part of the Transfer Student Mentoring Program, a one-to-one program which matches new transfer students with returning transfer students to help in the transition process of learning how to make the most out of the Hampshire experience. In partnership with CASA, Transfer Life provides a series of luncheons, academic workshops, social events and outings to support all new and returning transfer students at Hampshire College.

CAMPUS LEADERSHIP AND ACTIVITIES

leadership.hampshire.edu, leadership@hampshire.edu
Box CL, x6005
Dakin Student Life Center, 1st floor
(in back, facing the pavilion)

Campus leadership and activities (CLA) is your office of student activities and programs. CLA is committed to supporting students as they endeavor to create student groups, plan programs, lead campaigns, and build community at Hampshire College. CLA oversees a number of services and resources including: student group recognition, the event registration process, the student event calendar, approval and processing of FiCom paperwork, student group pool vehicle reservations, Signer Seminar, Hampfest, and the annual Ingenuity Awards. For more information on all this and more, visit the CLA website at the address listed above.

Resources for Students and Student Groups

At CLA you'll find the assistant dean of students who oversees campus leadership and activities, the assistant director of CLA, the FiCom office assistant, and an experienced student staff, all of whom provide a wealth of resources for planning activities and events. (For detailed policies and procedures regarding hosting an event, see the section on campus leadership and activities in Community Standards, Policies, and Procedures.) In addition, CLA has pamphlets on various aspects of event planning, campus resources, and Five College events, along with PVRTA bus schedules.

Office Space

CLA is a shared office space for all student groups. The office has iMac computers, a printer, a fax machine, and a photocopier in addition to assorted art and poster-making supplies that can be used by student groups.

Student Group Mailboxes

CLA provides a central location for student group mail. Every student group has a mailbox in CLA, providing a consistent address from year to year. These mailboxes allow easy access for student groups and CLA to communicate regarding funding paperwork and event planning.

Hampfest

Hampfest, the student activities fair, is an opportunity for student groups to publicize who they are, recruit members, advertise their



events, and network with other student organizers. Hampfest takes place at the start of each semester and is a great way to find out about and get involved with any of Hampshire's 115+ student organizations. This is a fun event with food, music, and more. Visit the CLA website for information about the next Hampfest.

Airport Lounge

Located on the first floor of the Johnson Library Center, the Airport Lounge is a 24-hour space to study, work, and relax. There are four desktop computers for email and Internet work. The lounge is also equipped with outlets and ethernet jacks for laptops, as well as with wireless Internet access. There is also a pay-as-you-go laser printer available. Coffee and tea are provided Sunday through Thursday nights, for 25¢/cup or for free if you bring your own mug.

Prescott Tavern

The Prescott Tavern, located in the Prescott housing area, offers a combination late-night study and student programming space. On a weekend night you can often find an open mic, coffeehouse, or comedy show happening. In addition, the space also has recreational activities such as foosball, pool, and board games. Snacks are available for purchase and if you bring your own mug you can buy a cup of organic coffee, tea, or cocoa for only 50¢.

The Tavern is also home to the TavernArt gallery, a fabulous student gallery where individuals or groups of students can show their art on campus. There are also monthly art and craft shows providing Hampshire artisans an opportunity to sell their work to others in the community. If you're interested in exhibiting your work or securing space at a craft fair, email tavernart@hampshire.edu.

Experimental Program in Education and Community (EPEC)

epec.hampshire.edu, epec@hampshire.edu

The Experimental Program in Education and Community (EPEC) was founded in 1995 as a way to support and promote student-initiated work not otherwise represented within the academic structure of the College. It is currently a program allowing students, faculty, staff, or other community members to conceive and organize classes and other learning activities not otherwise offered at Hampshire College. EPEC also acts as a strong voice on campus to advocate for the institutional support of alternative educational models and the continued inclusion of independent work within Hampshire's curriculum.



NEW STUDENT PROGRAMS

hampshire.edu/newtohamp
Box SA
Merrill Student Life Center, 2nd floor
x5412

The office of new student programs supports first-year and transfer students in their transition to Hampshire. This office oversees the implementation of collaborative opportunities for new students to meet each other, make connections, and explore the many possibilities of life at Hampshire. New student programs works in collaboration with the academic first-year program, the Center for Academic Support and Advising, and other student life programs and activities. The office oversees new student orientation and supports the advising of new students during their first two semesters at Hampshire. New student programs helps to keep students informed and engaged by providing programming, outreach, and information.



CAREER OPTIONS RESOURCE CENTER (CORC)

corc.hampshire.edu
 Box 00
 Johnson Library, 3rd floor
 x5445
 Open year-round

The Career Options Resource Center (CORC) is a welcoming place where you can explore ways to complement your academic studies with an internship and think about where life might lead you after graduation. With imagination and creativity, the options before and after graduation are limitless: an internship that inspires your Division III; travel; volunteer work at home or abroad; a fellowship; graduate or professional school; community service; a part-time or temporary job that allows you to “taste” a career idea; a job in harmony with your passion; and much more. We define a career as something that starts as play and experimentation in childhood and continues to evolve throughout life in a process unique to each person. The CORC staff will help you develop the knowledge and skills to explore, test, and choose options with confidence.

Career Counseling

Career counseling sessions cover a wide range of topics including:

- Exploring who you are—your values, needs, and concerns
- Developing an internship
- Writing a résumé or cover letter
- Setting goals
- Finding a job
- Practicing for an interview
- Applying to graduate or professional school
- Navigating career and work concerns

We can help you figure out where you want to go and plan how to get there. Career counseling is available to undergraduates from the time they enroll until they graduate, as well as to all Hampshire alumni.

CORC Workshops and Speakers

CORC workshops provide information on various topics in a small-group setting. Students learn and share their ideas about such things as finding an internship or job, writing a résumé and cover letter, interviewing, applying to graduate school, and using CORC resources effectively. Workshops are continually refined and added to meet

current student needs. We also periodically host information sessions with job and internship recruiters, graduate and professional school representatives, and alumni. See the Calendar of Events on CORC’s website for specific programs and dates (corc.hampshire.edu).

Alumni Connections

Many Hampshire alumni are happy to talk with Hampshire students and other alumni about their career and graduate school experiences. Contact information for alumni is currently available for students in hard copy at the Career Options Resource Center, organized both by career field and geographic location.



Website Resources and Links

You’ll find the CORC website at corc.hampshire.edu. Our webpages contain a wealth of information to help you with internship, career, and graduate school planning. Included on this site are subscription databases that list current internship and job opportunities in many fields; calendars for both CORC and Five College career events; information about developing an internship, finding a job, and applying to graduate school; preparing for interviews; how-to guides for writing a résumé and cover letter; links to diversity resources; and links to information about a wide variety of career areas.

Career Library Resources

For an alternative to electronic research, come to CORC and peruse the books in our career library. We have a collection that covers all aspects of career planning. You can find out more about a career field that interests you, learn how people get their start in that field, and identify employers for both internships and jobs. If you’re looking for career ideas, you’ll be interested in books such as Top Careers for



Liberal Arts Graduates, Careers for Environmental Types and Others Who Respect the Earth, and Careers for Nonconformists (a Hampshire favorite!). For those pursuing graduate and professional study, we have books for researching schools and financial aid. Sometimes there's nothing like a good book.

Email Listservs

CORC manages several email listservs that provide relevant, current information to students and alumni. We post job and internship openings, both those sent to us by various employers (including alumni) and those we find through targeted web research. We also post local events and news related to graduate and professional schools. The listservs are:

- **CORC InternshipSeekers.** On this listserv we generally post both paid and unpaid internships—for summer, fall, and spring semester, and January term.
- **CORC JobSeekers.** On this listserv we post job opportunities appropriate for new graduates as well as alumni with three to five years of experience in the workplace. The postings cover a wide range of career fields and geographic locations.
- **CORC Graduate and Professional Studies.** Subscribers to this list receive information about graduate school workshops and information sessions, graduate school fairs, and other relevant events. (For medical school and other health interests, use the health professions list.)
- **Health Professions.** On this listserv we post information from the Hampshire Health Professions Committee about Five College health-related workshops and speakers, updates and newsletters from various professional organizations, and more.
- **Entertainment Industry Internship Program.** Subscribers receive postings about film, television, multimedia, and other related internships, workshops, and other relevant information.

For all of our listservs, we make the message subject line very clear so you can decide to delete without opening if the information is not right for you. To sign up for the listserv(s) most appropriate to your needs, visit the CORC website (corc.hampshire.edu) or contact CORC (corc@hampshire.edu).

Five College Recruiting Program

Hampshire participates in the Five College Recruiting Program, which brings to the area several hundred employers who recruit students through job fairs, information sessions, and interviews (mostly for jobs, some internships). Employers from a wide variety of fields have

participated in Five College recruiting events, including those involved in private and public school education, scientific research, consulting, social activism, social services, publishing, engineering, and business.

Entertainment Industry Internship Program

The Hampshire College Entertainment Industry Internship Program (EIIP) connects students with Hampshire alumni who are successful producers, directors, writers, and professionals in the film, television, and multimedia industries. Initially created by alumni in 1994, this program gives Hampshire students a hands-on opportunity to learn the inner workings of entertainment-related fields during the summer months. (Students may also inquire about internships during fall or spring semester or January term).

DINING SERVICES

Box DC
Dining Commons, x5750 or 413.549.2840
Bridge Café, x3163
Catering Office, x6235 or 413.559.6235

Managed by Sodexo Food Services, Hampshire Dining Services provides food services for the Hampshire College community. Sodexo has been a partner with Hampshire since the College opened. Sodexo staff provide the best possible programs and services for our customers. The main goal is to exceed the expectations of our customers. Customers are welcome to offer their suggestions, ideas, and concerns.

Dining Commons

Open to the entire college community, the dining commons is the primary place for students on meal plans to eat. Sodexo offers a wide range of food options and formats from pizza to grill, full salad bar, deli,



stir-fry, full rotating menu cycle, and beverages. This is an all-you-can eat format in which a meal-plan student uses a meal card, or guests may pay one price at the door. Meals are served during these times in the dining commons:

Monday through Friday

7:30–9 a.m. breakfast
 9–11:30 a.m. Continental breakfast
 11:30 a.m.–1:30 p.m. lunch
 1:30–4 p.m. pizza, salad bar, deli
 5–7 p.m. dinner

Saturday and Sunday

10:30 a.m.–1 p.m. brunch
 5–7 p.m. dinner

Bridge Café

Located on the second floor of the Robert Crown Center, this small food bar is open to the community. Here customers can purchase à la carte sandwiches, salad items, pastries, and beverages. The Bridge Café is open the following hours:

Monday through Thursday: 8 a.m. –11:00 p.m.
 Friday: 8 a.m.–10 p.m.
 Saturday: 3 p.m.–10 p.m.
 Sunday: 3 p.m.–11 p.m.

Catering

Catering services are available for students, student groups, and the entire community. Sodexo will provide high-quality food and services to ensure that the event is successful. We also offer a wide variety of events at the Hampshire College Red Barn, a great destination for weddings, special dinners and private parties. Catering guides can be found at the dining service's office or by contacting the catering office at x6235.

HEALTH & COUNSELING SERVICES

Box HS
 Montague Hall, adjacent to Admissions
 x5458

Hampshire College Health & Counseling Services is a center serving the medical and emotional needs of students at Hampshire College. Health care professionals offer a variety of services, such as diagnosis and treatment of illness and injuries; STI testing and treatment; gynecology exams and birth control; flu and allergy shots; acupuncture; and wellness counseling related to smoking, nutrition,

stress, and sleep. Students can get most lab tests at, and can have their prescriptions delivered to, Health and Counseling Services.

Mental health care is part of the overall Health and Counseling Services program. Counseling Services provides a variety of psychological services to Hampshire College students. Psychological consultation, assessment, crisis intervention, short-term counseling, and psychotherapy are free of charge. We work mostly with individuals, but we also consult with couples and have a group treatment option. When appropriate, we can refer our clients for medication consultations with the psychiatrists at the University of Massachusetts Amherst Mental Health. We can also help students find psychotherapists in the community when longer-term, open-ended psychotherapy is the treatment of choice.

All medical and counseling visits and records are confidential. Information about your care at Health and Counseling Services cannot be released to anyone without your written permission. Clinic hours are 8:30 a.m.–5 p.m. Monday through Friday while school is in session. After 5 p.m. weekdays and on weekends, urgent care is provided by University Health Services at the University of Massachusetts Amherst.

Health and Counseling Services Staff

Sara Aierstuck, MSN, NP: director, Health and Counseling Services/
 nurse practitioner

Eliza McArdle, PhD: associate director/staff psychologist

Corey Albert-Griffin, PhD: staff psychologist

Angela Bardawil, LICSW: staff psychotherapist

Christine Horn, MSN, NP: nurse practitioner

Judith Jackson, RN: clinic/advice nurse

Lauren Mainville: office manager

Stephen M. Klein, PhD: staff psychologist

Kate Marque: office assistant

Suzan Smith, MD: staff physician

Important Telephone Numbers

Hampshire Health and Counseling Services x5458
 Advice nurse x6030
 Counseling Services x5458
 After-hours emergency care,
 University Health Services 577.5000
 Campus Police x5424



Campus EMTs x1911

Serious medical emergency x1911

Medical Services

At Hampshire College Health and Counseling Services we offer:

- Wellness health care
- Evaluation and treatment of illness or injury
- Travel health consultation and immunizations (there are extra charges for most immunizations)
- Sexually transmitted illness (STI) testing and treatment
- Contraceptive services, including emergency contraception
- Gynecological exams
- Smoking-cessation counseling and treatment
- Referral to specialists and consultants/case management for students with chronic conditions

Appointments

All appointments (both routine and urgent) are scheduled for the same day or the next day. Please call x5458 to schedule an appointment. We accommodate all students who are ill or injured the same day if necessary.

Advice Nurse

A registered nurse is available by phone during the day for students who would prefer to call in with medical questions, concerns, or problems. Often the nurse will advise appropriate self-care or provide a student with an appointment to see one of the medical or mental health providers as needed. The advice nurse can be reached by calling x6030.

Emergencies

In case of a medical emergency, call a Hampshire College EMT, at x1911, for assistance. In cases of serious, life-threatening medical emergencies, dial x1911.

Insurance: Please bring your insurance card with you to all medical appointments.

All care directly provided by Hampshire College Health and Counseling Services staff is covered under the student health fee:

- Physician and nurse practitioner visits
- Nursing advice, injection administration, dressing changes
- Health education

- Pregnancy tests
- Other services provided within the clinic

Student Medical Insurance/Private Insurance

Medical insurance offered to Hampshire College students through Gallagher Koster or private insurance is needed for coverage of:

- Prescription medications, immunizations, laboratory tests, and x-rays
- Any other medical care not provided by Hampshire College Health and Counseling Services, including any medical visits to University Health Services at University of Massachusetts Amherst and hospital emergency departments
- Ambulance service
- Hospitalization

HIV Antibody Testing

Hampshire College Health and Counseling Services offers confidential HIV testing to our students. Confidential testing is done much like any other laboratory test and the results are kept in the patient record. HIV test information will be released only if a student completes a specific release form.

Students with HIV who can function academically and maintain health to the point of being able to attend classes, comply with academic requirements, and be self-reliant will not be excluded from any function or building on the Hampshire College campus. Employees with HIV will not be excluded from carrying out their normal work functions. In the event a decision must be made about whether a person may remain on campus, the case will be referred to a group, appointed by the president of the College, who will provide an analysis of each case.

The confidentiality of the diagnosis of HIV is protected by law. The above guidelines are in accordance with recommendations made by the American College Health Association and Massachusetts General Laws Chapter 151B, et seq., and Chapter 272, Section 98B.

Counseling Services

Staff

The mental health staff consists of two full-time clinical psychologists, one part-time clinical psychologist, one part-time psychotherapist, and two part-time master-level psychology interns.

Making an Appointment

You may make an appointment by calling x5458 (413.559.5458) between 8:30 a.m. and 5 p.m. every weekday. The office manager will



help you schedule a confidential meeting with a counselor. Most often, appointments can be arranged within a few days.

For crises and emergency situations that occur during our regular operating hours, call x5458 and ask to speak to a mental health provider. We have a therapist available at all times to deal with mental health emergencies. If you are having a crisis or want to talk to someone during a time when the clinic is closed, call x5424 and ask to speak with the house director on call. The house director will help you decide if the on-call mental health provider should be contacted.

What to Expect at Your First Appointment

All students go through the same process at their first appointment. The office manager will ask you to fill out a form and you will then meet with a counselor for 45–50 minutes to discuss your current concerns and your hopes about how we might be of help to you. Together with the therapist, you will decide which service or services would potentially be most beneficial to you. These services may be: individual or couples therapy, group therapy, a referral for a medication consultation, ongoing medication management, or a referral to a private, off-campus psychotherapist.

Number of Visits

Counseling Services' primary mission is to provide crisis intervention and short-term psychotherapy to Hampshire students. Nonetheless, we do not hold to a rigid limit on the number of visits allowed. The amount of treatment we offer is determined individually for each patient depending on their needs and our resources at any given time during the school year. If it becomes clear that you are likely to need ongoing psychotherapy for longer than a semester or so, you and your therapist



can discuss the possibility of a referral to an off-campus, private psychotherapist. Each of our psychology interns also conducts a few longer-term individual therapies at any given time and this may provide another treatment option for you.

Community Consultation

Students, faculty, and staff should feel free to call Counseling Services when they encounter a situation in which professional consultation may be helpful. Though we can not specifically discuss clients with whom we have or have had a treatment relationship (because of confidentiality), we can often be helpful with general advice to friends and teachers about how to help a student in emotional distress who has not yet come to the service.

Confidentiality

Counseling Services keeps to the highest professional, legal, and ethical standards of confidentiality. Information about your visits to Counseling Services (including the fact of the visits themselves) will not be released to anyone outside the service without your written request and permission.

There are some exceptions to the confidentiality law, of course (e.g., imminent threat to the life of the patient or physical and/or sexual abuse of a minor), which your therapist will gladly discuss with you.

Effective psychotherapy requires an atmosphere of trust and collaboration. Any concerns or questions about confidentiality can and should be raised with your therapist, or with Eliza McArdle, PhD, director of Counseling Services.

OUTDOORS PROGRAM AND RECREATIONAL ATHLETICS (OPRA)

Box OP
Robert Crown Center
x5740

OPRA provides outdoor activities, intercollegiate athletics, and recreational activities. These programs span a playing season, a semester, a January term, or an hour. Students travel to other colleges to compete, hike, or climb in the Amherst area, or paddle whitewater in Costa Rica. The OPRA staff deliver a variety of services in several formats. Among these are courses taught by both full-time and part-time instructors, off-campus field trips that last anywhere from one day to three weeks, and a variety of traditional athletics, such as intercollegiate athletics and individual fitness. OPRA provides indoor





space for recreation in the Robert Crown Center, the Multisport facility, and outdoors on the playing fields. Most courses do not have prerequisites. Class size is limited, so students receive individualized attention.

Several common themes run throughout OPRA programs. The participation in and the appreciation of physical culture are obvious and central. Slightly less obvious is the development of respect for oneself and responsibility to the community. The integration of body and mind is subtle, but part of every activity. Throughout all activities, we make an attempt to promote a model for healthy living and encourage students to do so as well.

These programs are taught, coached, and directed by seven full-time instructors and a dozen or more part-time instructors and coaches. The instructors are all experienced professionals who also serve as role models to Hampshire students, and they participate individually in their fields at a high level. Instructors are available to students throughout the academic year and students come to see them to talk about the activities, to chat, or to find friendly adult support.

Hampshire has men's and women's soccer, men's and women's basketball, men's and women's cross-country, men's and women's fencing, and women's and men's Ultimate Frisbee® teams that

compete on the intercollegiate level. The fencing and Ultimate Frisbee® teams are club sports. The athletic team colors are white and black. Intramural sports are also available each term.

CAMPUS POLICE

Johnson Library Center, ground floor (rear entrance)
Box S0
Emergency only: x1911
All other business: x5424

Get to know the folks at Campus Police; they are here to help you. The department of campus police is responsible for protecting the Hampshire College community. The department should be alerted to any situation that threatens a safe academic or residential environment.

The campus switchboard serves as the dispatch center for the department of campus police. The department has student employees such as EMTs and event monitors. Campus Police is also responsible for on-campus vehicle registration and parking. For more information about any of these services, contact Campus Police. Campus Police is a community-based organization that welcomes questions and concerns.

See the Community Standards and Policies section for information related to the College's alcohol and drug policy, campus parking, camping, outside fires, college ID cards, personal property, right of entry, smoking policy, trespass policy, use of college-owned vehicles, and weapons, firearms, and explosives. See the Housing and Residential Life policies section for information related to fire safety.

Hampshire's Emergency Medical Technicians (EMTs)

Hampshire College EMTs respond to on-campus medical emergencies. To contact the EMTs, call campus police.

Campus Escorts

Escort requests will be handled by Hampshire College Campus Police officers. To request an escort, call Campus Police (x5424) between dusk and dawn. Escorts are provided for students concerned about safety as officers are available. Officers will not escort groups of more than two students.

Student Event Monitors (SEMs)

Student event monitors are hired through the campus police office to work at student events.



ACADEMIC RESOURCES

OFFICE OF THE DEAN OF FACULTY

Box DO
Cole Science Center, 1st floor
x5378

The office of the dean of faculty consists of the vice president and dean of faculty, the associate dean of faculty, the assistant dean of faculty, the assistant to the vice president and dean of faculty, and an office assistant. This office works closely with the school deans on curricular, budgetary, faculty, and personnel issues and oversees all academic matters of the College. In addition, the dean of faculty office along with the office of student life and special programs organizes and coordinates commencement activities. The vice president and dean of faculty is responsible for the five interdisciplinary schools; the Baldwin Scholars Program; the Center for Academic Support and Advising; the Center for Teaching and Learning; Central Records; the Childhood, Youth and Learning Program; Community Partnerships for Social Change Program; Global Education; January term; the Library; the Writing Center; and the World Enrichment and Language Acquisition Program. The office also prepares the faculty handbook for publication.

CENTER FOR ACADEMIC SUPPORT AND ADVISING (CASA)

Box AC
Dakin Student Life Center, 2nd floor
x5498

The Center for Academic Support and Advising (CASA) provides a wide range of academic support services for students who may need additional guidance and information beyond what their individual advisors can give. The deans can, for example, help students develop strategies for timely completion of their academic work, plan for field study leave, or explore ideas about how to put together a Division II committee. One of the deans works closely with first-year students, who often have special needs and concerns. Others provide support to Division II or III students. CASA monitors students' academic progress and works with academic advisors to provide support as necessary. CASA is a resource for reliable information about Hampshire's academic programs and policies and the place to come if a student wants a new advisor, to apply for a leave or field study, or to talk about academic concerns.

Disabilities Services

Box AC
Prescott House Office
x5423

Based on its commitment to diversity and inclusion and its legal obligations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008), Hampshire College provides reasonable accommodations to individuals with disabilities so that they may participate as fully as possible in the academic programs of the College. The law defines disability as a "physical or mental impairment that substantially limits one or more of the major life activities of [an] individual." Disabilities include, but are not limited to, sensory impairments, mobility impairments, chronic illnesses, learning disabilities, attention deficit disorders, and psychological disabilities. Joel Dansky, disabilities services coordinator, is responsible for the coordination and provision of accommodations and support services to students with disabilities. Joel is a member of the CASA staff and may be reached at 413.559.5423 or via email at jdansky@hampshire.edu.

Student Responsibilities

The office of disabilities services supports students advocating for equal access and support services. Students are expected to initiate requests for accommodations, to secure documentation of their disability, and to notify relevant faculty or administrators of approved accommodations.

Request for Accommodations/Documentation of a Disability

In order to be recognized by the College as a person with a disability and become entitled to reasonable accommodations, a student must first complete the "Request for Accommodations Due to a Disability" form. That signifies that the student is formally registering with the College as a person with a disability and is seeking accommodations. After registering as a student with a disability, the student must provide written documentation of the disability from an evaluator or treating professional.

The documentation must indicate the credentials of the evaluator or treating professional and should contain a diagnosis, the limitations imposed by the disability, a clear indication that the diagnosed condition meets the criteria for disability, and recommendations for academic or physical accommodations due to the disability. The credentials of the treating professional or evaluator should be consistent with the disability being documented. Individuals with learning disabilities must provide a complete educational evaluation



conducted by a qualified psycho-educational diagnostician or licensed psychologist and administered within three years of admission to Hampshire College. Students may use Hampshire's "Documentation of a Disability" form or substitute an equivalent report. Students may not receive accommodations from the College without such disclosure and/or without providing appropriate supporting information and documentation. A request for accommodations may be made at the point of disclosure or at some future date. Accommodations cannot be retroactive. Some students who go through the process of documenting a disability are not seeking specific accommodations but rather confirmation of a disability that they can present to faculty to assist in best meeting their learning strengths and weaknesses. The forms can be obtained from the disabilities services coordinator or downloaded from the disabilities services webpage at www.hampshire.edu/casa/9138.htm.

Confidentiality

The decision to disclose a disability to the College is wholly voluntary. The information provided by students will be treated as confidential and will be disclosed by disabilities services only if necessary to assess and/or implement requested services or accommodations. Evaluations, medical records, and other documents submitted to establish a disability or the need for accommodations are filed in the disabilities services office and do not become part of a student's academic record. Students are legally considered to be adults. Communication of confidential information with parents or professionals regarding disabilities must be authorized by the student.

Review of Requests

All requests for accommodations will be assessed by the disabilities services office, which may consult with appropriate college administrators and/or faculty to determine the appropriateness and/or feasibility of the requested accommodations. It is the general practice of the disabilities office to discuss accommodations directly with the student requesting them prior to approval. The disabilities services office may request further information from the student and/or treating professional and may make its own recommendations for alternative accommodations that are more appropriate to address individual circumstances. Students will be notified in a timely manner by the disabilities services office when requests are approved, modified, or denied. In general, academic accommodations are approved for one semester and should be renewed early in the following semester. Housing accommodations are usually approved for an entire academic year.

Request for Accommodations at the Five Colleges

Hampshire students frequently take courses at the other four colleges in the Five College consortium. If a student documents a disability at their home college, they do not need to go through the process at the other colleges. Requests for accommodations in courses at other colleges can be made through the disabilities services coordinator at Hampshire, who will certify that the student is recognized as a person with a disability and list approved accommodations on the Five College Accommodations form. The student is then responsible for taking the form to the disabilities services office at the other college. The final decision regarding the appropriateness or feasibility of such a request for accommodation rests with the disabilities services administrator at the other campus.

Evaluations

Hampshire does not provide psycho-educational evaluations for students. We do have a list of local practitioners who are qualified to conduct such evaluations at a student's expense. Health and Counseling Services is another resource for referrals to local professionals who can evaluate psychiatric and medical conditions.

Documentation and requests for accommodation should be sent to:

Joel Dansky, Disabilities Services Coordinator, Box AC
Hampshire College, 893 West Street, Amherst, MA 01002-3359

Support Services

Transportation

Buses in the Five College system are equipped with chair lifts and preferential seating for people with mobility limitations. The disabilities services coordinator facilitates applications for off-campus paratransit (van) services, provided by the Pioneer Valley Transit Authority and by the Five Colleges, for students who have mobility impairments that prevent them from using Five College bus transportation. Students who need a Hampshire College handicapped-parking permit should contact Disabilities Services. Hampshire does not provide on-campus transportation.

Housing

Hampshire has several housing units specially equipped for students with physical disabilities. If you need such accommodations or other housing accommodations, please indicate that in your Request for Accommodations or contact the office of disabilities services.

Auxiliary Aids and Services/Assistive Technologies

In order to ensure equal access to all programs and services, the





College provides necessary auxiliary aids and services as defined in the Americans with Disabilities Act. This includes but is not limited to qualified interpreters, notetakers, assistive listening systems, telecommunications devices for deaf persons (TDDs), audio recordings, and other methods to ensure effective communication with individuals with disabilities. The College has several computers equipped with text-to-speech, speech-to-text, and graphic organizing programs to assist students with learning disabilities. Students who need print texts in alternate (digital or audio) formats should contact the disabilities services coordinator as early in the semester as possible to arrange for scanning of texts and conversion to digital formats. The College has an institutional membership in Recordings for the Blind and Dyslexic, which makes selected texts available on CD or via downloads. The College does have RFB&D CD players available for loan. A closed-circuit TV to enlarge print text is located in the library and is available for student use. The College does not hire personal care assistants (PCAs). Funding for PCAs is often available through rehabilitation services in a student's home state. The disabilities services office is available to assist students in hiring PCAs through local Massachusetts agencies.

TTYs/TDDs

TTY Switchboard: 413.559.6097
TTY Admissions: 413.559.6150

There is a TTY for public use on the ground floor in the library.

Study Skills/Time Management

The disabilities services coordinator is available to work with students who have problems with organization, time management, or study

skills, individually or in small groups. These services are open to all students, although first priority is given to students with documented learning disabilities and/or AD/HD.

Grievance Procedures for Students with Disabilities

Hampshire College and the office of disabilities services recognize the right of students to file a grievance if they believe they have been denied equal access to participation in the College's academic programs or other departments on the basis of a disability. In order to establish the basis for such a grievance, students must have registered with the office of disability services and provided documentation of their disability.

The College always encourages students to enlist the aid and intervention of the disability services coordinator in order to resolve complaints informally. If informal procedures do not satisfactorily address a student's concern, they may file a written grievance. The written grievance should contain the student's identifying information, a detailed account of the way in which the student feels the College has denied them equal access with reference to the relevant legislation and/or college policies, and the steps that the student has already taken in an attempt to resolve the problem.

The formal grievance shall be presented to the disabilities services coordinator, who shall be charged with investigating such complaints and convening meetings with the parties cited in an attempt to resolve the grievance. Within ten working days after the filing of the grievance, the disabilities services coordinator will make recommendations to the student and all other parties involved. If the disabilities services coordinator is the subject of the grievance, the complaint should be filed directly with the dean of students office, who will attempt to reach an informal resolution and/or investigate the grievance as described above.

If that resolution is unacceptable to the student or to the other principals in the grievance, either party may then appeal to the dean of students office. The dean shall consult with the College's ADA compliance officer to ascertain if violations of relevant federal or state laws have occurred. The dean of students office shall review all of the documents pertaining to the case and convene such meetings as required to resolve the complaint. If no consensual resolution is reached, the grievance will be referred to the president of the College, who shall, within ten working days, render a decision that will be binding on all parties to the grievance. The College recognizes the right of students to file grievances with the U.S. Department of Justice if they believe that their rights under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990 have been violated.



All information regarding such grievances is considered confidential. The College reserves the right to consult with legal counsel, relevant faculty or staff, and/or experts in the field of disability services in order to obtain information or advice regarding the presenting problem.

Peer Academic Resource Center (PARC)

Dakin Student Life Center, 1st floor
x5425

The Peer Academic Resource Center (PARC) is staffed by students who have extensive experience with faculty, classes, and exam work within the specific schools. They provide a valuable resource to students by answering questions about the different Schools, faculty, and life at Hampshire. The center offers information on how to do divisional exams, and Five College courses, and has listings of faculty and their areas of interest. PARC staff will provide workshops on time management, reading college materials, and organizational strategies. PARC's inventory includes Division III contract abstracts, Division II portfolios and contracts, and tip sheets covering an array of topics. PARC provides incoming students with a folder of introductory materials at matriculation. For more information about becoming a PARC advisor, visit the PARC website or inquire at CASA.

THE HAROLD F. JOHNSON LIBRARY CENTER

x5440

Access to Library Services

Library services are available to currently enrolled Hampshire College students with a valid Hampshire ID as well as to Hampshire faculty and staff. Students on leave are not allowed access to library services.

Circulation

x5440

Your Hampshire ID is required for borrowing. Books and bound journals may be borrowed for four weeks, CDs for two weeks, and class reserves for short time periods ranging from three hours to three days. Material other than class reserves may be recalled for the use of another borrower after two weeks; material needed for class reserves may be recalled at any time.

Videos and DVDs can be checked out from media services with a Hampshire ID for five days.

Five College Borrowing



Your Hampshire ID is also required for borrowing from the Five College libraries. You may go in person to any of the main libraries (and many of the branch libraries) to borrow material, or you can request books and DVDs through the online library catalog using the "request item" button. These books will be sent to the Hampshire library for you to pick up. You are responsible for complying with Five College circulation policies; these are detailed at www.fivecolleges.edu/libraries. The standard loan period is four weeks for books and five days for DVDs. You can also renew your books online. Instructions on using these functions are available on the library website at www.hampshire.edu/library.

Inter-Library Loan (ILL)

x5475

If you want to borrow a book that is not in any of the Five College libraries, you can use the inter-library loan service. There is an online form on the library homepage (www.hampshire.edu/library) for requesting an item. It usually takes about three weeks to obtain the material. Books are loaned for four weeks only, with one renewal; articles are usually supplied as photocopies or pdfs. There is no charge for this service. For more information, call ILL at x5475 or the reference desk at x5758.

Library Fine Policy

There are no daily overdue fines for most library items. If an item is more than a month overdue, however, you will be billed \$80 for the replacement of the item. If the item is subsequently returned, a \$10 penalty fee will be charged to your account. Overdue recalls are fined at a rate of \$2 per day, and class reserves at a rate of \$5 per day.



Magic Board

The Magic Board displays announcements and events to the Hampshire community in the lobby of the Library Center and in the Dining Commons. Send an email to magicboard@hampshire.edu with the information or an image file that you want to display. The Magic Board display costs \$5 per day, which can be charged to a college budget number.

Media Services

x5435

The media services office is open from 8:30 a.m. to 4:30 p.m., Monday through Friday, and is located on the first floor of the library. This office circulates Hampshire's DVD and video collection as well as media display and production equipment. You may view 16 mm films in the library by appointment. Production equipment requires staff permission and training prior to use; experienced staff can also provide advice on the most suitable equipment for a particular project. All materials circulate on a short-term basis; due to the high demand, equipment should be requested well in advance and overdue fines accrue at the rate of \$5 per day, per item.

Photocopy Machines

Copiers and printers are located in the library (first and third floors) and the airport lounge. Students can create accounts and deposit money to those accounts at workstations in the library, and use the deposit accounts to print files or make copies.

Color copies and scanning services are available at the Duplication Center for a nominal fee. Large copy jobs are welcome and offered at competitive prices.

Advanced Media Labs

Harold F. Johnson Library, basement level
X5713
Hours: Monday through Friday, 10 a.m.–10 p.m.
Saturday and Sunday hours as the semester progresses

The media labs are open to all members of the Hampshire community; you don't need to be in a media class to use them. We have all the Adobe and Apple media applications, scanners, real-time DVD burners, DVD duplication, shooting studio and lights with a green screen wall, audio recording rooms, audio format transfers, midi keyboards, video decks, and friendly staff (alums) to help you. We do video editing, audio editing for CDs, radio or podcasts, interactive DVDs, book and magazine layout, webpage design, webcasts, and more. We can show you how to do all of this and get you working on your own projects.

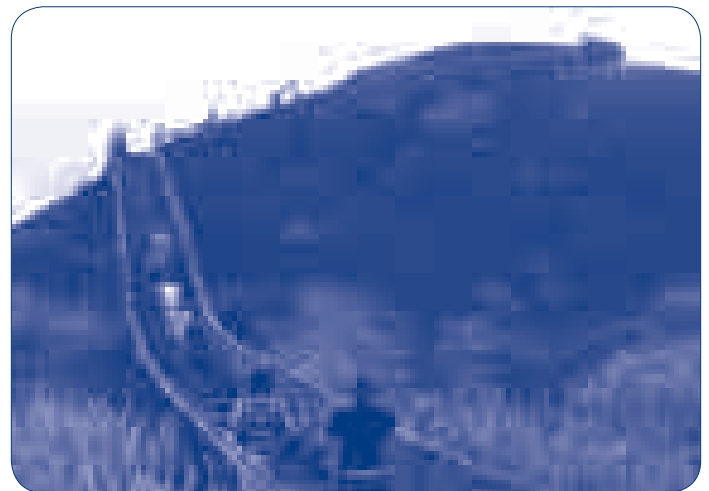
GLOBAL EDUCATION OFFICE (GEO)

geo.hampshire.edu, geo@hampshire.edu
Box GO
Merrill Student Life Center, 1st floor
x5542

Hampshire's mission is to provide students with an understanding of the multicultural nature of our world and the necessity for responsible leadership within it. As part of that goal, the global education office (GEO) encourages every Hampshire student to consider study in the international community.

The global education office at Hampshire College has a strong commitment to cultural and community immersion and strives to provide a coherent vision of education for global citizenship. Through the study of language and culture at home and through firsthand experience in communities worldwide, international education at Hampshire College can serve as a resource for intellectual discovery, personal and professional growth, and multicultural awareness.

The GEO strongly encourages students to plan their academic program to include a year or a semester immersion in another culture and to consider learning another language. The office offers in-depth advising and maintains in its resource library an extensive collection of information on overseas educational opportunities, including study and independent research programs; volunteer and community-based learning projects; internships; and scholarship and fellowship programs. The GEO staff also work with faculty to champion campus



internationalization efforts, support international collaborations, enhance existing programs, further integrate international perspectives into the curricula, and develop opportunities for exchange and study abroad.

Among the many options for global learning, Hampshire encourages students to seriously consider study abroad opportunities through Hampshire's own signature programs in China, Cuba, and Germany; its affiliations with leading universities/institutions in Australia, Central America (Costa Rica and Nicaragua), England, France, Mexico, Puerto Rico, and Scotland; and its participation in the International Student Exchange Program (ISEP), which hosts opportunities at more than 150 academic institutions in 45 countries around the world. Hampshire also has domestic affiliations with the New York Institute for Architecture and Urban Studies (NYIAUS) and Woods Hole's Semester in Environmental Studies (SES) program, and is a member of the Consortium for Innovative Environments in Learning (CIEL). Through this membership students can participate in exchanges at CIEL member campuses throughout the United States. Additionally, faculty-led, short-term field courses provide study abroad opportunities each year that enhance Hampshire's on-campus curricula.

CENTRAL RECORDS

Box CR
Cole Science Center, 1st floor
x5421
Hours: 8:30 a.m. – 4:30 p.m.

The central records office maintains students' academic files; handles course registration; processes Division I, II and III forms; prepares transcripts; schedules classroom space; and prepares other college records and statistics.

Services provided:

- Access to student files for photocopying
- Transcripts
- Certification of enrollment
- Hampshire and Five College course registration
- Division I, II and III regulations, contracts and pass forms
- Transfer credit
- Certification of veterans
- Student directory information

ADMISSIONS OFFICE

admissions.hampshire.edu
Box AD
Admissions Center, Stiles House
x5471, TTY x6150

Current students play an active role in the recruitment of new students as paid admissions interns and as volunteers. Volunteers host prospective students during overnight visits, serve as panelists at open houses, visit their own secondary schools as Hampshire representatives, and telephone accepted students. Admissions interns do all of the above and conduct campus tours, serve as co-presenters in information sessions, answer phones, and do routine office work and special projects. Upper-level students may also interview prospective students. Note that with such an active role comes responsibility. All student interns and volunteers are serving as ambassadors of the College when interacting with prospective students. They must never engage in behavior that might endanger the welfare of prospective students, including the introduction of any illegal substances or alcohol into the prospective student's experience at Hampshire. Responsible behavior is required at all times when interacting with prospective students, and irresponsible behavior will generate consequences. For more information on becoming a student intern or student volunteer, please inquire at the admissions office.

SCHOOL OFFICES

Hampshire's academic programs are organized into Schools: Cognitive Science (CS), Humanities, Arts, and Cultural Studies (HACU), Interdisciplinary Arts (IA), Natural Science (NS), and Critical Social Inquiry (CSI). Each School consists of its faculty, staff, and student members. Information on School membership, filing divisional exam contracts and pass forms, and evaluations of courses and exams as well as about the faculty and courses may be found in the School offices. Appointments with the deans are scheduled by their assistants. See the Governance section for information on School membership.





SCHOOL OF COGNITIVE SCIENCE (CS)

Box CS
Adele Simmons Hall, room 100
x5502

The School of Cognitive Science (CS) integrates ideas and methods from psychology, neuroscience, computer science, philosophy, linguistics, evolutionary biology, animal behavior, education, anthropology, and other fields. CS focuses on the study of mind, brain, behavior, and intelligent technologies. Our students develop this focus in numerous ways, drawing from the following programmatic areas:

Psychology and cognitive neuroscience. The CS faculty brings expertise in psychology, neuroscience, linguistics, child development, and related fields to cutting-edge research questions concerning the psychological and brain processes involved in phenomena such as memory, learning, perception, attention, thinking, language, emotions, social interaction, consciousness, and conditions such as dyslexia, ADHD, and autism. Students and faculty conduct research in CS's brainwave (EEG/ERP) laboratory, cognitive psychology laboratory, cognitive development laboratory, and the Hampshire College Early Learning Center. CS participates in the Five College Cognitive Neuroscience Certificate Program and is a central component of the college-wide Culture, Brain, and Development (CBD) and Childhood, Youth, and Learning (CYL) programs. CS shares responsibility with the School of Critical Social Inquiry for the discipline of psychology.

Computer Science. Hampshire's program in computer science is located in the School of CS. The program emphasizes artificial intelligence, evolutionary computation, artificial neural networks,

artificial life, digital art, and other areas of research that explore the potential for computer intelligence and that provide the horizon for the ultimate development of computing technologies. The computer science curriculum is supported by an electronic classroom that also serves as a computing laboratory and by a high-performance, remotely accessible computer cluster.

Media Arts and Sciences. Media arts and sciences in CS emphasizes computer-based animation through introductory courses on animation techniques, individual production projects, and advanced group production projects. The facilities include an electronic classroom/laboratory, the computer cluster, and a software-controlled render farm that processes digital content by making use of spare capacity in computers across the campus network.

Animal Behavior and Evolution. CS includes the study of animal behavior, its evolution, and its relation to human behavior and cognition. Students and faculty members conduct research on the communication systems and cognitive capacities of wild and domesticated animals. The animal behavior laboratories are equipped with advanced video and audio recording equipment and analysis software. The program maintains close ties with the Hampshire College Farm Center through its field studies of farm animals and of wild populations on the farm's lands. Some animal behavior facilities are located at the farm.

Philosophy. Philosophy faculty members at Hampshire are located in the Schools of CS, HACU, and CSI. The CS program in philosophy concentrates on philosophy of mind, philosophy of language, philosophy of science, and epistemology. Students and faculty explore the philosophical dimensions of questions about, for example, consciousness, personhood, the emotions, knowledge, meaning, the implications of neuroscience for morality and the law, and the nature of the conflict between science and religion. The CS philosophy program also contributes significantly to the college-wide programs in Culture, Brain, and Development (CBD) and Integrated Science and Humanities.

Education. Studies of education in CS focus on the nature of learning and its implications for the design of curriculum and instruction. CS also offers courses in educational research and assessment. Students are involved on and off campus in classroom observation, curriculum design projects, educational technology design, teaching internships, and research on learning and motivation. The program is closely linked to CS's curriculum in human cognition and cognitive development. It is part of the college-wide program in Childhood, Youth, and Learning (CYL) and contributes to the Three-College Teacher Licensure program.

Student members of CS are elected by the School. See the CS administrative assistant in the CS office for information about applying



for membership. Throughout the fall and spring terms, CS Wednesday Talks take place at noon on Wednesdays in the Adele Simmons Hall (ASH) lobby area. The talks are open to everyone and feature a free lunch and presentations by faculty, students, and visiting scholars. CS also awards grants to students to support their research through the CS student research fund and the Coppinger Fund. To apply for funding, speak to a CS faculty member or to the CS administrative assistant.

SCHOOL OF CRITICAL SOCIAL INQUIRY (CSI)

Box SS
Franklin Patterson Hall, 2nd floor
x5548

The School of Critical Social Inquiry includes historians, psychologists, anthropologists, economists, sociologists, political scientists, and lawyers as well as faculty trained in geography and urban studies; philosophy; cultural studies; and education. Many faculty orient their teaching and research toward specific geographic areas in the developing world. Others focus on Europe or the United States, including many with strong interests in African Americans, Asian Americans, Latinos/as, or Native Americans. Many are interested in the social, political, and economic interrelationships of these different regions and communities in the increasingly mobile and transnational realities of the 21st century.

Reflecting the critical, engaged approach to scholarship practiced by faculty and students, the School has changed its name from Social Science to Critical Social Inquiry.

The faculty support a range of approaches, perspectives, and methods of inquiry, strongly emphasizing an understanding of race in the U.S. and non-Western histories, politics, social structures, and cultures. Students put scholarship into action as they explore such issues as the struggle for human rights in Burma; the politics of East Africa; arms control, revolution and social change in the Middle East; the politics of land use; poverty law; immigration policy; and child advocacy.

Regardless of the particular approach, all of us in the School recognize the importance of integrating scholarship with social activism, thus enriching both.

School meetings are held regularly on Thursdays at 3:30 p.m. in FPH. The School has an active student membership, a portion of which is renewed each term. Students interested in serving as School members should contact the School office.

Several special programs are linked to the School of Critical Social Inquiry:

- The Civil Liberties and Public Policy Program, x5645, works closely with the Population and Development Program, x5506. Through these programs, there are extensive opportunities for student involvement in social activism and research related to issues of reproductive freedom.
- Community Partnerships for Social Change (CPSC) is a campus resource for students and faculty who want to integrate their academic interests with their social action/community-based experiences.
- Critical Studies of Childhood, Youth, and Learning (CYL), an academic program, promotes critical thinking about childhood, child development, processes of human learning, the creative arts, and educational theory and practice in the context of larger social structures, cultural and historical processes, and political economy.

SCHOOL OF HUMANITIES, ARTS, AND CULTURAL STUDIES (HACU)

Box HA
Emily Dickinson Hall
x5361

The dean of the School of Humanities, Arts, and Cultural Studies (HACU) is responsible for the academic administration of the faculty and curriculum for Humanities, Arts, and Cultural Studies and oversight of the academic facilities that support them. School meetings take place Thursdays at 3:30 p.m. in Emily Dickinson Hall.

Most of the facilities have detailed regulations concerning use. Please check with the appropriate person for guidelines. For building hours and information about access to the facilities, contact:

Art Barn, x5866
Music and Dance Building, x6189 (2:30 – 10:30 p.m.)
Film and Photography Building, x5575
Emily Dickinson Hall, x5361

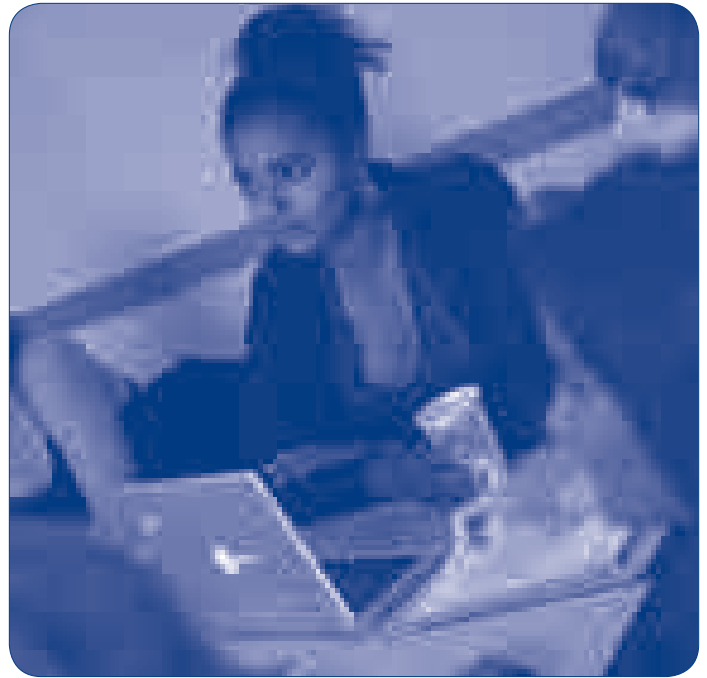


SCHOOL OF INTERDISCIPLINARY ARTS (IA)

Box WP
Writing Center, 1st floor
x5824

The School for Interdisciplinary Arts (IA) is a non-hierarchical, democratic, and diverse association of students, staff, and faculty who believe that freedom of the imagination is fundamental to a just and dynamic society. Designers, writers, social critics, arts educators, performers, directors, sculptors, visual artists, and entrepreneurs, we share an interest in collapsing and transcending traditional boundaries between disciplines to engender new processes and modes of artistic and intellectual expression. We work in many contexts: the Lemelson Center for Design, the Arts and Technology Program, writing of all kinds, Gender Studies, the Sculpture Program, African-American and other Literatures, the Arts and Social Justice Program, and Theatre, including critical interventionist drama and arts education. We know that artists across media have much to learn from each other, and that joint consideration of common conceptual concerns yields transformative solutions. Many of us in our own work combine several modes of making and take inspiration from unexpected forms and fields.

Members of the School are also united in the belief that if artists are to be valuable not only to each other but to broader communities and to society itself, the focused study of particular modes of making must be paired with serious study in other disciplines. If artists wish to make art that speaks to and of 'the world,' they must pursue reflexive knowledge of it through as many avenues as are available to them. IA faculty members have experience in the study of political history, literature, engineering, design and technology, critical pedagogy, public health, entrepreneurship, art history, anthropology, multiple cultural and global settings, gender and sexuality, and philosophy, and they know the value of these fields to their own work. Likewise, students in IA typically seek challenges, inspiration, and information in all of Hampshire's Schools, bringing what they learn back to their art work and implementing ways of making that reflect concerns and questions that originate outside of themselves. Ultimately, we seek to equip students with generous, synergistic ways of learning, reflecting, and problem-solving that will ensure their success in any future context. We encourage students and faculty alike to set their own terms for success and to pursue their goals—scholarly, community-based, artistic, political, personal, however unorthodox—wholeheartedly and without fear.



We believe that art changes the lives not only of those who make it but of those who see, hear, touch, read, and engage responsively with it. We encourage students to take seriously the communities in which they live, work, learn, and travel, and to develop facility with forms, language, and bodies of knowledge that include rather than exclude, that nurture imagination in order to encourage empathy, and that challenge, rather than confirm, boundaries of class, race, ethnicity, gender, and nationality. We believe that artists and creative entrepreneurs, independently or in inclusive, thoughtful collaboration, can help us all to envision a just society as an achievable goal, in particular effecting social change by building bridges that connect the academy with the larger world.

In keeping with these beliefs, the Arts and Social Action Program is a vital aspect of IA, frequently hosting visitors who bear urgent news, and promoting creative intervention in students' lives on campus, the lives of our neighbors in the Pioneer Valley, and in communities (and often countries) outside the Five-College realm. We know that the involvement of innovative makers in their communities is key to social transformation. The School encourages and supports students' creation of enterprises that address social and environmental problems with economic, sustainable and humanitarian solutions. We also believe that encouraging freedom of thought and creativity in youth is essential to securing an inclusive, democratic future;



the Theatre for Young Audiences program, and our interest in Arts Education in primary and secondary schools bring our students together with young people and teachers all over Massachusetts. Our understanding of social action is broad: inclusive of students who work with firm individual vision in single or mixed media as well as students who work in groups, making art in, with, or for, our own constituencies and others.

The open, egalitarian character of IA is reflected in our teaching. United in the belief that active, reflective making—the practice of art—is key to any meaningful understanding of creativity, IA faculty seek to balance excellence in and long-term study of single media with energetic cross-media experimentation and collaboration. Responsive to these changing times, IA faculty take students' goals seriously, creating structured for a for the exploration of emergent multidisciplinary forms; the Arts and Technology Program, in particular, actively integrates art, design, and technology. At the same time, workshops in elementary and advanced skills and seminars designed to address issues particular to one medium are equally important and regularly taught.

With a shared commitment to critical, participatory, liberatory education in which instructors are also learning and students are often teaching, IA faculty organize their courses in a number of modes. Co-teaching across media, an important source of innovation and collaboration, is frequent. Courses in which the syllabus is determined by student concerns or to some extent designed by students themselves are common.

Our practices of governance, too, reflect our hopeful vision of energetic, collaborative, reflexive educational practices. Taking for granted that our behavior as teachers, students, makers, and members of an educational institution has political dimensions, and in



keeping with our fundamental commitment to democratic principles, the School for Interdisciplinary Arts maintains non-hierarchical, open and inclusive practices of school governance. Student, staff and faculty engaged in collaborative education have the duty to shape their institution in a larger sense: taking a critical approach to the corrosive effects of unchecked authority and absolute power, we believe that all perspectives on any issue that affects our students, staff, faculty, School, and the College matter and must be taken seriously and substantively into account. Truly transformative, socially radical collaboration cannot exist unless all members participate as equals in decision-making processes. We therefore support the ability of Hampshire students and faculty to significantly shape college practices and policies. In all of our programs and projects, we seek practical, political, and philosophical connection: between our own actions and the condition of the worlds we inhabit, between social justice and freedom of expression—between art and life.

make art make a difference

SCHOOL OF NATURAL SCIENCE (NS)

Box NS, x5757, x5371

Cole Science Center, room 311

Office hours: 8:30 a.m.–4:30 p.m., Monday through Friday

Appointments with the dean are scheduled by calling x5757 or dropping by the office

In the School of Natural Science our guiding premise is that the most meaningful and lasting education is one in which students not only undertake hands-on experiments, but actively formulate the questions that motivate their study. Hampshire's science pedagogy has been recognized as a national model by Project Kaleidoscope, AAAS, NSF, HHMI and other educational innovators.

Events today challenge scientists to address many interesting questions about climate change, vanishing species, dwindling water supplies, malnutrition, and technology. These demand new approaches at the interfaces of the sciences, for instance, between physics and biology, organic chemistry and microbiology, or human health and the environment. The School's strengths include interdisciplinary study in environmental sciences, agricultural studies, and health sciences. Students can -- and do -- concentrate in almost every branch of science, from astronomy and bioengineering or bioethics and biological anthropology to marine ecology and genetics.

School meetings are held each Monday of the semester from noon to 1:30 p.m. in CSC 333. Student membership is welcome and valued. All students who attend the School meeting on a regular



basis are considered members of the School, eligible to participate in all discussions and decision-making processes that constitute the business of School meetings. Student participation on committees is encouraged. If you have any questions about activities and programs within the School or student membership, please call the School office. All students are welcome in Cole Science and there are many interesting study spaces, no matter where your interests lie.

NS labs and computer facilities are open and available for student use from 8:30 a.m. to 4:30 p.m. daily, depending on scheduled class use. They are also available from 4:30 to 10 p.m. during the week, from 11 a.m. to 5 p.m. on Saturdays, and from 10 a.m. to 10 p.m. on Sundays by checking in with the building monitor on the second floor.

INTERDISCIPLINARY CENTERS & PROGRAMS

Early Learning Center

Box KC

Located between the Multisport Center
and the Eric Carle Museum of Picture Book Art
csmith@hampshire.edu

x5706

Monday—Friday 8:15 a.m.–4:45 p.m. during academic
year

8:15 a.m.–3:45 p.m. in summer

The Early Learning Center is licensed by the Massachusetts Department of Early Education and Care, and provides childcare and early childhood education for Five College staff, faculty, students, and community families. The center enrolls children ages two months to five years in three groups—infants, toddlers, and preschoolers—with a total enrollment of about 40 children. Priority in enrollment is given to Hampshire-affiliated staff, students, and faculty, who constitute about 50 percent of the families at the center. Second priority is given to Five College–affiliated families and Hampshire alumni, and then to community families. In all priority categories, minority children are enrolled first. The staff consists of one full-time director, seven professional teachers trained in early childhood education, and 20 work-study students/volunteers who work 8–12 hours a week as assistant teachers. The program is inspired by the Reggio Emilia Approach, with a focus on emergent curriculum; creativity and self-expression; problem solving and social interaction; documentation of learning and teaching; parent involvement; and an anti-bias, multicultural framework. All parents pay tuition. Income-eligible vouchers funded by the state are available, as are subsidies through two state-funded grants.



In addition to providing childcare and early education for children and their families, the center is a site for student and faculty observation and research in the fields of child study, education, children's theater, nutritional anthropology, and design. Teaching internships and practice can also be arranged during the semester or during January term.

Volunteer opportunities and community service projects are also possible in various disciplines, including music (visiting instrumentalist program); technology (technological assistance to the staff); and designing and constructing equipment for the children (through the Lemelson program). The director is available to help students who want to become certified early childhood teachers through the Massachusetts DEEC. For further information, contact the director, Casie Smith at 413.559.5706 or csmith@hampshire.edu.

Civil Liberties and Public Policy Program

Box CLPP

Franklin Patterson Hall, G–13 & G–17

x5416, x6976

<http://clpp.hampshire.edu>

The Civil Liberties and Public Policy Program (CLPP), founded in 1981, is a national program based at Hampshire dedicated to educating, training, and inspiring new generations of reproductive rights advocates and leaders. All CLPP activities connect reproductive and sexual rights and health to a broad range of social justice issues and serve as a bridge between the academic and activist communities. CLPP offers a series of courses including: The Politics of the Abortion Debate; The Battle between Science and Religion in Sexual and Reproductive Health; Creating Families; and Reproductive Rights:



Domestic and International Perspectives.

Core CLPP projects include:

- “From Abortion Rights to Social Justice: Building the Movement for Reproductive Freedom,” an annual conference for campus and community activists, now drawing over 1,000 participants each year
- The Reproductive Rights Activist Service Corps, a summer internship program that places 20–25 students from Hampshire and other local colleges with grassroots, regional, and national organizations
- The New Leadership Networking Initiative and the Summer Leadership Institute, which promote the development of new and emerging leaders working in the reproductive rights and justice movement
- “The Fight for Reproductive Freedom,” a semiannual newsletter
- The CLPP student group, which offers peer trainings on reproductive and social justice issues and offers significant opportunities for developing leadership and organizing skills. The student group, together with CLPP staff, organizes the annual activist conference.

CLPP works closely with the Population and Development Program. For further information, contact the director of operations and finance, Amy Crysel, at 413.559.5416, amcCLPP@hampshire.edu. Students interested in participating in CLPP activities should contact us at clpp@hampshire.edu.

Population and Development Program

Population and Development Program
Box CLPP
Franklin Patterson Hall, G–17
x6046, x5506

The Population and Development Program (PopDev) exists to change conventional thinking and policies about population growth that threaten reproductive rights, social justice, and our environment. Our tools for change are research, facts, expert analysis, and activist and educational publications. Founded in 1986, PopDev is a small, progressive think tank and activist organization working to support new global feminist voices in the intersecting fields of reproductive freedom, environmental justice, international development, and peace. PopDev also serves as a documentation and monitoring resource for educators, students, journalists, activists, opinion leaders, and policymakers in the United States and abroad.

Find out more about PopDev at our website, <http://popdev.hampshire.edu>, which offers a blog on international news regarding population, environment, reproductive rights, and race as well as free downloads of our issues paper series, *DifferenTakes*. Also available for download are *Stop the Blame*, an interactive flash archive of 75 years of population control imagery, and a population studies curriculum for secondary school students. PopDev offers courses with program director and professor of development studies Betsy Hartmann on reproductive rights and population, environment, climate change, and security. We also offer internships through CLPP’s Reproductive Rights Activist Service Corps, and activism and work-study opportunities in women’s health, contraceptive safety, immigrant rights, and social justice. PopDev hosts an annual documentary film series called *Intersections*, lectures by leading feminist activists and scholars, and also co-organizes the annual student and activist conference, “From Abortion Rights to Social Justice: Building the Movement for Reproductive Freedom.” For further information, come by our office in FPH G-17, or contact the program’s assistant director, Katie McKay Bryson, at 413.559.5506, kbryson@hampshire.edu. You can also find us on Facebook at www.facebook.com/popdevprogram.

Community Partnerships for Social Change

Box SS
Franklin Patterson Hall, basement, G–1
Program Director: Mary Bombardier, x5395
mbombardier@hampshire.edu
cjbSS@hampshire.edu

Community Partnerships for Social Change (CPSC) is the campus Community-Based Learning (CBL) program. Through a number of programs, CPSC provides assistance to members of the Hampshire College community who are interested in engaging with local community-based organizations to support exciting initiatives for youth leadership, social service, media arts, social justice activism, education, environmental justice, housing advocacy, and community development.

CPSC Programs

The Semester Placement Program has a database of more than 75 local organizations where students can intern, fulfill work-study hours, or develop research projects and independent study opportunities in community-based settings.

The Public Interest Leaders in Training Program provides specialized, hands-on opportunities and mentoring for students interested in long-term social justice work and/or careers in the nonprofit sector. Through this program, CPSC provides support and mentoring to students who have a social justice focal point in their academic





studies and are seeking to integrate their community experiences into their academic work.

The competitive Social Justice Summer Scholars Program awards \$3,000 grants for eligible Division II students to intern for a summer with local or national nonprofit organizations. CPSC supports these internships with mentoring and training.

The Alumni Partnership Fellows Program (APFP) provides a unique, salaried opportunity for recent Hampshire alumni to further their local social justice work and to gain experience within the nonprofit sector.

Faculty Partnerships for Community-Based Research offers research and course-related development grants to faculty and alumni whose work ultimately contributes to a conscious negotiation of fundamental change in our political-economic systems.

Critical Studies of Childhood, Youth, and Learning (CYL)

Box CS
 Educational Outreach Coordinator: Karina Fernandez
 Montilla
 x5659
 kafernandez@hampshire.edu

The Critical Studies of Childhood, Youth, and Learning (CYL) Program is an interdisciplinary academic program connecting students, faculty, staff, and the larger community. CYL promotes critical thinking about

how children and youth grow, change, create, and learn in the context of larger social structures and cultural practices. Students in CYL are asked to:

- Integrate practice with existing theory and research through community-based projects
- Critically examine theories and practices concerning young people in relation to questions of power
- Implement innovative methodologies and creative critical pedagogy for young people's participation
- Reflect on one's practice as educators and learners
- Participate in "A Day At Hampshire College," and other events that bring young people and Hampshire students together on campus
- Conduct basic and applied research in childhood studies and education studies

Among CYL faculty and student interests are curriculum and instruction, youth culture, integrating art in curriculum, children's literature, theater for young audiences, child development, child clinical psychology, childhood studies, science education, critical pedagogy and liberatory education, and gender studies.

There are many ways to get involved in the Critical Studies of Childhood, Youth, and Learning Program. Please see our website, <http://CYL.hampshire.edu>, for information about upcoming courses, events, teacher licensure, projects, and samples of student work.

The Culture, Brain, and Development Program

Box CS
 Adele Simmons Hall, room 100
 x5501

The FPR-Hampshire College program in Culture, Brain, and Development (CBD) is an interdisciplinary, cross-school academic program that explores how culture, biology, and individual development interact. CBD challenges traditional distinctions between nature and nurture and brain/mind and environment, viewing them, instead, as dynamic interacting systems. Participating faculty come from a wide variety of disciplines, such as anthropology, psychology, neuroscience, philosophy, child studies, and biology.

The CBD program offers courses, a yearly lecture series, funding for student research and internships and for faculty research and course development, and supports a student group. It also organizes panel discussions and other special events. The Hampshire College program in Culture, Brain, and Development is funded by the Foundation for



Psychocultural Research (FPR). To learn more about CBD, visit the website at <http://cbd.hampshire.edu>, or contact Paula Harmon at x5501.

Farm Center

Box FC
Thorpe House
x5348

Before Hampshire College was established, the property the campus now sits upon was farmland. The Hampshire College Farm Center is an educational extension of the original use of this property. The farm maintains a flock of sheep, and produces hay for Hampshire livestock consumption as well as for sale in the local market.

The Community Supported Agricultural (CSA) project provides fresh organic vegetables to members of the Hampshire community. Currently about 150 households (students, faculty, staff, and community) come to the farm each week for produce. All, be they members or not, are welcome to come down, get their hands dirty, and learn all aspects of vegetable production.

As part of the Farm Center's ongoing outreach efforts, the School-to-Farm program was created in 1996 to provide greater on-farm educational opportunities to the region's youth. This program offers year-round programs as well as summer camps that introduce children of all ages and capabilities to organic farming and its role in the environment.

The student outreach coordinator provides activities at the farm, including the volunteer program, community service projects, research projects, seasonal festivities, and farm-oriented workshops. Examples of student-based activities at the farm are operations of the medicinal herb garden, the wool craft and weaving collective, and lamb-watch. Students may also become involved with the Farm Center through class work. See the Hampshire College website at www.hampshire.edu for more information related to the Farm Center, aquaculture studies, and other Natural Science programs.

Institute for Science & Interdisciplinary Studies (ISIS)

Cole Science Center, 2nd floor (CSC208)

ISIS was founded in 1992 to analyze and incorporate the influences of history, politics, economics, and culture into the study of science and technology. ISIS works to reconnect scientists with communities so that research is developed collaboratively to address such complex and pressing problems as environmental degradation, economic crises in agriculture and industry, providing effective health care, and toxic and nuclear waste disposal. With programs combining technical

assistance, coalition building, education, and original research and writing on the foundations of knowledge, ISIS is developing a new way of doing science that is open, self-reflexive, democratic, and socially responsible. The institute's unique contributions to the understanding of science-and-society issues are reflected in their history on the website, <http://isis.hampshire.edu>.

Two important projects of ISIS are the quantum physics project, described under "fields of study" at the catalog entry <http://www.hampshire.edu/admissions/physics.htm>, and the monthly scientists' dialogue group based on the work of famous scientist/philosopher, David Bohm that emerged from his conversations with Krishnamurti. The group meets every first Wednesday evening of the month in the Fac/Staff lounge of FPH; it has been described as the best single ongoing program to prepare alums for the world of graduate school or work in "life after Hampshire." Contact institute staff for more information at isis@hampshire.edu.

Hampshire College Lemelson Center

lemelson.hampshire.edu
Box LM
x5613

The Hampshire College Lemelson Center (HCLC) provides students with an experiential education in applied design, invention, and entrepreneurship through engagement in design problem solving for social responsibility. Through HCLC, students engage in a combination of courses, activities, internships, and collaborations with alumni, businesses, and nonprofit organizations to learn design and fabrication skills; develop prototypes and business plans; and make available products and services for underserved people worldwide. HCLC also fosters the development of socially beneficial enterprises developed from student and alumni work with the center and College.

By providing resources such as the Lemelson Center for Design's fabrication shop and design lab, HCLC equips students with the resources to create technology and equipment, which can significantly enhance the quality of people's lives. Students can take advantage of HCLC in a number of ways, such as:

- Academic and cocurricular courses in design, fabrication, appropriate and assistive technology, electronics, art and technology, and entrepreneurship
- Fulfillment of divisional exams, independent studies, and advanced learning activities
- Applying for the Harkness grant, which supports invention and innovation in the fields of sustainability and alternative energy
- Mentors and advisors for applied design projects



- Fulfillment of community service and multicultural requirements
- Participating in the Social Venture Fund, which helps students and alumni create and sustain social enterprises
- Joining student groups in blacksmithing, glasswork, electronics, machining, and entrepreneurship
- Attending alumni lectures, workshops, and other events sponsored by the *SPARC Fund

One important aspect of this program is to expose students to the independent reasoning and creative thinking that are part of the process of inventing. The curriculum emphasizes innovative problem solving guided by faculty members and enhanced by industry collaborators, advisors, and mentors. The program supports students from the initial concept of an invention through its development, possible patenting, and potential commercialization. Recent alums can also tap in to Lemelson entrepreneurship resources for continued support of their enterprises.



Lemelson Center for Design

Box LM
 North end of Longworth Arts Village
 x5869
 Monday: 12:30 – 4:30 p.m.
 Tuesday: 2 p.m. – midnight
 Wednesday: 10 a.m. – midnight
 Thursday: 2 p.m. – midnight
 Friday: 10 a.m. – 6 p.m.

The Lemelson Center for Design is a design and fabrication resource open to all students. The facility contains a fabrication shop equipped for working with metals, plastics, and other materials. It also houses an electronics lab, design equipment for manual and computer-aided drafting and modeling, and sewing equipment for soft-goods fabrication. The fabrication shop is supervised by full-time staff who provide one-on-one design and fabrication instruction as well as conduct group workshops and trainings. The facility may be used for both academic and personal projects.

Introductory safety trainings and other training and information sessions covering a range of fabrication and design areas are conducted each semester and during January term. However, gaining access to the facility can be as simple as setting up an appointment with one of the shop supervisors. A schedule of trainings is published at the beginning of each semester and January term.

This facility is also home to, and funded by, the Hampshire College Lemelson Center (HCLC).

Quantitative Skills Support Program

Box NS
 Cole Science Center, room 207
 x5401
 khoffman@hampshire.edu
 Sunday—Thursday, 7–10 p.m.
 2nd Floor Open Classroom, Cole Science Center

Hampshire has a group of quantitative skills tutors who work with students at all levels of study. They can provide help in understanding mathematics or statistics encountered in courses, research and other scholarly papers; can provide guidance in collecting, organizing, and analyzing data for class assignments and projects; and can provide instruction in using software packages like Excel, R, or Mathematica. They assist not only students who are studying mathematics or science as disciplines in their own right, but also students who are using mathematical, statistical, logical, or computational methods as part of their academic work in other disciplines. Students are



encouraged to drop by, either on a one-time basis for help with a single problem, or on a continuing basis to work on a specific set of skills. The second floor Open Classroom is also simply a good place to work on homework in the evenings, even if you don't have any immediate questions. Help is at hand if the need arises, either from other students working on the same homework, or from one of the tutors who regularly meet with the faculty coordinator to develop programs and ideas for supporting quantitative inquiry. The quantitative skills tutors support the study and application of quantitative methods by students across the Hampshire College curriculum. Among their resources are several PC and Macintosh workstations and a variety of mathematical and statistical software. The tutors will be found Sunday through Thursday evenings from 7–10 p.m. in the second floor Open Classroom of Cole Science Center. Students are encouraged to drop by.

Writing and Reading Program

Box WP

Greenwich Writing Center
x5531, x5577, or x5646

Appointment for tutorials may be made by calling the Writing Center

The Writing and Reading program offers assistance to students interested in strengthening their communication skills. Because of the importance that writing acquires at Hampshire, a range of activities is designed to meet varied students' needs.



Individual tutorials comprise a major part of the program. In brief, the strategy is to use the work in which a student is presently engaged. Generally, this means we use course work, divisional exams, proposals, and Division II and III papers. From these, writing staff address issues of organization, analysis, clarity, voice, and development of an effective composing process. Another concern is to help students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. The center also provides assistance in research skills. Writing help includes classes as well as individual tutorials. Classes are run each semester and are open to all students.

World Language Enrichment and Acquisition (WLEA)

Box DO

Cole Science Center, room 203
x6687

The World Language Enrichment and Acquisition Program (WLEA) at Hampshire College, established through an Andrew W. Mellon grant, manages grant-related activities. The goal of the Mellon grant is to make Hampshire College a “language learning community.”

Through various grant programs, including the hiring of postdoctoral fellows, it is our hope that faculty will work to incorporate the use of non-English sources into the courses they teach and the work they do with their advisees. As a result, students will be motivated to integrate the exploration of a world language into their individualized studies, and are guided in their access of resources on and off campus so that they attain levels of linguistic competence that will enrich every aspect of their academic experience, course work, concentrations, independent study, and external study as well as their cocurricular activities.

The WLEA office:

- Offers Mellon language learning and course development grants to Hampshire faculty
- Runs postdoctoral searches and supports the postdoctoral fellows while they are on campus
- Coordinates with other offices at Hampshire College
- Facilitates “Language Learning across the Curriculum” discussion sessions
- Collaborates with the other institutions in the Five College consortium to develop new programmatic ideas that support a language-rich curriculum
- Works with the IT department to support the use of the Moodle LMS for language learning



- Supports the creation of a World Language Resource Corner at the Hampshire College library
- Helps connect faculty and students to language learning resources on and off campus

ADMINISTRATIVE SERVICES

OFFICE OF THE PRESIDENT

Box PR
Cole Science Center, 1st floor
x5521

The president oversees all functions of the College. The president works with the board of trustees and with student, staff, and faculty committees on governance, academic, and student life concerns.

Students are welcome to meet with the president every Monday morning during the academic year for breakfast in the dining commons.

Office of the Secretary of the College

Box PR
President's Office
Cole Science Center, 1st floor
x5521

The board of trustees is the governing body of Hampshire College. The board has the final fiduciary responsibility for the quality of the academic programs and for the financial well-being of the College. The board's membership includes a student trustee and a non-voting student trustee alternate, a faculty trustee, and a staff trustee. The board meets a minimum of four times during the year to discuss college matters; in addition, there are a number of committees that are charged by the board to work on specific areas of oversight, such as finances, development, academic affairs, enrollment, etc. Students, faculty, and staff serve as voting members on most board committees as well.

See the Governance chapter for information related to student trustees and trustee committees.



Office of Communications

Box CM
Warner House
x5482

The office of communications oversees public relations, media relations, publications, web content, and other communications vehicles for the College. The director of communications acts as a spokesperson for the College and serves as a liaison between the media and members of the college community. All official Hampshire College publications are designed and produced by the communications staff.

The Office for Diversity and Multicultural Education

Box PR
President's Office
Cole Science Center, 1st floor
x5687

The office for diversity and multicultural education, led by the special presidential assistant for diversity and multicultural education, is responsible for the general advancement of diversity in the life of the College. This includes racial, ethnic, gender, disability, and class diversity, as well as diversity based on sexual orientation. The primary mission is to safeguard campus well-being as it relates to diversity issues. Responsibilities include serving as an information clearinghouse for the whole community with regards to resources and



opportunities related to diversity; sponsoring and organizing academic and cultural activities around these same topics; and supporting the work of the faculty on curricular and pedagogical innovations that advance the representation of traditionally marginalized or underrepresented groups in the academic program. The office also assists with the creation of opportunities for students to engage such issues in settings inside and outside the United States, including field studies, study abroad programs, and internships.

Students are encouraged to make use of the office as an advising resource about faculty, programs, and events—both on and off campus—dealing with issues of diversity in order to facilitate and enrich their academic objectives. The office will also provide guidance and support for students with questions about the Multiple Cultural Perspectives requirement and can help students strategize about how to incorporate the requirement effectively into their Division II concentrations.

Diversity Committee

Box PR
President's Office
Cole Science Center, 1st floor
x5687

Established in 2007, the Diversity Committee is a campus-wide governance body. The committee works to recommend and evaluate institutional goals related to diversity. As a group, the committee currently focuses on four areas: student admissions and financial aid; employee hiring and retention; multicultural education and the academic program; and campus accessibility, openness to diversity, and community development.



The committee consists of four students, three staff members, five faculty members, and the campus affirmative action officer (who serves as an ex officio member). New student members are selected at the beginning of each academic year by the diversity committee as a whole, based on letters submitted by interested students. To submit a letter of interest, or for more information, contact Jaime Dávila at x5687 or jdavila@hampshire.edu.

OFFICE OF INSTITUTIONAL ADVANCEMENT

Institutional Advancement
inst-adv@hampshire.edu; <http://alumni.hampshire.edu/giving>
Box DV, x5574
Lemelson Building Extension, adjacent to the Arts Village

Alumni and Family Relations
alumni@hampshire.edu; <http://alumni.hampshire.edu>
Box AH, x6638
Alumni House (Weneczek House), on Bay Road

The mission of the office of institutional advancement is to build and sustain positive relationships across multiple constituencies and to engage robust philanthropic support from many sources in order to fully realize the academic mission and potential of Hampshire College. Institutional advancement consists of five units, located in two offices on campus. These units are the Hampshire Fund; Alumni and Family Relations; Leadership and Planned Giving; Foundation and Government Relations; and Advancement Services.

Hampshire Fund

The Hampshire Fund supports all areas of Hampshire's operations by helping to offset the operating budget of the College in crucial areas such as financial aid, academic programs, faculty salaries, and facilities maintenance. The Hampshire Fund receives gifts annually from alumni, current and past parents and grandparents, faculty and staff, and other friends of the College. Support from alumni is especially important. Students are hired several times a year for phonathons, during which they chat with alumni and invite them to make gifts to Hampshire; for more information about student phonathon positions, call x5590. In addition, each year the Hampshire Fund manages the Graduates Gift Program, to encourage all graduating students to make a gift to Hampshire on the occasion of their commencement and to emphasize the centrality of their ongoing participation and support to Hampshire's future. To volunteer with the Graduates Gift Program, call x5391.



Alumni and Family Relations

Alumni and Family Relations is responsible for maintaining Hampshire's relationships with its alums, parents, grandparents, and friends. The office works with approximately 11,000 Hampshire alums throughout the United States and around the world. Information regarding alumni activities, events, and privileges can be found on Hampshire's website, at <http://alumni.hampshire.edu>. Additionally, Alumni and Family Relations is available to help parents and other family members identify and connect with campus resources should they have questions or need information, or if they would like to become involved as volunteers. Call x5701 or see <http://www.hampshire.edu/family> for details.

Alumni and Family Relations organizes events in major cities around the world, and coordinates many on-campus events, including Family, Alumni, and Friends Weekend and reunions. Students are welcome at alumni events both on and off campus. We encourage you to check the alumni website often to get the latest information. Another important information resource is our award-winning magazine, *Non Satis Scire*, published twice a year, which contains features about the College, faculty, students, and alums, as well as alum class notes and news of events. *Non Satis Scire* is made available to students and faculty via the college post office, and is also mailed to alums, donors, and parents of currently enrolled students, and is online at: <http://alumni.hampshire.edu>.

Many alums volunteer their time and contribute their talent for the good of Hampshire College. A significant number of the College's trustees are Hampshire graduates. Over 500 alum volunteers assist the admissions office with regional outreach, and more than 1,000 alums are registered as career advisors and/or internship providers through the Career Options Resource Center (CORC). Students are encouraged to take advantage of the alumni network early in their Hampshire careers by visiting CORC (see the Student Life section for details). CORC maintains information on alums offering career advice or internships, and the staff are happy to help students forge these connections.

Another important way in which alums volunteer is by returning to campus to share their expertise and experiences. Alums tell us again and again how much they enjoy being invited back to Hampshire, particularly to meet with current students. The alumni and family relations office sponsors visiting alumni speakers and presenters each year; faculty and student groups often invite alums back as well. Anyone planning to invite an alum to campus is urged to contact the director of alumni and family relations at x5316 as early as possible in order to discuss ways in which the office might support the visit, for example by hosting a reception or facilitating an alum gathering

around the visit. If you are seeking alumni expertise, the office can also recommend alums in many fields who would welcome an invitation to come to campus.

Leadership and Planned Giving

The leadership and planned giving office is responsible for creating relationships with donors and raising philanthropic support for Hampshire's most pressing institutional priorities. The leadership and planned giving office also works with individuals who include Hampshire in their will or name Hampshire as a beneficiary of another planned gift such as a trust or an insurance policy. Leadership gifts usually reflect a donor's particular area of interest and allow the donor to see significant impact.

Foundation and Government Relations

This office raises funds on behalf of Hampshire College by preparing grants to private foundations (e.g., the Mellon Foundation) and government agencies (e.g., the National Science Foundation) in support of Hampshire's academic programs and other institutional priorities. It also supports faculty members who are working on individual research grants.

Advancement Services

Advancement Services is responsible for all the background data management related to the operations of the office of institutional advancement, including accepting and acknowledging gifts, maintaining the database, running the electronic alumni directory, tracking giving trends, conducting research, and stewarding donors to the College.

OFFICE OF THE VICE PRESIDENT FOR FINANCE & ADMINISTRATION AND TREASURER

Box TR
Blair Hall, 2nd floor
x5528

The vice president is responsible for the financial and business aspects of the College. Reporting to the vice president are the budget director; the controller; the bursar; and the directors of human resources, information technology, facilities and grounds, environmental health and safety, and the Five College office of risk management. The office of finance and administration also oversees major college contracts.



INFORMATION TECHNOLOGY (IT)

www.hampshire.edu/computing
Box LO
Harold F. Johnson Library Center

Help Desk

x5418
Monday–Friday, 8:30 a.m. to 4:30 p.m.

Student Computer Diagnostic Center, x6602
Monday–Thursday, 9 a.m. to 7 p.m.
Friday, 9 a.m. to 4 p.m.

The IT Help Desk is available to provide telephone support to students with computer- and network-related questions and problems. The Student Computer Diagnostic Center, on the third floor of the library, is available weekdays for drop-in technical support. Information technology student workers will diagnose computer problems and either make repairs or recommend solutions.

Ethernet cables may be purchased from the bookstore. Macintosh and Windows computers, including various peripheral options, can be purchased at a discount price by selecting the “Computer Purchase Program” under the IT menu on the Intranet.

IT Computer Lab

Harold F. Johnson Library Center, 3rd floor
x5656
Hours: Monday through Friday, 8:30 a.m.–11:30 p.m.
Saturday and Sunday, 10 a.m.–11:30 p.m.

The IT computer lab, on the third floor of the library, is available to all members of the Hampshire community to support teaching, learning, and research. The lab has Intel Macintosh computers, which run both Mac and Windows operating systems. All computers are connected to the pay-for-print system and have standard software packages installed (i.e., word processing, spreadsheet, e-mail, web browsers). All lab computers have access to network resources such as the Internet, Intranet, email, and library catalogs as well as to the courseware and academic evaluation systems. Students are available during lab hours as lab monitors to answer questions and to assist in the use of computers, software, and other resources during lab hours. Unauthorized use of these facilities is prohibited.

See the Acceptable Use Policy in the Community Standards chapter. This policy is intended to assert the rights of all users. Students must agree to this policy in order to use network resources.

Administrative Systems (TheHub support)

intranet.hampshire.edu
Harold F. Johnson Library Center, 1st floor
x5718
thehub@hampshire.edu

Administrative systems staff support student, financial, and alumni systems at the College. TheHub website serves as Hampshire College’s portal to administrative functions such as registration and records, class schedules, financial aid, and billing information. Additionally, employees of the College record time worked, view pay stubs, and more. We continue to add features that offer students, faculty, and staff self-service access to many functions of the College.

BUSINESS OFFICE

Box BO
Blair Hall, 2nd floor
Accounting, x5717
Accounts Payable, x5491
Payroll, x5495

The controller’s office is responsible for collecting and disbursing all college funds and for the accounting of these funds.

The accounts payable department processes approved payments for the College and for Community Council accounts. Requests for payment received on or prior to 10 a.m. on Monday are processed and ready for mailing on Wednesday afternoon; requests for payment received on or prior to 10 a.m. on Wednesday are processed and ready for mailing on Friday afternoon.



FACILITIES AND GROUNDS

Box PP
Bay Road, Hadley
x5431

The facilities and grounds department is responsible for the maintenance and upkeep of the campus buildings and grounds. Departmental staff include: electricians, plumbers, carpenters, painters, locksmiths, heating, ventilating and air conditioning (HVAC) technicians, custodial workers, grounds workers, and other trades staff. The office of campus planning and economic development coordinates the planning efforts and use of Hampshire's land and facilities. It is also responsible for planning the future use of college-owned land.

All maintenance requests need to go through the housing office. Start by filling out an on-line work request at myschoolbuilding.com. To address EMERGENCY maintenance issues after business hours, call Campus Police at x5424. For life-threatening emergencies call Campus Police at x1911.

HUMAN RESOURCES OFFICE

www.hr.hampshire.edu
Box HR
Robert Stiles House
x5411 or x5442

The human resources office is responsible for the development and administration of human resources policies and procedures. This includes such functions as recruitment; hiring; wage and salary administration; payroll; employee relations; policy administration and interpretation; and compliance with state and federal employment laws and regulations.

The payroll department processes payments for employee salaries and wages, including the student payroll. Student payroll is processed within the human resources office; however the student employment office (financial aid, 1st floor) and student payroll check cashing (business office, 2nd floor) are both located and available in Blair Hall during posted hours.

PURCHASING OFFICE

Box PG
Blair Hall, 2nd floor
x5405

The purchasing office facilitates the acquisition of goods and services needed to support the programs of the College. Signers for student groups can use this office as a resource when purchasing food or other items for their organizations: this office is aware of established relationships with vendors in the area and can advise you where the best prices and customer service can be found.



Duplication Center

Box DP
Harold F. Johnson Library, ground floor
x5512
Hours: Monday–Friday, 8 a.m.–noon and 1–5 p.m.

The Duplication Center provides a wide variety of services to students, staff, and faculty: photocopying, photo duplication, folding, collating, stapling, velo and comb binding, hole punching, and paper cutting. Résumé paper is available. Consulting and estimates on jobs can be given to assist with various printing needs. Offset printing requires a five-day turn-around time. Photocopying requires a three-day turn-around time. Please plan accordingly.



Post Office

Box PO
Harold F. Johnson Library, ground floor
x5446

The service window is open 10 a.m.–4 p.m., Monday through Friday. Outgoing U.S. mail leaves campus, bound for the Amherst post office, at 7:45 a.m. and 2 p.m., Monday through Friday, and at 9 a.m. on Saturday. Incoming mail is distributed to student mailboxes by noon, Monday through Friday.

The Hampshire College Post Office provides most of the services available at U.S. post offices including express, certified, and registered (for overseas) mail. The office also sells stamps, stamped envelopes, and postcards. In addition, students may send and receive packages through the mail and through UPS. Be aware, however, that the Hampshire College Post Office does not accept checks, credit cards, or money orders. In order to receive mail as quickly as possible, letters and packages should include the student's box number. The box number given to students will remain the same throughout their Hampshire career, even if students live off campus.

EVENT SERVICES AND SUMMER PROGRAMS

eventservices.hampshire.edu
x5610

The event services and summer programs office is responsible for the scheduling of most campus meeting rooms and event spaces, assisting with logistical support for campus events, and operating summer programs. The event services and summer programs office is open Monday–Friday, 8:30 a.m.–4:30 p.m., during the academic year.

The dining commons, Red Barn, main, west, and east lecture halls in FPH, and most academic and other campus spaces may be reserved through our office. Exceptions are the library gallery and music and dance recital hall, which may be reserved through the gallery coordinator, x5622; the theater space in EDH, which may be reserved through the theater coordinator, x5749; the Merrill living room, through the Merrill House office, x5453; and the Dakin living room, through the Dakin House office, x5564.

A Hampshire College student must complete a Facility and Event Request Form (ERF) and submit it to the event services and summer programs office to request their event space. The office will respond to your request within one business day to notify you if the space is available. If available, the space will be tentatively reserved and your ERF will be forwarded to the office of campus leadership and activities

for approval. Your approved ERF will confirm this reservation. The approval of your ERF must be completed at least 10 business days prior to the event; therefore, the request should be timed accordingly. Food and beverages are allowed only in certain spaces; when making reservations, refreshments must be noted. Sensitivity to neighboring classes, offices, meetings, and functions should be exercised. All campus events have an 11 p.m. curfew Sunday through Thursday, a 1 a.m. curfew on Friday and Saturday in residential locations such as the Prescott Tavern and Dining Commons, and a 2 a.m. curfew in all other locations.

The event services and summer programs office staff will help you handle any decisions about specific setups, catering, and media services. Ten business days' notice is required in order to guarantee any specific requests. The requestor of the event is responsible for any and all fees incurred by the event. Any external vendor orders (rentals, linen, etc.) arranged through the event services and summer programs office requires a purchase order prior to delivery. Orders will be canceled if purchase orders are not received.

Bookstore and Textbook Department

bookstore@hampshire.edu
Box BS, x6000
Bookstore: Library building, ground floor

Regular semester hours:
M–F, 8 a.m.–8 p.m.; Sat and Sun: noon–8 p.m.

Reduced Hours: M–F, 8:30 a.m.–4:30 p.m.,
closed weekends

The Hampshire College Bookstore is located on the ground level of the library building and comprises the textbook shop, the Hampstore, and the online Emporium webstore (<http://emporium.hampshire.edu>).

The Hampstore features an incredible array of snacks and beverages; frozen and refrigerated foods; ready-to-eat and make-it-yourself meals; natural foods; and local products, including dairy. Don't miss our hot coffee and tea counter. You'll also find Hampshire-imprinted clothing and gifts; magazines; computer supplies; and Peter Pan bus tickets.

The textbook shop offers a large number of used and rental titles, saving students money and contributing to Hampshire's goal of encouraging sustainability within our campus community. Textbook buybacks occur at the end of each semester, as well as throughout the entire year. This gives students the opportunity to sell their textbooks for cash. The textbook shop is accessible whenever the main store is open; please ask a staff member for assistance when the textbook shop is closed.



STUDENT FINANCIAL SERVICES

sfs.hampshire.edu
Box SFS
Blair Hall, 1st floor
Public office hours are Monday through Friday,
9 a.m.–4 p.m., except lunch hour

The student financial services office provides services to students and families regarding financial aid and loans, student accounts, and student employment.

More detailed information about each area is available at sfs.hampshire.edu.

Financial Aid

Box SFS or FA
x5484

This area is responsible for the distribution of all sources of financial aid from federal, state, and institutional funds to eligible students. Information about student and parent loans is also handled here. Visit financialaid.hampshire.edu and/or loans.hampshire.edu for more information.

Student Accounts

Box SFS
x6982

This area is responsible for the billing and processing of tuition and related fee payments. We are also the contact office for student health insurance issues and concerns. Visit studentaccounts.hampshire.edu for the fee schedule and other pertinent information.

Student Employment

Box SFS
x5727

This area is located across the hall from Student Financial Services and handles all aspects of student employment for both on- and off-campus positions. Please refer to the student employment section of the Intranet for job postings, procedures, guidelines, and students' rights and responsibilities.



The image features a central white banner with a blue border, containing the text "Academic Policies". The banner is surrounded by numerous blue and white swirls of varying sizes, some overlapping the banner's edges. The entire composition is set within a white rounded square frame with a thin blue border.

Academic Policies



ACADEMIC RECORDS

Students' academic files are the responsibility of the central records office. Students have access to their paper files at any time during open office hours; online evaluations are available through TheHub at <http://thehub.hampshire.edu>. A picture ID must be presented upon requesting the paper file, which generally contains only outside evaluations of activities such as learning activities and internships, and transcripts for study-abroad programs. Any of the records may be photocopied on the machine located in the central records office.

DIRECTORY INFORMATION

It is college policy to keep student records confidential, with the exception of the following "directory information," which is considered public. It will be made available upon request at the discretion of the central records staff, unless a written request to withhold directory information is given to the director of central records. Students should realize that withholding this information may complicate enrollment verification to future employers or graduate schools and dissemination

of information from within the College. Public directory information is considered to be:

- Name
- Primary address and phone number
- Campus address and phone number
- Campus email address
- Identification photo
- Dates of attendance
- Field of concentration
- Name of advisor
- Participation in officially recognized activities/course enrollment
- Dates, titles, and committees of divisional examinations
- Most recent educational institution attended

Telephone inquiries for alumni addresses and phone numbers are answered by the alumni and family relations office, which releases this information only to other alumni, Hampshire and Five College faculty, and other inquirers expressly authorized by the alum. Hampshire students interested in contacting alums are encouraged to email alumni@hampshire.edu with their requests.

PRIVACY OF RECORDS

Privacy rights apply only to currently enrolled students; Hampshire applicants, former students and alumni are not covered. These rights pertain to any educational records in whatever form maintained by the College.

Type of Record	Responsible Officer
Academic	director of central records
Admissions	dean of academic support and advising/ director of admissions
Disciplinary	dean of students office
Financial Aid	director of financial aid

The following are not considered "educational records" and access will not be provided:

- Personal files kept by a college staff member if the record is not revealed to others and is kept in the sole possession of the staff member
- Student employment records that relate exclusively to the student in the capacity of an employee



- Records maintained separately from educational records solely for law enforcement purposes
- Medical records maintained by the college student health clinic
- Parents' financial records

Access to student educational records will be provided without prior written consent where such disclosure involves:

- Hampshire College officials who have a legitimate educational interest in the record; a school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks
- Officials of another school in which the student seeks or intends to enroll
- Federal, state, and local agencies and authorities as provided under law
- Parents of an eligible student if the student is claimed as a dependent for income tax purposes
- Organizations conducting studies for or on behalf of an educational institution, where such studies will not permit personal identification of students or their parents by those other than the representatives of such organizations
- Appropriate parties in a health or safety emergency
- Compliance with a disciplinary order or lawfully issued subpoena, where reasonable effort has been made to notify the student in advance of compliance
- Other circumstances permitted by the Family Educational Rights and Privacy Act of 1976, as amended

The following college personnel have access to the file: staff of central records, dean of faculty, Center for Academic Support and Advising, admissions, and Student Life; offices of the College with responsibility for academic programs; the student's advisor; current and potential divisional committee members; and college employees gathering data for legitimate college purposes. To qualify as legitimate and educational, an interest must be related in a clearly discernible way to the conduct of the normal business of the institution or to the educational welfare of the individual student or of other students. Exceptions to this policy may be made in individual cases with the

permission of the director of central records, provided that the exceptions are consistent with applicable law.

REQUEST FOR AMENDMENT TO EDUCATIONAL RECORDS

If an eligible student believes information contained in the educational record is inaccurate, misleading, or in violation of the student's privacy, the student may request a review of the record and its amendment. If appropriate college officials so decide, the record should be amended within 30 days. If the College decides not to amend a record, the student shall be notified immediately and informed of the right to a hearing. A hearing may not be requested in cases where the student is disputing a faculty member's judgment of academic work. Such disputes should be taken up in consultation with the appropriate School dean and the dean of the faculty.

WAIVER FORMS

Upon matriculation, students are asked to complete a waiver online stating whether or not the College can provide information about academic progress and/or copies of narrative evaluations to parents, upon their request. If the form is not completed, it will be assumed that information about a student's academic progress may be given. A student wanting to rescind or revise permission for access may do so online at any time.

TRANSCRIPTS

The Hampshire College transcript includes the following:

- Dates and titles of divisional work passed and in progress; Hampshire College courses and evaluation status for which the student is properly registered; cocurricular activities; Five College grades; and field study, leaves of absence, graduation, and/or withdrawal dates. All Five College grades are included. An optional list of evaluated learning activities specified by the student may also be included.
- The Division III evaluation, including two advanced educational activities
- The Division II evaluation, including the community engaged evaluation and evidence of completion of the multiple cultural perspectives requirement
- The Division I evaluation
- The Division II or III contract abstracts when the evaluation has not yet been received.



All course evaluations and/or Division I Portfolio Assessments are included in transcripts prepared for students who have not yet received the Division II evaluation. Division III students and graduates may select representative evaluations of course work, field studies, internships, and so on.

Transcripts also include a description of the academic program, a key to the transcript, and recommendations for awarding transfer credit.

Requesting a Transcript

When a student first anticipates needing a transcript for graduate schools, summer school, transferring, or other reasons, they should go to central records, review the file, fill out an official request form, and indicate the addresses to which the transcript must be sent and any deadlines for receipt. Forms are also available on the central records webpage. No transcript can be issued without a student's written permission and signature.

It can take up to five business days to prepare a transcript.

Cost

Students are billed a one-time transcript fee, which entitles them to request transcripts both while enrolled and in the future at no additional charge. Students are responsible for expedited shipping costs.

Maintenance of Student Files

Students should prepare their transcripts before leaving the College. Final documents are kept on permanent file in central records by scanning onto CD-ROM after students leave Hampshire. Students who have not requested final transcripts prior to scanning may not have the option of selecting representative additional evaluations.

Transcripts/Outstanding Obligations

Students who have outstanding financial obligations to the College may not receive official transcripts, nor will transcripts be issued to a third party.

Transcripts will not be issued for any student who has defaulted on any federal student loan until the College has been notified by an agency that the student is no longer in default.

If a student has not fulfilled any disciplinary sanctions imposed by the Hampshire College Community Review Board, the dean of students office, or the residence staff, the degree will be withheld and official transcripts will not be released.

If a student is suspended for disciplinary reasons, the dates of suspension will be noted on the student's transcript. This information

will be removed upon a student's readmission to the College, or when the suspension date has passed.

Transcripts of students who are expelled for disciplinary reasons will bear the notation "Permanently separated on [date] by the dean of students." This notation will not be removed.

Students who have not fulfilled obligations as described above may be issued one unofficial transcript that will be stamped with "issued to student" and "outstanding obligation". Transcripts will not be issued to a third party.

COURSE REGISTRATION

There is an advising and preregistration period each semester during which students meet with their advisors to discuss their proposed programs for the following semester. Hampshire students may preregister for both Hampshire and Five College courses at this time. Students cannot preregister for courses for the following semester until their advisors give them permission on TheHub, so it is essential for students to meet with their advisors. Course registration instructions are located on the central records webpage. Students may register for courses until the end of the registration period indicated in the academic calendar. Courses dropped after the end of the registration period will be recorded on the student transcripts as "W" for "withdrawn." Students with documented medical reasons



or other verified, unforeseen grounds of personal or family hardship may contact the Center for Academic Support and Advising to request an exception to this policy. If a course is not properly dropped by the deadline, a “no evaluation” notation will be recorded on the transcript. In the case of a Five College course, a grade of F will be recorded.

Students are responsible for verifying the accuracy of their schedules online and making corrections to the schedule by the published deadlines. Students may add courses after the add/drop period only through an appeals process. Students must complete a Late Add Justification, which includes a description of the extenuating circumstances, and the signatures of both the instructor of the course and the advisor. This form must be submitted to central records, and requests to add late will be considered by an appeals committee. Requests to drop a course after the final deadline will not be considered.

The need to observe religious holidays will be honored by arrangement with individual faculty members. The Commonwealth of Massachusetts statute ensures that any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day, provided, however, that such makeup shall not create an unreasonable burden upon the College. No adverse or prejudicial effects shall result to the student.

FIVE COLLEGE COURSES

Listed below are the rules and regulations covering enrollment in off-campus courses. These regulations have been worked out by mutual agreement among the Five Colleges. Registration instructions are located on the central records webpage.

- Students may preregister for a maximum of two Five College courses. During the add/drop period, students may request additional Five College courses. Students may take no more than two courses at Amherst College in any one semester.
- Off-campus courses do not incur extra tuition charges unless there are special lab fees, music lesson and practice fees, or special materials. Registration for Five College courses in any registration period is completed on TheHub through the Five College course request system. Enrollment in a course is not guaranteed until the class actually begins.
- If a student fails to enroll properly in a Five College course by the stated deadline, the grade in the course will not be recorded. The other colleges will not permit enrollment after this date even if the student has been attending the course.

- For yearlong courses, students must repeat the registration process for the spring term.
- Students taking Five College courses are subject to the grading system, calendar, and academic honor system of the host institution and must take all exams at the time scheduled by the host institution. Five College registration policies and practices vary from institution to institution. (Some instructors in the other four colleges will provide a written evaluation in addition to the required grade, on request.) A Five College grading system is used by the five colleges. Students may be graded on a 14-point system (A+, A, A-, B+, B, B-, etc.) when taught by Five College–appointed faculty.
- Division III students who enroll in off-campus courses to fulfill advanced educational activities that extend beyond Hampshire graduation deadlines should be aware that formal awarding of the degree will be delayed if confirmation of course completion is not received prior to commencement.

JANUARY TERM

January term (three weeks in duration) at Hampshire offers a unique opportunity to pursue a variety of interests. Students may study a specific subject in depth, take practical courses or workshops, participate in seminars, or work independently on divisional examinations. January term can also be a time to study something that doesn't fit into the regular program of study. Important features of January term are an intensive foreign language program and faculty-led international and domestic short-term field courses.

Faculty members may use January term to experiment with new approaches or explore new subject matter. January term faculty include both regular and visiting faculty. There are also course offerings and/or workshops by alumni, staff, and students.

The College strongly encourages participation in January term. Students may also work, travel, or study elsewhere in January. Students may participate in January term courses offered at the other private colleges in the consortium, if open to Hampshire students. At the University of Massachusetts Amherst, January term courses are offered through the Division of Continuing Education, which is not part of the Five College interchange, and are scheduled earlier, during the university's winter term. Students may participate in these courses, but must pay the required fees and request a separate transcript.

January term is considered part of the fall semester. Students on leave of absence during the fall semester may not enroll in January term courses. Students on field study or exchange during the fall semester may enroll in January term courses only with special permission from the dean of academic support and advising. Students are expected



to register for and complete the January term class that is relevant to their divisional work. Field-study students who obtain this permission must live on campus and pay the fees for tuition and room as listed in the fee brochure distributed by student financial services and on the student financial services website. Fall term Hampshire exchange participants who obtain this permission will not be required to pay additional tuition fees, but will be assessed housing fees on a program-by-program basis.



ADVISORS

The advisor is fundamental to the student's sense of satisfaction and progress at the College. The relationship between advisor and advisee should genuinely support the student's intellectual growth and provide the student with an important resource for academic training.

MAJOR ROLES OF THE ADVISOR

- Assisting students in planning an academic program and developing their educational interests
- Helping students understand Hampshire's programs and procedures
- Assisting students in maintaining their academic files
- Contributing to the determination of students' academic standing (refer to section on guidelines for academic progress)
- Writing letters of recommendation upon request from a student

- Counseling students about field study, exchange, leave of absence, and withdrawal

It is the student's responsibility to schedule an appointment to discuss their academic progress at a minimum on advising days and at the end of each term. During Division I, the faculty member teaching the student's tutorial will serve as the student's advisor and write the Portfolio Assessment the student receives upon completion of Division I.

During advanced studies, the Division II or III chair usually serves as the academic advisor, unless a student, by filing a form with the Center for Academic Support and Advising, requests that a different faculty member serve as the academic advisor. The Division II or III chair will retain access to the student's academic records in such cases.

Close student–faculty relationships are a central feature of a Hampshire education. Every student is assigned a first-year advisor 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. First-year students are 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. The first-year tutorial provides an initial basis for the advisor to get to know and assess the advisee's academic progress. Spring term first-year entrants are assigned an advisor who is teaching a class in which the students are enrolled, as there are no first-year tutorials offered in spring term.

Transfer students are assigned an advisor in an area of interest described in a student's proposed program of study.

THE ACADEMIC PROGRAM*

*** Important Note: This program applies to fall 2011 entering students only. Students who entered Hampshire College prior to fall 2011 should refer to the academic program that follows this one.**

Hampshire College 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 accomplishing Hampshire's four core cumulative skills goals:

- To write analytically and apply informed research practices



- To understand and apply quantitative methods of analysis and reasoning
- To successfully conceive and complete independent project-based work
- To understand and incorporate multiple cultural perspectives on intellectual or artistic subjects

In Division I, students pursue foundational studies in the liberal arts by designing a first-year curriculum in which they satisfy distribution requirements in various areas of study and develop competence in the four core cumulative academic skills.

In Division II, students explore their chosen field(s) of emphasis (the concentration) through an individually designed program of courses, independent work, and internships or field studies. In addition to these requirements, students in Division II must include volunteer services to Hampshire or the surrounding community as a part of their Hampshire education and demonstrate an understanding or an engagement with multiple cultural perspectives as they relate to their course of study.

In Division III—advanced studies—students complete a major independent project centered on a specific topic, question, or idea as well as two advanced educational activities. In the advanced activities, students are asked to look beyond the specific focus of their work by integrating their work into the larger academic life of the College by engaging in advanced courses, internships, or teaching assistant positions.

DIVISION I

Division I is the foundation of Hampshire's unique three-tiered divisional system, providing a broad introduction to fields and approaches from across the College and requiring independent as well as collaborative work. Actively negotiated at each step by the student and advisor, Division I paves the way for a well-conceived individualized concentration in Division II, and, ultimately, for Division III, upon completion of which all graduating students are expected to be fully capable of conceptualizing and executing advanced independent projects. In Division I, students are:

- Exposed to a wide range of distinct critical, scientific and creative approaches across the academic program and encouraged to make critical connections between and across subjects and methodologies
- Required to assess and demonstrably refine their abilities in four core cumulative skills (writing and research; quantitative skills; independent work; and multiple cultural perspectives)
- Asked to engage in collaborative projects that maintain and improve the Hampshire campus community outside of the classroom

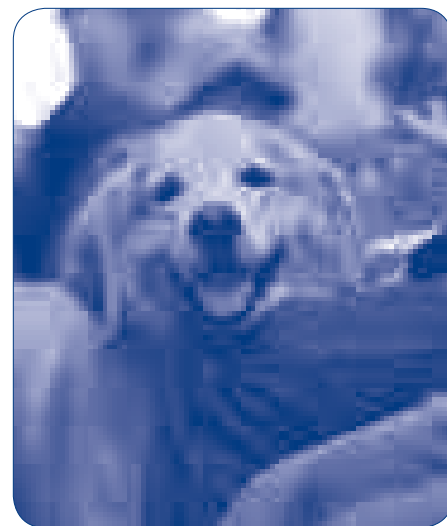
A student's advisor will periodically review academic progress during and at the end of each semester of Division I to identify the student's developing areas of strength as well as indications of the need for further study.

During their first two semesters of enrollment, first-year students must complete satisfactorily at least seven faculty-evaluated courses (which may include independent study), four of which must meet areas of distribution in four of the five areas listed below, and a Campus-Engaged Learning Activity (CEL-1, described below). The five distribution areas, which faculty have identified as characteristic of and fundamental to Hampshire's distinctive academic program, are:

- 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)

In addition to completing courses in four out of the five distribution areas, first-year students must take at least three elective courses drawn from the curriculum offered by any of the Schools of Hampshire College (Cognitive Science, Critical Social Inquiry, Humanities, Arts and Cultural Studies, Interdisciplinary Arts, Natural Science) or from the Five Colleges. Students must receive a grade of C or better in a Five College course. Distribution requirements may only be satisfied by 100-level Hampshire courses or specifically designated 200-level Hampshire courses. Fall entrants take a required tutorial, a small, advisor-led seminar, which also counts for distribution.

Students are strongly encouraged to incorporate language study into their academic program. Because languages are best learned when studied continuously, students electing to study another language are strongly encouraged to enroll in language courses in the first year. Language study is also good preparation for study abroad in Division II or III.



Language courses are part of the Culture, Humanities and Languages (CHL) distribution area and may be used to fulfill that requirement.

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

All CEL-1 activities must:

- Involve collaborative learning
- Include a minimum of 40 hours of work (over the course of one or more semesters)
- Include or be accompanied by systematic documentation and written reflection on the learning

The CEL-1 requirement enables entering first-year students' early integration into the life and ethos of the College. The basis of a Hampshire education, Non Satis Non Scire ("Not to know is not enough"), requires all community members to make active connections between their academic pursuits and other areas of their lives, recognizing that the projects we undertake outside of the classroom matter. Hampshire College also expects faculty, staff and students to work collaboratively toward the achievement of shared goals, and to contribute to our community in imaginative ways. The CEL-1's collaborative spirit and the requirement that students reflect critically and think carefully about their own engagement also prepare them to become critically engaged scholars, artists and scientists who participate actively and responsibly in the Hampshire community and the larger world. While students and advisors can select a CEL-1 from among well-established options—activities that Hampshire students have long been actively engaged in—the requirement also encourages projects pioneered by Division II and III students, staff, and faculty members themselves. With the advisor's approval, groups of first-year students may propose, design and carry out new, innovative CEL-1 projects that enhance students' ability to work with others toward shared goals. CEL-1 projects can be aimed at improving the campus, enhancing our academic program and its connection to applied, practical non-course-based activities, addressing specific needs, or at building a spirit of community and collaboration across our varied constituencies.

Transfer students must complete courses in four of the five distribution areas plus four additional (elective) courses. The elective courses may be drawn from courses taken prior to enrolling at Hampshire, courses completed at Hampshire, or a combination of the two. Transfer students do not complete CEL-1 at the Division I level but are required to complete CEL-2 at the Division II level.

First-Year Students with AP, IB, or Prior College Work

Students who have completed fewer than 15 semester or 23 quarter credits of college work will be considered first-year entrants and must meet all distribution and additional course requirements of the Division I curriculum.

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 Schools. AP or IB placement must be recorded by central records before it can be used for Division I.

College course work recorded for credit on students' high school transcripts may not be used at Hampshire College.

College courses not recorded for credit on the high school transcript may be considered for use in Division II with the approval of the committee chairperson. These courses may not be used in Division I either for placement into 200-level courses or to satisfy distribution requirements.

Completion of Division I

At the end of the second semester of enrollment, first-year students are responsible for preparing a Division I portfolio that contains completed course evaluations, representative samples of work, a self-evaluation that reflects on their studies in Division I, including the importance of the CEL-1, and an exploratory statement about the student's goals for Division II. Students meet with their advisor to review and discuss their academic progress during the academic year, and to determine the appropriate schedule for passing Division I. After receiving evaluations for second-semester work, and after reviewing the Division I portfolio, the advisor will determine if a student has satisfied all Division I requirements, and (if so) will pass the student's Division I examination by the beginning of the third semester. Students who do not satisfy all Division I requirements on the basis of their first two semesters' work should consult with their advisor to address the need for further study to ensure the satisfactory completion of Division I, including the distribution requirements, courses, CEL-1, and progress on the cumulative skills.

The Division I self-evaluation must be filed online when a student has satisfied the Division I requirements, including a retrospective essay reflecting on Division I work, and a successful review of the Division I portfolio with the faculty advisor. Students must also save online the final selection of courses used to fulfill Division I requirements. When Division I is complete, the advisor then prepares an evaluation online based on the Division I portfolio. Students must complete Division I before filing Division II.



When transfer students complete all the Division I course requirements, they should notify central records in order to record a Division I pass. Transfer students do not need to write a Division I self-evaluation or submit a Division I portfolio. They will not receive a Division I evaluation. Transfer students should refer to the transfer policy section.



DIVISION II

Division II is the core of a student's education at Hampshire College. It consists of an area of concentration pursued through courses and other learning activities, as well as the Multiple Cultural Perspectives requirement, additional studies outside the area of concentration as appropriate, and the Community Engagement and Learning requirement (CEL-2). The Division II final meeting, at which the concentration is passed, completes the process.

The concentration is an area of learning that the student pursues in greater depth according to their individual interests and needs. Each student designs and carries out a concentration with the guidance and supervision of a committee of faculty selected by the student for this purpose. Two Hampshire College faculty must be members of the committee, one of whom serves as chair. A Five College faculty member or an individual from the surrounding community may occasionally serve as a third member.

Within the limits of the resources of the College, the Five Colleges, and the ability of the student and the student's committee to locate resources for the student, there is great latitude in the design of a concentration. It is essential, however, that a concentration proceed on the basis of a plan, that it be a coherent body of studies, and that it build from work at foundational levels to advanced work. Division II comprises four semesters of work (usually the second and third year of study), with the portfolio of work submitted to the committee at the conclusion of Division II representing the equivalent of four semesters' worth of work in the concentration in Division II. The Division II contract must be formally filed at the latest by the deadline at the beginning of the fourth semester, but may be filed as soon as the student has passed Division I after the second semester.

In the concentration, the student seeks to achieve a grasp of particular knowledge and techniques, the broader concepts that lie behind them, and critical and analytical skills appropriate to the relevant disciplines. A concentration may range from a plan of study similar to that of a traditional college major to a highly individualized program of study that encompasses several disciplines or areas of conceptual thought and understanding. It may include a number of kinds of learning activities: independent studies and projects, courses, reading programs, internships, and other forms of field study away from the campus.

The concentration is not the whole of a student's work in Division II; additional studies outside the area of concentration are also an important part. Along with the concentration, the student is expected to pursue academic interests in areas unrelated to the concentration, much as a student at a traditional college would engage interests outside the major. Because these additional studies need not meet the criteria for a concentration (coherence and building), this feature gives the Division II student an added measure of flexibility and freedom in designing a course of study.

When students have completed sufficient studies in the area of concentration to pass Division II (usually at the end of the third year, or sixth semester), they submit a retrospective and a portfolio of their work to their committee. If the committee agrees that a student is ready to pass, they hold a final meeting. When a student has passed Division II, the committee records a pass online, and files a written evaluation online that becomes part of the student's academic record.

Division II Requirements

In addition to carrying out the work defined by the Division II contract, every Hampshire student must complete two academic requirements prior to completing Division II work: Multiple Cultural Perspectives and Community Engagement and Learning (CEL-2).



Multiple Cultural Perspectives

Hampshire College is committed to the principle that a liberal arts education should include a serious engagement with multiple cultural perspectives. The Multiple Cultural Perspectives requirement is to be an integral part of the set of questions that guide the Division II at its inception (Division II contract) and completion (Division II portfolio). In consultation with their Division II committee, students will fulfill the requirement through substantial engagement with one or more of the following critical issues: non-Western perspectives; race in the United States; and relations of knowledge and power. At the completion of the concentration, students will present the results of their work on the Multiple Cultural Perspectives requirement in their Division II portfolio, including course work and/or independent research. Students will also describe in their retrospective essay (or elsewhere) the impact those explorations have on their concentration as a whole. This requirement will be described and assessed as part of the Division II evaluation.

Critical Issues for Multiple Cultural Perspectives Requirement

In satisfying this requirement, students can choose to address one or more of the following critical issues. However, students are encouraged to integrate all three issues into their Division II:

- A. Non-Western perspectives. Study of non-Western peoples and cultures will help our students to understand better the cultural diversity of the interconnected world at large. An intellectually vigorous engagement with non-Western perspectives expands the way one comprehends the world. To achieve this goal, students must incorporate study of non-Western peoples and cultures into their Division II.
- B. Race in the United States. Study of the history, politics, and culture of race in the United States and elsewhere will enable our students to understand better the conditions that underlie discrepancies of power that often fall along racial lines. Serious academic study of theories and analyses pertaining to “race” offers a more critical approach to students’ education. To achieve this goal, students must incorporate study of the roles that race and racism play in American culture and society into their Division II.
- C. Knowledge and power. The influence of discrepancies in power and privilege is hidden from most scholarly discourse, where the canons of academic disciplines are apt to be presented as neutral and universal. Study of how academic knowledge may be shaped by relations of power and difference will help our students think more critically about the processes under which intellectual or artistic perspectives can be either privileged or marginalized. To achieve this goal, students must incorporate study of the relations between power and knowledge, in regard to either non-Western perspectives or race, into their Division II.

Community Engagement and Learning (CEL-2)

In keeping with our educational mission, Hampshire expects every student to contribute something of value to the larger college community and encourages them to “advance the cause of social justice and the well-being of others” outside Hampshire. A commitment to engaged scholarship also emerges from Hampshire’s distinctive pedagogy, which stresses the importance of critical inquiry and the development of knowledge that enables students to participate responsibly in a complex world. The Community Engagement and Learning requirement (CEL-2) encourages students to design multiple opportunities to build community on campus and seek innovative ways to help address critical needs as defined by communities and organizations outside the College. Off-campus projects are negotiated collaboratively between students and community organizations and should be founded on reciprocity and sustainability. Hampshire encourages students to integrate into their academic work, through documentation and reflection, the knowledge gained from extending their learning venues beyond the classroom. The requirement sets minimum standards for completion, but students are encouraged to engage in socially responsible activities and take advantage of the opportunity to incorporate engaged scholarship and learning throughout their Hampshire education.

Working closely with their academic advisors, Hampshire students will design and fulfill their Community Engagement and Learning requirement after they have filed and before the conclusion of their Division II. Engaging in a sustained, semester-long equivalent (about 40 hours) of community-based learning, students will demonstrate social responsibility by meeting agreed-upon goals defined by an organization, person, or community on or, more typically, off campus. To the extent possible, these contributions and the engaged learning that results will complement or in some way further a student’s academic course of study, and may take many forms. Typical examples are:

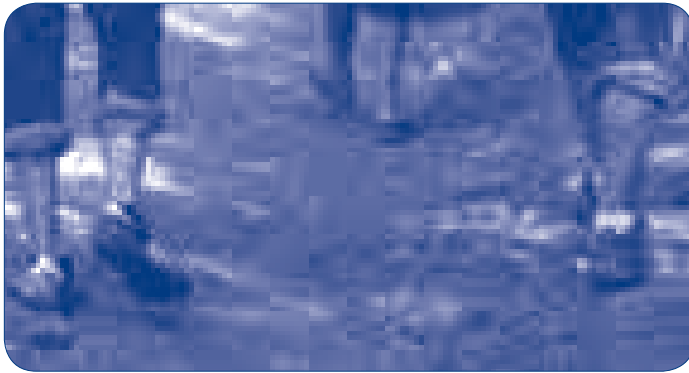
- Internships (in local, national, or international settings) that are arranged through a course, through a Hampshire program, or independently
- Various forms of mentoring in one’s area of growing expertise (e.g., teaching assistant position, ESL, or other types of tutoring)
- Other types of applied work that require students to utilize and build upon skills and expertise related to their divisional work (e.g., campus organizations, apprenticeships with NGOs, museums, or schools)

All students must carefully negotiate their proposed form of community engagement with their Division II committee before initiating the activity in order to determine if it meets the criteria and spirit of



this requirement. While integration of the Division II Community Engagement and Learning Requirement into the student's area of concentration is desirable, it is not required.

Students are expected to engage in ongoing reflection on the relationship between their own learning goals and community needs as defined by the individual(s) or organization(s) with whom they are working. A reflective essay that describes the work accomplished, the need(s) being addressed, the learning that took place from this experience, and (where applicable) the integration of this learning with the academic focus of a student's concentration will be included in the final Division II portfolio, along with any documented project work completed for the sponsor. Upon completion of each activity, a supervisor must sign a brief form and evaluate the student's work. This evaluation, the reflective essay, and accompanying documentation must be included in the Division II portfolio.



Division II Field Study or Exchange

Students may include off-campus study at any time during the Division II, taking opportunities to study abroad or elsewhere in the United States, either on Hampshire Exchange or on field study. Because of the need to pass Division I, form a committee, and file Division II, off-campus study is not recommended for third-semester students except in exceptional cases. To be eligible for exchange or field study, students must file for Division II prior to the start of their semester off campus.

Students on field study or exchange during the fall semester may enroll in January term courses only with special permission from the dean of academic support and advising. Students are expected to register for and complete the January term class that is relevant to their divisional work. Field study students who obtain this permission must live on

campus and pay the fees for tuition and room as listed in the fee brochure distributed by student financial services and on the student financial services website. Fall term Hampshire Exchange participants who obtain this permission will not be required to pay additional tuition fees, but will be assessed housing fees on a program-by-program basis. Refer to the Field Study or Exchange section or the Center for Academic Support and Advising website for more information.

Procedures for Division II Work

Overview

Students begin to formulate preliminary ideas for a course of study in Division II towards the end of the second semester. As a result of discussions with the faculty, by the beginning of the third semester (and no later than the beginning of the fourth semester) a Division II committee is formed, consisting of two Hampshire College faculty who, together with a student, discuss how the student's interests and goals might be best addressed. The student drafts a Division II contract—a description of various learning activities to be completed over the span of Division II that reflects the student's interests and goals as well as the concern for breadth and intellectual rigor.

As each student carries out Division II, the faculty committee provides guidance in the form of critical comments, advice, and ongoing evaluation. The process culminates in the presentation of a portfolio consisting of papers written for courses or independent projects, course and fieldwork or internship evaluations, artistic products, and other evidence that the terms of the Division II form have been fulfilled. The student and the committee members discuss the material, and if the student is judged to have passed the Division II, the Division II committee prepares a Division II evaluation that will be recorded in the student's online academic file.

When determining whether a student's Division II is ready to be passed, the faculty committee takes into consideration: the number and type of courses and other learning activities in the portfolio and whether they form a comprehensive body of work; the student's proficiency with writing and other modes of expression and presentation; and the student's readiness, in terms of requisite knowledge and skills, to embark on the proposed Division III project.

Filing Dates and Deadlines for Division II

Central records publishes the academic calendar detailing the filing deadlines for each academic year.

Procedures

- If students completed all the requirements for Division I in their first year, they submit a preliminary statement about their goals



for Division II in their Division I portfolio, which forms the basis for further discussion with their advisor and potential Division II committee members. Students who are still working on completing Division I requirements in their third semester or are still developing their ideas for a Division II concentration post a preliminary Division II proposal on TheHub briefly indicating their area(s) of interest for this Division II concentration during the middle of that third semester. Students name three potential faculty members who could serve as the chair of the committee and three who could serve as the member (these may be the same three for each). This alerts faculty about which students want them on their committees and sets the stage for students to contact these faculty for face-to-face meetings.

- Courses taken during the first two semesters of enrollment not used to fulfill Division I requirements may be applied to the Division II if relevant. Courses taken during the third semester of enrollment, if not needed to fulfill Division I requirements, will also become part of the Division II concentration if relevant, even though the Division II has not yet been filed on TheHub. In all instances, the third semester is considered a Division II semester.
- In consultation with the advisor and the potential members of the concentration committee, the student drafts a Division II contract online. As the contract indicates, the student should state the general goals of the concentration, naming the fields of inquiry, techniques, and skills that the student seeks to understand and develop through the plan of study, and indicate prior experiences, including those in Division I, that contributed to the choice of the concentration; outline the learning activities that will constitute the plan of study, showing how they relate to its general goals; indicate expectations for assistance and supervision that the student will receive from faculty; and state the ways in which the student intends to demonstrate fulfillment of the Division II. The contract also includes a statement of how the student's work relates to the Multiple Cultural Perspectives requirement (see above) and, if possible, how the student plans to fulfill the Community Engagement and Learning requirement.
- A member of the Division II committee is designated as the chairperson. The chairperson has the primary responsibility for monitoring the progress of the concentration, overseeing the final meeting, and writing the student's Division II evaluation. The Division II chair serves as the academic advisor, unless a student, by filing a form with the Center for Academic Support and Advising, requests that a different faculty member serve as the academic advisor.
- Students should work on developing their Division II contracts, in consultation with their advisors and relevant faculty members,

during their third semester. Depending on their Division I pass date, students may post the contract as ready for faculty signatures anytime between the beginning of the third semester and the beginning of the fourth semester of enrollment (the final deadline). Committee members electronically sign the contract, which files it with central records. Division II is a four-semester undertaking, with at least three semesters completed after filing the Division II contract. The portfolio of work submitted to the Division II committee represents the equivalent of four semesters' worth of work in Division II.

- The initial Division II contract may be and usually is amended or rewritten during the period of work on the concentration. The revised concentration form must be signed by all members of the committee.
- The student is responsible for fulfilling all the commitments detailed in the Division II contract. Evidence of completion will typically include course evaluations, Five College grades, research papers, and lab work; fulfillment of the Multiple Cultural Perspective; and evaluations for internships, independent studies, performance, artistic work, and Community Service or Community Engagement and Learning. All work completed on field study or exchange must be evaluated, documented, and recorded by the central records office.
- Periodic feedback from the committee chairperson will provide a sense of how the concentration is progressing. Before a final meeting is scheduled, the student should contact the chairperson to verify that all of the materials to be submitted for evaluation as specified by the contract have been made available to each committee member. At that point, the student should arrange



the time of the final meeting with each of the members of the committee. Although the format and style of the final meeting varies, it is normally an oral examination of the student's Division II work, which involves a discussion of the central questions addressed in the concentration.

- Students are encouraged to include a statement about prospective Division III work as a part of the Division II portfolio submitted for evaluation. It is expected that Division III work will grow out of Division II work, as Division III is not the place to acquire knowledge, skills, methodologies, and techniques necessary for independent study. Division III work should be undertaken in a different area of study only in cases in which the student has appropriate other background that constitutes suitable preparation for advanced work.
- Prior to the final meeting, students must submit a final revision of the Division II contract on TheHub, updating the list of courses and other learning activities included in the concentration. The revision should also contain any necessary changes in committee members, community service requirements, and other aspects of the concentration form. The Division II committee should sign the revised contract on TheHub prior to the final meeting.
- Students must submit their Community Engagement and Learning evaluations to central records for recording prior to the final meeting. The evaluation should be on letterhead of the institution where the student provided service, and include a description of the work done and evaluative comments of the student's performance. It should be signed by the evaluator and contain the evaluator's name, title, and institutional affiliation.
- All Hampshire faculty committee members must sign the online pass form. The pass date recorded will be the date the last committee member signs the pass online. The committee chairperson will then write a formal evaluation online in accordance with evaluation deadlines.
- NOTE: Under exceptional circumstances, students who have made accelerated progress in their Division II studies may, with the support of their Division II committee, request to complete Division II at the end of five semesters of enrollment. To do so, students must complete the application form available at the Center for Academic Support and Advising and secure written support from both Division II committee members. The full application must be submitted to CASA no later than November 1 or April 1 of a student's fifth semester. The granting of such a request would allow the student to begin the Division III at the beginning of the sixth semester. Division III requires at least two full semesters of enrollment.

DIVISION III

In the final two semesters, students undertake a major independent project with the guidance of a committee. Typically, Division III projects explore in depth a specific aspect of the student's Division II work. Division III students devote the major part of their time to the independent project. Students must also undertake two advanced educational activities while they are engaged in Division III work. The primary activity must be an advanced-level course or supervised teaching activity. The second may be one of the above activities, a

supervised internship, or a course of independent study for which the student is properly registered.

The Advanced Independent Project

Each student designs, implements, and completes an advanced independent project that encompasses a sophisticated and complex set of questions, concepts, skills, and abilities. The completed project should clearly demonstrate the student's ability to perform



advanced work. The culmination of the Division III project—whether a thesis, portfolio, film, exhibit, recital, performance, or committee-approved combination of these—must be in a form that can be evaluated by the student's faculty committee.

Division III Advanced Educational Activities

We expect scholars and artists to move beyond the boundaries of their particular fields of expertise and to participate in the collective activities that help to define and invigorate intellectual life. In a similar way, students are expected to engage in activities concurrent with their Division III independent study project that have the double goal of broadening the scope of their intellectual endeavor and making their more mature skills and viewpoints available to the College at large. All advanced educational activities must demonstrate a serious academic/intellectual approach and engagement at an advanced



level. They must indicate semester-long involvement, be evaluated by faculty and take place in a setting that permits interactions with other students who are working at an advanced level.

Students must undertake two advanced educational activities while they are engaged in Division III work. The primary activity must be an advanced-level course or supervised teaching. The second activity may be an advanced course; supervised teaching; a supervised internship; a course of independent study for which the student is properly registered; or facilitation of an EPEC course that is planned with and evaluated by a Hampshire faculty member. If the student and committee decide on an internship, independent study or facilitation of an EPEC course, that activity and its rationale must be explained in the Division III contract so that when it is reviewed by the School dean the reader understands the reason for the proposal. In all cases, the student's primary activity must be an advanced course, or supervised teaching. Students who take an advanced course at another college or university must receive a grade of C- or better in a credit-bearing course of at least three credits in order for that course to count as an advanced activity. Division III students who enroll in off-campus courses should be aware that formal awarding of the degree will be delayed if confirmation of course completion is not received prior to Hampshire's commencement.

The work for all advanced educational activities must be completed by the end of the Hampshire examination period. Students may not negotiate an incomplete in the final semester for any advanced activity. Failure to complete an advanced activity—whether advanced course, supervised teaching, internship, or independent study—will result in the student having to complete an advanced-level course at another institution, pre-approved by the Division III chairperson in a revised contract. The student's graduation date will be delayed until after receipt of a transcript documenting successful completion of the substituted course.

Definitions

Advanced Course

An advanced course related to the student's Division III area of study. All Hampshire 300-level courses may be used with the approval of the committee. A 200-level Hampshire course may be used if comments from the committee chair explaining the appropriateness of using that 200-level course are included in the Division III contract at the time of filing. Courses taken at another college or university that are directed at seniors or graduate students may be used with the approval of the committee.



Supervised Teaching

A semester-long teaching activity approved by the student's committee in which the student shares teaching responsibilities with faculty. A January term course is acceptable only if it is equivalent to a semester-long course and fully approved as part of a School's curriculum. Note that the supervised teaching responsibilities of a teaching assistant differ significantly from the duties of a course assistant, which are more limited in scope. A teaching assistant helps plan the course and engages in teaching activities. Among those activities are leading discussions, holding office hours for student appointments, and providing feedback on papers and other assignments.



Responsibilities of the College, Schools, and Faculty

The College

The College will undertake to provide adequate faculty supervision for students admitted to Division III in a given year. Students should be aware that the College cannot guarantee that supervision will be available for a student's first choice of project. However, the College does have a responsibility to enable those students who complete Division II work in a given area to do a related Division III project.

The Schools

It will be the responsibility of each of the Schools to work out a system for faculty load distribution that will allow adequate supervision for Division III students working with the faculty of that School.

The Faculty

Supervision of a student's Division III project, and/or acting as chairperson of a student's Division III committee, is a serious teaching responsibility. Committee members should thoroughly discuss the duties of respective members and the amount of assistance the student can expect from each. Faculty should be sure that School deans are informed about their Division III supervisory loads and about the number of Division III committees on which they are serving or acting as evaluators. The responsibilities of faculty who agree to serve as chairperson of Division III committees are described in the Procedures for Division III.

Procedures for Division III

Filing Division III

To begin work in Division III, each student first forms a Division III committee. The committee must have at least two Hampshire faculty members, one of whom shall be the chairperson. Many committees consist of only these two members, but it is possible to include an additional member, a Five College faculty member, or another person with special expertise. A token honorarium is offered to Five College faculty who are members of a Hampshire student's Division III committee. To facilitate the formation of the Division III committee, during the final semester of Division II students are asked to post a preliminary Division III proposal on TheHub and also to name three potential faculty members who could serve as chair of the committee and three who could serve as the member. This process alerts faculty as to which students may want them on their committees, and sets the stage for students to contact these faculty for face-to-face meetings.

After forming the committee, the student completes a Division III contract online and asks committee members to "sign" the contract indicating approval for the proposed program of study. Because Division III is a two-semester undertaking, the contract must be signed early in the semester preceding the anticipated final semester. Calendars with specific deadline information are available in central records, the online academic year calendar, and the Division III Guide for Students.

Division III contracts may be negotiated or submitted while a student is on field study. They may not be negotiated or submitted while a student is on leave of absence.

The Project Proposal

Judgment of the quality and scope of the project proposal is the responsibility of a student's committee. Because the student is expected to design and complete an advanced independent project, considerable background must be acquired before Division III work is initiated. The independent project will usually grow out of the Division II concentration or some equivalent background. Division III is not the place to acquire knowledge, skills, methodologies, and techniques necessary for the advanced-level work required by Division III.

Because the project proposal is both a planning document and an important part of the student's record, it should include the following:

- The purpose and substantive nature of the project
- The approach, techniques, and methods to be applied
- The kinds of resources (e.g., human, bibliographical) and facilities to be used and their availability
- The form the final project will take
- Description of two advanced educational activities

Advanced educational activities should be described as fully as possible in the contract. In cases where work cannot yet be specified, the student may list alternative possibilities for fulfilling the requirement (for instance, when the course guide has not yet specified courses in upcoming semesters). The student and the committee must revise the contract when these plans are finalized. Methods of evaluation must be specified.

A student may file a petition for a waiver of Division III filing deadlines based on the demonstration of extenuating circumstances beyond the student's control as well as the academic soundness and viability of the student's plan of study. The appeal is heard by the college exceptions committee. Materials to request a Division III exception are available in the Center for Academic Support and Advising. The petition process exists only for exceptional circumstances. The



Division III counselor in CASA can provide further information about the Division III exceptions procedure.

Contract Revisions

When any aspect of the Division III project or advanced educational activities changes, students must complete a contract revision online approved by all members of the committee. Revisions must be submitted by the published deadlines early in the student's final semester of Division III.



Progress Reports

Each student must submit a progress report to their Division III committee and central records by the published deadlines early in the final semester of Division III. At this time, the student's Division III committee assesses in writing whether the student is progressing satisfactorily toward the completion of the contract. The chairperson is responsible for submitting the committee's assessment of progress to the central records office by the published deadlines.

Completion Dates

Spring Terms

Committee members will decide and committee chairs will communicate to students the date by which completed Division III work must be submitted to the committee.

All final meetings must be held by the third Friday before commencement. Commencement takes place on a Saturday. All final presentations, including film screenings, gallery shows, and theater productions, must take place by this date. If a final meeting does not take place by this deadline, the student will request a September or October extension for graduation and be charged the corresponding fee. If the Division III is passed by the September or October deadline, the degree will be voted the following February. See the Extensions for Division III Work section.

All Division III evaluations will be due in central records ten days after the Division III pass deadline.

The faculty meeting at which degrees are voted upon is held the Tuesday before commencement.

Fall Terms

In the fall term, the completion date is in early December. There is an alternative completion date in January only for those students whose full committees are available to meet then and to write the evaluation.

- Committee members will decide and the committee chair will communicate to students the date by which completed Division III work must be submitted to the committee.
- All final meetings must be held in December by the posted deadline. All final presentations, including film screenings, gallery shows, and theater productions, must take place by this date. If a final meeting does not take place by this deadline, the student will request a February or March extension for graduation and be charged the corresponding fee. If the Division III is passed by the February or March deadline, the degree will be voted the following May. See the Extensions for Division III Work section.
- For students whose committees are available to meet and write the evaluation in January, all final meetings must be held by the Friday of the first full week of January term classes. All final presentations, including film screenings, gallery shows, and theater productions, must take place by this date. If a final meeting does not take place by this deadline, the student will request a February or March extension for graduation and pay the corresponding fee. The degree will be voted the following May.



- All Division III evaluations for students completing in a fall term will be due in central records by the Friday of the second full week of January term classes.
- Degrees will be voted at the first faculty meeting of the spring term in February.

Final Evaluation

Both committee members must sign the Division III pass form online by the appropriate deadline. The final evaluation by the Division III committee must address each part of the contract. The committee's recommendation for graduation is presented by the dean of faculty to the faculty as a whole, who vote to recommend awarding of degrees.

Division III Field Study or Exchange

Division III ordinarily requires that a student be in residence at the College for two full semesters. An exception to this policy is available when a student's Division III project involves work in the field or on exchange during the first semester of Division III. In such a case, the student may be granted field study or exchange status for the first semester of Division III work. Students must apply for an exchange program through the Global Education Office. Refer to the Field Study,



Exchange, Leave, Withdrawal section of NSNS. The final semester of Division III must be one of full enrollment on campus, not on field study or exchange.

Examples of fieldwork are participating in internships, engaging in field research, and working with arts programs. Division III students who pursue field study or participate in exchange relevant to the independent project should plan to complete all Division II work and file the Division III contract (or, at minimum, a preliminary Division III plan) by the end of the semester prior to the term of field study or exchange.

All such plans for field study or exchange must be written into the Division III contract and approved by the student's Division III committee and the Center for Academic Support and Advising (CASA). In order to plan appropriately, students need to consult with the Division III counselor in CASA well in advance of the enrollment notification deadline, which is in April or November of the semester prior to the term in which the student plans to be away. Two meetings are required. The first meeting is used for reviewing necessary materials and answering questions about Division III field study or exchange. After the student has secured all necessary signatures, the process is completed during a second meeting with the Division III counselor in CASA.

Extensions for Division III Work

Normally, a student who does not complete Division III work by the projected date will be enrolled as a full-time student for an additional term, with full access to the faculty and facilities of the College. The student and their committee must assess how much work remains to be done and how much faculty supervision or other use of college resources is likely to be required. The student then submits the appropriate form to the Center for Academic Support and Advising requesting one of the following categories:

- If the student needs only a limited amount of faculty time for completion and evaluation of the Division III work, the student pays a fee of approximately one-third tuition. The student is not in residence. Individual arrangements are made with the student's committee. The student's work is due to the committee no later than the October deadline in the fall term and the March deadline in the spring term. If this date of completion is not met, the student becomes fully enrolled and is charged full tuition for the term.
- If all of the Division III work is complete except for the final draft or minor revisions and can be completed away from the College and without faculty supervision, the student pays a graduation fee. This completion deadline is in early September or February of the successive semester. If major revision or faculty involvement



is required, the student falls into the previous category. Students must meet with the Division III counselor in CASA to discuss requesting any extension deadline.

Division III Leave of Absence

All Division III leaves require special approval. Division III students must meet the college requirement of two terms of enrollment in Division III and must plan their leaves accordingly. Occasionally, a Division III student may plan a leave in the middle of two enrolled semesters. Consultation with the Division III counselor in CASA must take place well in advance of college deadlines in order to plan appropriately. Students planning to go on leave in Division III must file a leave application with a preliminary Division III plan. See the Division III leave policy in the section on Division III.

Division III Funding

Students who receive financial aid and have already expended the funds included in their aid package may apply to the financial aid office for additional funds. Students should not expect the College to meet the expenses of costly Division III projects. Several college programs also offer partial funding for Division III. Information about applying for these funds is available in the Division III Guide for Students, available on the CASA website.

Awarding of Degrees

No degree will be awarded until evidence of completion of degree requirements has been received, library books returned, disciplinary sanctions fulfilled, and outstanding bills paid.

All But Division III Degree Program (AB Division III)

Students whose last semester of enrollment was at least ten years ago and who have completed Division II are eligible to apply for admission to the AB Division III program. Students in this program complete their work away from campus and are permitted a maximum of four consecutive semesters in which to complete all degree requirements. Further information is available from the Center for Academic Support and Advising.



THE ACADEMIC PROGRAM**

**** Important Note: This program applies only to students who entered Hampshire College prior to fall 2011. Students entering in fall 2011 should refer to the preceding academic program.**

Hampshire College 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 accomplishing Hampshire’s learning goals:

- To learn to read and interpret intellectual or artistic works
- To write critically and analytically
- To understand quantitative methods of analysis
- To develop creative abilities in expressive modes (e.g., creative writing, visual and performance arts, and music)
- To effectively present ideas orally
- To conceive and complete project-based work
- To understand multiple cultural perspectives on intellectual or artistic subjects

In Division I, students pursue foundational studies in the liberal arts by designing a first-year curriculum in which they satisfy distribution requirements, including Hampshire’s first-year learning goals.

In Division II, students explore their chosen field(s) of emphasis (the concentration) through an individually designed program of courses,



independent work, and internships or field studies. In addition to these requirements, students in Division II must include volunteer services to Hampshire or the surrounding community as a part of their Hampshire education and demonstrate an understanding or an engagement with multiple cultural perspectives as they relate to their course of study.

In Division III—advanced studies—students complete a major independent project centered on a specific topic, question, or idea as well as two advanced educational activities. Students are also asked to look beyond the specific focus of their work by integrating their work into the larger academic life of the College by engaging in advanced courses, internships, or teaching assistant positions.

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 skills, methods of quantitative analysis, the capacity for critical inquiry and art making, presentation skills, research skills, and the ability to do self-initiated academic work. A student's advisor will periodically review academic progress during and at the end of each semester of Division I to identify the student's developing areas of strength as well as indications of the need for further study. During each of their first two semesters of enrollment, students must complete satisfactorily four evaluated courses (which may include independent study).

By the end of the second semester, students must have successfully completed eight courses: five distribution requirements, one in each of the five Schools of the College (Natural Science; Cognitive Science; Critical Social Inquiry; Humanities, Arts, and Cultural Studies; and Interdisciplinary Arts) and three additional requirements drawn from the curriculum offered by any of the Schools of Hampshire College or from the Five Colleges. Students must receive a grade of C or better in a Five College course. Distribution requirements may be satisfied by 100-level Hampshire courses or specifically designated 200-level Hampshire courses. Fall entrants take a required tutorial, which also counts for distribution.

Students are strongly encouraged to incorporate language study into their academic program. Because languages are best learned when studied continuously, students electing to study another language are strongly encouraged to enroll in language courses in the first year. Language study is also good preparation for study abroad in Division II or III. Language courses may be used to satisfy the distribution requirement in Interdisciplinary Arts.

First-Year Students with AP, IB, or Prior College Work

Students who have completed fewer than 15 semester or 23 quarter credits of college work will be considered first-year entrants and must meet all distribution and additional course requirements of the Division I curriculum.

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 Schools. AP or IB placement must be recorded by central records before it can be used for Division I.

College course work recorded for credit on students' high school transcripts may not be used at Hampshire College.

College courses not recorded for credit on the high school transcript may be considered for use in Division II with the approval of the committee chairperson. These courses may not be used in Division I either for placement into 200-level courses or to satisfy distribution requirements.

Completion of Division I

During the third semester of enrollment, students are responsible for preparing a Division I portfolio that contains completed course evaluations, representative samples of work, and a self-evaluation 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 after reviewing the Division I portfolio, the advisor will determine if a 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' work should consult with their advisor to address the need for further study to ensure the satisfactory completion of Division I.

The Division I self-evaluation must be filed online when a student has satisfied the Division I requirements, including a retrospective essay reflecting on Division I work, and a successful review of the Division I portfolio with the faculty advisor. Students must also save online the final selection of courses used to fulfill Division I requirements. When Division I is complete, the advisor then prepares an evaluation online based on the Division I portfolio.

When transfer students complete all the Division I course requirements, they should notify central records in order to record a Division I pass. Transfer students do not need to write a Division I self-evaluation or submit a Division I portfolio. They will not receive a Division I evaluation. Transfer students should refer to the transfer policy section.

DIVISION II

Division II is the core of a student's education at Hampshire College. It consists of an area of concentration pursued through courses and other learning activities, as well as the Multiple Cultural Perspectives requirement, additional studies outside the area of concentration as appropriate, community service, or community engagement and learning. The Division II final meeting, at which the concentration is passed, completes the process.

The concentration is an area of learning that the student pursues in greater depth according to their individual interests and needs. Each student designs and carries out a concentration with the guidance and supervision of a committee of faculty selected by the student for this purpose. Two Hampshire College faculty must be members of the committee, one of whom serves as chair. A Five College faculty member or an individual from the surrounding community may occasionally serve as a third member.

Within the limits of the resources of the College, the Five Colleges, and the ability of the student and the student's committee to locate resources for the student, there is great latitude in the design of a concentration. It is essential, however, that a concentration proceed on the basis of a plan, that it be a coherent body of studies, and that it build from work at foundational levels to advanced work. Division II is normally a four-semester process, with the portfolio of work submitted to the committee at the conclusion of Division II representing the

equivalent of four semesters' worth of work in the concentration in Division II. The Division II contract must be formally filed at least three semesters prior to passing the Division II examination.

In the concentration, the student seeks to achieve a grasp of particular knowledge and techniques, the broader concepts that lie behind them, and critical and analytical skills appropriate to the relevant disciplines. A concentration may range from a plan of study similar to that of a traditional college major to a highly individualized program of study that encompasses several disciplines or areas of conceptual thought and understanding. It may include a number of kinds of learning activities: independent studies and projects, courses, reading programs, internships, and other forms of field study away from the campus.

The concentration is not the whole of a student's work in Division II; additional studies outside the area of concentration are also an important part. Along with the concentration, the student is expected to pursue academic interests in areas unrelated to the concentration, much as a student at a traditional college would engage interests outside the major. Because these additional studies need not meet the criteria for a concentration (coherence and building), this feature gives the Division II student an added measure of flexibility and freedom in designing a course of study.

When students have completed sufficient studies in the area of concentration to pass Division II (usually at the end of the third year, or sixth semester), they submit a retrospective and a portfolio of their work to their committee. If the committee agrees that a student is ready to pass, they hold a final meeting. When a student has passed Division II, the committee records a pass online, and files a written evaluation online that becomes part of the student's academic record.

Division II Requirements

In addition to carrying out the work defined by the Division II contract, every Hampshire student must complete two academic requirements prior to completing Division II work: Multiple Cultural Perspectives and Community Service or Community Engagement and Learning.

Multiple Cultural Perspectives

Hampshire College is committed to the principle that a liberal arts education should include a serious engagement with multiple cultural perspectives. The Multiple Cultural Perspectives requirement is to be an integral part of the set of questions that guide the Division II at its inception (Division II contract) and completion (Division II portfolio). In consultation with their Division II committee, students will fulfill the requirement through substantial engagement with one or more of the following critical issues: non-Western perspectives; race in the United States; and relations of knowledge and power. At the completion of the



concentration, students will present the results of their work on the Multiple Cultural Perspectives requirement in their Division II portfolio, including course work and/or independent research. Students will also describe in their retrospective essay (or elsewhere) the impact those explorations have on their concentration as a whole. This requirement will be described and assessed as part of the Division II evaluation.

Critical Issues for Multiple Cultural Perspectives Requirement

In satisfying this requirement, students can choose to address one or more of the following critical issues. However, students are encouraged to integrate all three issues into their Division II:

- A. Non-Western perspectives. Study of non-Western peoples and cultures will help our students to understand better the cultural diversity of the interconnected world at large. An intellectually vigorous engagement with non-Western perspectives expands the way one comprehends the world. To achieve this goal, students must incorporate study of non-Western peoples and cultures into their Division II.
- B. Race in the United States. Study of the history, politics, and culture of race in the United States and elsewhere will enable our students to understand better the conditions that underlie discrepancies of power that often fall along racial lines. Serious academic study of theories and analyses pertaining to “race” offers a more critical approach to students’ education. To achieve this goal, students must incorporate study of the roles that race and racism play in American culture and society into their Division II.
- C. Knowledge and power. The influence of discrepancies in power and privilege is hidden from most scholarly discourse, where the canons of academic disciplines are apt to be presented as neutral and universal. Study of how academic knowledge may be shaped by relations of power and difference will help our students think more critically about the processes under which intellectual or artistic perspectives can be either privileged or marginalized. To achieve this goal, students must incorporate study of the relations between power and knowledge, in regard to either non-Western perspectives or race, into their Division II.

Community Service/Community Engagement and Learning

Hampshire College is transitioning to the Community Engagement and Learning requirement passed by the faculty in 2007. While a supporting infrastructure is put into place, the minimum requirement for all students remains the Community Service Requirement as articulated below. Students may pursue the new and enhanced Community Engagement and Learning option that follows if their advisors or Division II committee members agree.

Community Service Requirement

Hampshire’s commitment to community-based learning and service emerges in part from the obligation that all institutions of higher learning have to serve the larger communities of which they are a part. This commitment also emerges from Hampshire’s distinctive pedagogy, which stresses engaged scholarship and development of the critical inquiry and leadership skills necessary to enable students to participate responsibly in a complex world. The fulfillment of the Community Service requirement should provide a student with the opportunity to contribute in a substantial manner to the



College and/or to meeting critical needs as defined by community-based organizations outside the College. The nature of the service provided should complement students’ individualized academic programs and encourage them to collaborate in helping communities to address important needs. To the extent possible, Hampshire encourages students to integrate their community-based service learning experiences into their academic work and to document this work through reflective writing in the Division II portfolio. To satisfy the Community Service requirement, students must satisfactorily complete substantial service opportunities that have been approved by the Division II committee and have an evaluation of their work written and signed by a supervisor familiar with what they did.

Evaluations of community service must be submitted to and recorded by the central records office prior to passing the Division II concentration.



Community Engagement and Learning

In keeping with our educational mission, Hampshire expects every student to contribute something of value to the larger college community and encourages them to “advance the cause of social justice and the well-being of others” outside Hampshire. A commitment to engaged scholarship also emerges from Hampshire’s distinctive pedagogy, which stresses the importance of critical inquiry and the development of knowledge that enables students to participate responsibly in a complex world. The Community Engagement and Learning requirement encourages students to design multiple opportunities to build community on campus and seek innovative ways to help address critical needs as defined by communities and organizations outside the College. Off-campus projects are negotiated collaboratively between students and community organizations and should be founded on reciprocity and sustainability. Hampshire encourages students to integrate into their academic work, through documentation and reflection, the knowledge gained from extending their learning venues beyond the classroom. The requirement sets minimum standards for completion, but students are encouraged to engage in socially responsible activities and take advantage of the opportunity to incorporate engaged scholarship and learning throughout their Hampshire education.

Working closely with their academic advisors, Hampshire students will design and fulfill their Community Engagement and Learning requirement after they have filed and before the conclusion of their Division II. Engaging in a sustained, semester-long equivalent (about 40 hours) of community-based learning, students will demonstrate social responsibility by meeting agreed-upon goals defined by an organization, person, or community on or, more typically, off campus. To the extent possible, these contributions and the engaged learning that results will complement or in some way further a student’s academic course of study, and may take many forms. Typical examples are:

- Internships (in local, national, or international settings) that are arranged through a course, through a Hampshire program, or independently
- Various forms of mentoring in one’s area of growing expertise (e.g., teaching assistant position, ESL, or other types of tutoring)
- Other types of applied work that require students to utilize and build upon skills and expertise related to their divisional work (e.g., campus organizations, apprenticeships with NGOs, museums, or schools)

All students must carefully negotiate their proposed form of community engagement with their advisors and/or Division II committee before initiating the activity in order to determine if it meets the criteria

and spirit of this requirement. While integration of the Division II Community Engagement and Learning Requirement into the student’s area of concentration is desirable, it is not required.

Students are expected to engage in ongoing reflection on the relationship between their own learning goals and community needs as defined by the individual(s) or organization(s) with whom they are working. A reflective essay that describes the work accomplished, the need(s) being addressed, the learning that took place from this experience, and (where applicable) the integration of this learning with the academic focus of a student’s concentration will be included in the final Division II portfolio, along with any documented project work completed for the sponsor. Upon completion of each activity, a supervisor must sign a brief form and evaluate the student’s work. This evaluation, the reflective essay, and accompanying documentation must be included in the Division II portfolio.

Division II Field Study or Exchange

Students may include off-campus study at any time during the Division II, taking opportunities to study abroad or elsewhere in the United States, either on Hampshire Exchange or on field study. Because of the need to pass Division I, form a committee, and file Division II, off-campus study is not recommended for third-semester students except in exceptional cases. To be eligible for exchange or field study, students must file for Division II prior to the start of their semester off campus.



Students on field study or exchange during the fall semester may enroll in January term courses only with special permission from the dean of academic support and advising. Students are expected to register for and complete the January term class that is relevant to their divisional work. Field study students who obtain this permission must live on campus and pay the fees for tuition and room as listed in the fee brochure distributed by student financial services and on the student financial services website. Fall term Hampshire Exchange participants who obtain this permission will not be required to pay additional tuition fees, but will be assessed housing fees on a program-by-program basis. Refer to the Field Study or Exchange section or the Center for Academic Support and Advising website for more information.

Procedures for Division II Work

Overview

Students begin to formulate preliminary ideas for a course of study in Division II during the third semester. As a result of discussions with the faculty, by the end of the third semester (and no later than the beginning of the fourth semester) a Division II committee is formed, consisting of two Hampshire College faculty who, together with a student, discuss how the student's interests and goals might be best addressed. The student drafts a Division II contract—a description of various learning activities to be completed over the span of Division II that reflects the student's interests and goals as well as the concern for breadth and intellectual rigor.

As each student carries out Division II, the faculty committee provides guidance in the form of critical comments, advice, and ongoing evaluation. The process culminates in the presentation of a portfolio consisting of papers written for courses or independent projects, course and fieldwork or internship evaluations, artistic products, and other evidence that the terms of the Division II form have been fulfilled. The student and the committee members discuss the material, and if the student is judged to have passed the Division II, the Division II committee prepares a Division II evaluation that will be recorded in the student's online academic file.

When determining whether a student's Division II is ready to be passed, the faculty committee takes into consideration: the number and type of courses and other learning activities in the portfolio and whether they form a comprehensive body of work; the student's proficiency with writing and other modes of expression and presentation; and the student's readiness, in terms of requisite knowledge and skills, to embark on the proposed Division III project.

Filing Dates and Deadlines for Division II

Central records publishes the academic calendar detailing the filing deadlines for each academic year.

Procedures

- Students post a preliminary Division II proposal on TheHub briefly indicating their area(s) of interest for this Division II concentration during their third semester. Students name three potential faculty members who could serve as the chair of the committee and three who could serve as the member (these may be the same three for each). This alerts faculty about which students want them on their committees and sets the stage for students to contact these faculty for face-to-face meetings.
- Courses taken during the first two semesters of enrollment not used to fulfill Division I requirements may be applied to the Division II if relevant. Courses taken during the third semester of enrollment, if not needed to fulfill Division I requirements, will also become part of the Division II concentration if relevant, even though the Division II has not yet been filed on TheHub.
- In consultation with the advisor and the potential members of the concentration committee, the student drafts a Division II contract online. As the contract indicates, the student should state the general goals of the concentration, naming the fields of inquiry, techniques, and skills that the student seeks to understand and develop through the plan of study, and indicate prior experiences, including those in Division I, that contributed to the choice of the concentration; outline the learning activities that will constitute the plan of study, showing how they relate to its general goals; indicate expectations for assistance and supervision that the student will receive from faculty; and state the ways in which the student intends to demonstrate fulfillment of the Division II. The contract also includes a statement of how the student's work relates to the Multiple Cultural Perspectives requirement (see above) and, if possible, how the student plans to fulfill the Community Service requirement.
- A member of the Division II committee is designated as the chairperson. The chairperson has the primary responsibility for monitoring the progress of the concentration, overseeing the final meeting, and writing the student's Division II evaluation. The Division II chair serves as the academic advisor, unless a student, by filing a form with the Center for Academic Support and Advising, requests that a different faculty member serve as the academic advisor.
- Students should work on developing their Division II contracts, in consultation with their advisors and relevant faculty members, during their third semester. Toward the end of the third semester but no later than the beginning of the fourth semester of enrollment, they should post the contract as ready for faculty signatures. Committee members electronically sign the contract,



which files it with central records. Division II is a four-semester undertaking, with at least three semesters completed after filing the Division II contract. The portfolio of work submitted to the Division II committee represents the equivalent of four semesters' worth of work in Division II.

- The initial Division II contract may be and usually is amended or rewritten during the period of work on the concentration. The revised concentration form must be signed by all members of the committee.
- The student is responsible for fulfilling all the commitments detailed in the Division II contract. Evidence of completion will typically include course evaluations, Five College grades, research papers, and lab work; fulfillment of the Multiple Cultural Perspective; and evaluations for internships, independent studies, performance, artistic work, and Community Service or Community Engagement and Learning. All work completed on field study or exchange must be evaluated, documented, and recorded by the central records office.
- Periodic feedback from the committee chairperson will provide a sense of how the concentration is progressing. Before a final meeting is scheduled, the student should contact the chairperson to verify that all of the materials to be submitted for evaluation as specified by the contract have been made available to each committee member. At that point, the student should arrange the time of the final meeting with each of the members of the committee. Although the format and style of the final meeting varies, it is normally an oral examination of the student's Division II work, which involves a discussion of the central questions addressed in the concentration.



- Students are encouraged to include a statement about prospective Division III work as a part of the Division II portfolio submitted for evaluation. It is expected that Division III work will grow out of Division II work, as Division III is not the place to acquire knowledge, skills, methodologies, and techniques necessary for independent study. Division III work should be undertaken in a different area of study only in cases in which the student has appropriate other background that constitutes suitable preparation for advanced work.
- Prior to the final meeting, students must submit a final revision of the Division II contract on TheHub, updating the list of courses and other learning activities included in the concentration. The revision should also contain any necessary changes in committee members, community service requirements, and other aspects of the concentration form. The Division II committee should sign the revised contract on TheHub prior to the final meeting.
- Students must submit their Community Service or Community Engagement and Learning evaluations to central records for recording prior to the final meeting. The evaluation should be on letterhead of the institution where the student provided service, and include a description of the work done and evaluative comments of the student's performance. It should be signed by the evaluator and contain the evaluator's name, title, and institutional affiliation.
- All Hampshire faculty committee members must sign the online pass form. The pass date recorded will be the date the last committee member signs the pass online. The committee chairperson will then write a formal evaluation online in accordance with evaluation deadlines.
- NOTE: Under exceptional circumstances, students who have made accelerated progress in their Division II studies may, with the support of their Division II committee, request to complete Division II at the end of five semesters of enrollment. To do so, students must complete the application form available at the Center for Academic Support and Advising and secure written support from both Division II committee members. The full application must be submitted to CASA no later than November 1 or April 1 of a student's fifth semester. The granting of such a request would allow the student to begin the Division III at the beginning of the sixth semester. Division III requires at least two full semesters of enrollment.



DIVISION III

In the final two semesters, students undertake a major independent project with the guidance of a committee. Typically, Division III projects explore in depth a specific aspect of the student's Division II work. Division III students devote the major part of their time to the independent project. Students must also undertake two advanced educational activities while they are engaged in Division III work. The primary activity must be an advanced-level course or supervised teaching activity. The second may be one of the above activities, a supervised internship, or a course of independent study for which the student is properly registered.

The Advanced Independent Project

Each student designs, implements, and completes an advanced independent project that encompasses a sophisticated and complex set of questions, concepts, skills, and abilities. The completed project should clearly demonstrate the student's ability to perform advanced work. The culmination of the Division III project—whether a thesis, portfolio, film, exhibit, recital, performance, or committee-approved combination of these—must be in a form that can be evaluated by the student's faculty committee.

Division III Advanced Educational Activities

We expect scholars and artists to move beyond the boundaries of their particular fields of expertise and to participate in the collective activities that help to define and invigorate intellectual life. In a similar way, students are expected to engage in activities concurrent with their Division III independent study project that have the double goal of broadening the scope of their intellectual endeavor and making their more mature skills and viewpoints available to the College at large. All advanced educational activities must demonstrate a serious academic/intellectual approach and engagement at an advanced level. They must indicate semester-long involvement, be evaluated by faculty and take place in a setting that permits interactions with other students who are working at an advanced level.

Students must undertake two advanced educational activities while they are engaged in Division III work. The primary activity must be an advanced-level course or supervised teaching. The second activity may be an advanced course; supervised teaching; a supervised internship; a course of independent study for which the student is properly registered; or facilitation of an EPEC course that is planned with and evaluated by a Hampshire faculty member. If the student and committee decide on an internship, independent study or facilitation of an EPEC course, that activity and its rationale must be explained in the Division III contract so that when it is reviewed by the School dean the reader understands the reason for the proposal. In all cases, the



student's primary activity must be an advanced course, or supervised teaching. Students who take an advanced course at another college or university must receive a grade of C- or better in a credit-bearing course of at least three credits in order for that course to count as an advanced activity. Division III students who enroll in off-campus courses should be aware that formal awarding of the degree will be delayed if confirmation of course completion is not received prior to

Hampshire's commencement.

The work for all advanced educational activities must be completed by the end of the Hampshire examination period. Students may not negotiate an incomplete in the final semester for any advanced activity. Failure to complete an advanced activity—whether advanced course, supervised teaching, internship, or independent study—will result in the student having to complete an advanced-level course at another institution, pre-approved by the Division III chairperson in a revised contract. The student's graduation date will be delayed until after receipt of a transcript documenting successful completion of the substituted course.

Definitions

Advanced Course

An advanced course related to the student's Division III area of study. All Hampshire 300-level courses may be used with the approval of the committee. A 200-level Hampshire course may be used if comments from the committee chair explaining the appropriateness of using that 200-level course are included in the Division III contract at the time of filing. Courses taken at another college or university that are directed at seniors or graduate students may be used with the approval of the committee.



Supervised Teaching

A semester-long teaching activity approved by the student's committee in which the student shares teaching responsibilities with faculty. A January term course is acceptable only if it is equivalent to a semester-long course and fully approved as part of a School's curriculum. Note that the supervised teaching responsibilities of a teaching assistant differ significantly from the duties of a course assistant, which are more limited in scope. A teaching assistant helps plan the course and engages in teaching activities. Among those activities are leading discussions, holding office hours for student appointments, and providing feedback on papers and other assignments.

Responsibilities of the College, Schools, and Faculty

The College

The College will undertake to provide adequate faculty supervision for students admitted to Division III in a given year. Students should be aware that the College cannot guarantee that supervision will be available for a student's first choice of project. However, the College does have a responsibility to enable those students who complete Division II work in a given area to do a related Division III project.

The Schools

It will be the responsibility of each of the Schools to work out a system for faculty load distribution that will allow adequate supervision for Division III students working with the faculty of that School.

The Faculty

Supervision of a student's Division III project, and/or acting as chairperson of a student's Division III committee, is a serious teaching responsibility. Committee members should thoroughly discuss the duties of respective members and the amount of assistance the student can expect from each. Faculty should be sure that School deans are informed about their Division III supervisory loads and about the number of Division III committees on which they are serving or acting as evaluators. The responsibilities of faculty who agree to serve as chairperson of Division III committees are described in the Procedures for Division III.

Procedures for Division III

Filing Division III

To begin work in Division III, each student first forms a Division III committee. The committee must have at least two Hampshire faculty members, one of whom shall be the chairperson. Many committees



consist of only these two members, but it is possible to include an additional member, a Five College faculty member, or another person with special expertise. A token honorarium is offered to Five College faculty who are members of a Hampshire student's Division III committee. To facilitate the formation of the Division III committee, during the final semester of Division II students are asked to post a preliminary Division III proposal on TheHub and also to name three potential faculty members who could serve as chair of the committee and three who could serve as the member. This process alerts faculty as to which students may want them on their committees, and sets the stage for students to contact these faculty for face-to-face meetings.

After forming the committee, the student completes a Division III contract online and asks committee members to "sign" the contract indicating approval for the proposed program of study. Because Division III is a two-semester undertaking, the contract must be signed early in the semester preceding the anticipated final semester.



Calendars with specific deadline information are available in central records, the online academic year calendar, and the Division III Guide for Students.

Division III contracts may be negotiated or submitted while a student is on field study. They may not be negotiated or submitted while a student is on leave of absence.

The Project Proposal

Judgment of the quality and scope of the project proposal is the responsibility of a student's committee. Because the student is expected to design and complete an advanced independent project, considerable background must be acquired before Division III work is initiated. The independent project will usually grow out of the Division II concentration or some equivalent background. Division III is not the place to acquire knowledge, skills, methodologies, and techniques necessary for the advanced-level work required by Division III.

Because the project proposal is both a planning document and an important part of the student's record, it should include the following:

- The purpose and substantive nature of the project
- The approach, techniques, and methods to be applied
- The kinds of resources (e.g., human, bibliographical) and facilities to be used and their availability
- The form the final project will take
- Description of two advanced educational activities

Advanced educational activities should be described as fully as possible in the contract. In cases where work cannot yet be specified, the student may list alternative possibilities for fulfilling the requirement (for instance, when the course guide has not yet specified courses in upcoming semesters). The student and the committee must revise the contract when these plans are finalized. Methods of evaluation must be specified.

A student may file a petition for a waiver of Division III filing deadlines based on the demonstration of extenuating circumstances beyond the student's control as well as the academic soundness and viability of the student's plan of study. The appeal is heard by the college exceptions committee. Materials to request a Division III exception are available in the Center for Academic Support and Advising. The petition process exists only for exceptional circumstances. The Division III counselor in CASA can provide further information about the Division III exceptions procedure.

Contract Revisions

When any aspect of the Division III project or advanced educational activities changes, students must complete a contract revision online approved by all members of the committee. Revisions must be submitted by the published deadlines early in the student's final semester of Division III.

Progress Reports

Each student must submit a progress report to their Division III committee and central records by the published deadlines early in the final semester of Division III. At this time, the student's Division III committee assesses in writing whether the student is progressing satisfactorily toward the completion of the contract. The chairperson is responsible for submitting the committee's assessment of progress to the central records office by the published deadlines.

Completion Dates

Spring Terms

- Committee members will decide and committee chairs will communicate to students the date by which completed Division III work must be submitted to the committee.
- All final meetings must be held by the third Friday before commencement. Commencement takes place on a Saturday. All final presentations, including film screenings, gallery shows, and theater productions, must take place by this date. If a final meeting does not take place by this deadline, the student will request a September or October extension for graduation and be charged the corresponding fee. If the Division III is passed by the September or October deadline, the degree will be voted the following February. See the Extensions for Division III Work section.
- All Division III evaluations will be due in central records ten days after the Division III pass deadline.
- The faculty meeting at which degrees are voted upon is held the Tuesday before commencement.

Fall Terms

In the fall term, the completion date is in early December. There is an alternative completion date in January only for those students whose full committees are available to meet then and to write the evaluation.

- Committee members will decide and the committee chair will communicate to students the date by which completed Division III work must be submitted to the committee.



- All final meetings must be held in December by the posted deadline. All final presentations, including film screenings, gallery shows, and theater productions, must take place by this date. If a final meeting does not take place by this deadline, the student will request a February or March extension for graduation and be charged the corresponding fee. If the Division III is passed by the February or March deadline, the degree will be voted the following May. See the Extensions for Division III Work section.
- For students whose committees are available to meet and write the evaluation in January, all final meetings must be held by the Friday of the first full week of January term classes. All final presentations, including film screenings, gallery shows, and theater productions, must take place by this date. If a final meeting does not take place by this deadline, the student will request a February or March extension for graduation and pay the corresponding fee. The degree will be voted the following May.
- All Division III evaluations for students completing in a fall term will be due in central records by the Friday of the second full week of January term classes.
- Degrees will be voted at the first faculty meeting of the spring term in February.

Final Evaluation

Both committee members must sign the Division III pass form online by the appropriate deadline. The final evaluation by the Division III committee must address each part of the contract. The committee's recommendation for graduation is presented by the dean of faculty to the faculty as a whole, who vote to recommend awarding of degrees.



Division III Field Study or Exchange

Division III ordinarily requires that a student be in residence at the College for two full semesters. An exception to this policy is available when a student's Division III project involves work in the field or on exchange during the first semester of Division III. In such a case, the student may be granted field study or exchange status for the first semester of Division III work. Students must apply for an exchange program through the Global Education Office. Refer to the Field Study, Exchange, Leave, Withdrawal section of NSNS. The final semester of Division III must be one of full enrollment on campus, not on field study or exchange.

Examples of fieldwork are participating in internships, engaging in field research, and working with arts programs. Division III students who pursue field study or participate in exchange relevant to the independent project should plan to complete all Division II work and file the Division III contract (or, at minimum, a preliminary Division III plan) by the end of the semester prior to the term of field study or exchange.

All such plans for field study or exchange must be written into the Division III contract and approved by the student's Division III committee and the Center for Academic Support and Advising (CASA). In order to plan appropriately, students need to consult with the Division III counselor in CASA well in advance of the enrollment notification deadline, which is in April or November of the semester prior to the term in which the student plans to be away. Two meetings are required. The first meeting is used for reviewing necessary materials and answering questions about Division III field study or exchange. After the student has secured all necessary signatures, the process is completed during a second meeting with the Division III counselor in CASA.

Extensions for Division III Work

Normally, a student who does not complete Division III work by the projected date will be enrolled as a full-time student for an additional term, with full access to the faculty and facilities of the College. The student and their committee must assess how much work remains to be done and how much faculty supervision or other use of college resources is likely to be required. The student then submits the appropriate form to the Center for Academic Support and Advising requesting one of the following categories:

- If the student needs only a limited amount of faculty time for completion and evaluation of the Division III work, the student pays a fee of approximately one-third tuition. The student is not in residence. Individual arrangements are made with the student's committee. The student's work is due to the committee no later



than the October deadline in the fall term and the March deadline in the spring term. If this date of completion is not met, the student becomes fully enrolled and is charged full tuition for the term.

- If all of the Division III work is complete except for the final draft or minor revisions and can be completed away from the College and without faculty supervision, the student pays a graduation fee. This completion deadline is in early September or February of the successive semester. If major revision or faculty involvement is required, the student falls into the previous category. Students must meet with the Division III counselor in CASA to discuss requesting any extension deadline.

Division III Leave of Absence

All Division III leaves require special approval. Division III students must meet the college requirement of two terms of enrollment in Division III and must plan their leaves accordingly. Occasionally, a Division III student may plan a leave in the middle of two enrolled semesters. Consultation with the Division III counselor in CASA must take place well in advance of college deadlines in order to plan appropriately. Students planning to go on leave in Division III must file a leave application with a preliminary Division III plan. See the Division III leave policy in the section on Division III.

Division III Funding

Students who receive financial aid and have already expended the funds included in their aid package may apply to the financial aid office for additional funds. Students should not expect the College to meet the expenses of costly Division III projects. Several college programs also offer partial funding for Division III. Information about applying for these funds is available in the Division III Guide for Students, available on the CASA website.

Awarding of Degrees

No degree will be awarded until evidence of completion of degree requirements has been received, library books returned, disciplinary sanctions fulfilled, and outstanding bills paid.

All But Division III Degree Program (AB Division III)

Students whose last semester of enrollment was at least ten years ago and who have completed Division II are eligible to apply for admission to the AB Division III program. Students in this program complete their work away from campus and are permitted a maximum of four consecutive semesters in which to complete all degree requirements. Further information is available from the Center for Academic Support and Advising.

TRANSFER POLICY

Transfer students are required to fulfill all distribution and additional course requirements of Hampshire's Division I, II and III requirements. Transfer course work completed prior to enrollment at Hampshire may be used to satisfy some of Hampshire's graduation requirements.

To be considered for transfer status, students must have been enrolled at a regionally accredited college or university on a full- or part-time basis and have completed at least 15 transferable semester credits or 23 quarter credits in a variety of academic (liberal arts and



sciences) disciplines prior to enrollment at Hampshire. Courses must be comparable in academic demands and disciplines to those offered at Hampshire, be at least a grade of C and not be recorded as high school credit. Students who have completed fewer than 15 semester or 23 quarter credits of college work will be considered first-year entrants and should refer to the description of the First-Year program for more information.

Hampshire College will transfer courses completed during high school dual-enrollment programs only if the student's transfer institution has awarded them credit. This policy also applies to Advanced Placement Program (AP) exams with scores of 3, 4, or 5 and International Baccalaureate (IB) Higher Level exams with scores of 5, 6, or 7.

Prior to matriculation, transfer students' transcripts are evaluated to determine which first-year course requirements have been fulfilled through transfer work. Any remaining first-year requirements must be fulfilled during the first semester of enrollment. Requirements that have been met will be indicated when students fill out their course preference forms on TheHub prior to matriculation.



At a meeting for transfer students during orientation, students will receive a list of the courses from their previous institution(s). The courses that were accepted to satisfy the Division I distribution requirements will be noted as such. Students must declare four additional requirements (electives) needed to complete Division I, a total of eight courses. These courses may be from a student's previous institution, Hampshire courses, or a combination of both. After completion of distribution requirements, the student obtains the advisor's approval of the four electives, using a form obtained in the central records office. After receiving the completed form and all grades and evaluations are recorded, central records will record a Division I pass, which will allow the student to file their Division II contract. Transfer students do not complete Division I portfolios or submit Division I retrospective essays.

Transfer students negotiate a plan of study with their advisor. This plan and the rate of academic progress will be determined in part on the

basis of progress toward Hampshire's graduation requirements and the amount of prior course work used for Division I and II. Transfer courses not used for the completion of Division I are eligible for inclusion in Division II upon approval of the student's Division II committee. Each student's program is individually designed, with the guidance of the Division II committee. Rates of progress will vary, depending on the number and type of courses taken at previous institutions and their applicability to the student's proposed plan of study at Hampshire.

Transfer students entering with at least two full-time semesters of prior course work participate in the preliminary Division II process in their first semester and have until the Division II filing deadline in their second semester of enrollment at Hampshire to file a Division II contract.

The completion date of Division II will be determined by the student's committee with approval by the appropriate dean in the Center for Academic Support and Advising. Please see the section concerning requirements and procedures for filing Division II. When determining whether a student's Division II is ready to be passed, the faculty committee takes into consideration: the number and type of courses and other learning activities in the portfolio and whether they form a comprehensive body of work; the student's proficiency with writing and other modes of expression and presentation; and the student's readiness, in terms of requisite knowledge and skills, to embark on the proposed Division III project.

NOTE: Students receiving financial aid should consult with the financial aid office regarding the number of semesters of financial aid eligibility.

EVALUATION DEADLINES

Criteria for evaluation are established at the beginning of any learning activity, such as courses, independent studies, field studies, teaching assistantships, and other educational activities between instructor and student. Evaluations of internships, field studies, and community service activities written by non-Hampshire supervisors must be submitted to the student's file in central records. In order to be included in the student's Division II portfolio, such activities must be approved in advance by the Division II or Division III chair. Throughout the semester, there needs to be continuous contact between the student and the instructor or supervisor of these activities. The instructor or supervisor prepares a written final evaluation of the student's work and determines if the student has completed the course requirements.

Evaluation deadlines may be adjusted if the deadline falls on a weekend. Check the academic calendar for details.



Courses

Course Summary Evaluations: Faculty indicate whether students will be receiving an evaluation, no evaluation, or an incomplete by the end of each semester.

Fall term. Summaries are due ten days after the end of classes.
January term. Summaries are due three days after the end of classes.
Spring term. Summaries are due ten days after the end of classes.

Course evaluations are due according to the following schedule:

Fall term. Course evaluations are due for all students by January 15.
January term: Course evaluations are due for all students by February 15.
Spring term. Course evaluations are due for all students by June 15.

Incomplete courses. Faculty may grant up to one term of active enrollment for incomplete work to be submitted to the instructor. The evaluation is then due by that semester's course evaluation deadline. If the evaluation is not submitted by this deadline, the incomplete will be changed to "no evaluation" in the student's transcript.

Divisional Evaluations

Division I and II. Evaluations for Division I and II work passed during a fall term are due January 30. Evaluations for Division I and II work passed during a spring term are due June 30.

Division III. Evaluations for Division III work passed at the end of a fall semester are due by the Friday of the second full week of January term classes. Evaluations for Division III work passed at the end of a spring term are due by the Monday prior to commencement. No student can formally be awarded the degree unless all Division III evaluations have been filed.

GUIDELINES FOR ACADEMIC PROGRESS

Academic Good 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.

To be in good academic standing, Division I students must satisfactorily complete all required educational activities. Students who complete fewer than four courses in either of the first two terms 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 able to continue at Hampshire College. Students completing fewer than three courses in a term are subject to academic withdrawal.

For Division II and Division III 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 and Division III levels 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.

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.

The maximum time that a student may take to complete the bachelor's-degree work is ten semesters of full-time enrollment.



Insufficient Academic Progress

Students who fail to make adequate academic progress are subject to withdrawal from the College. As an alternative to withdrawal, some students who have fallen behind may be placed on an academic contract worked out by the Center for Academic Support and Advising (CASA) in consultation with the advisor. 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 satisfy the requirements of an academic contract are subject to academic withdrawal. 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.

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.

Notification of Parents of Academic Contract/Academic Dismissal

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The College communicates directly with students in matters concerning academic progress. It is the policy of the College to notify in writing both students and parents when an academic contract goes into effect and of dismissal from the College. In communicating with parents concerning other matters, it is normal college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student.

A student may appeal their academic standing by submitting a written statement to the dean of academic support and advising. The statement may cite mitigating circumstances for review.

Students who return from withdrawn status are sometimes placed on contract as part of the readmission decision. This information will be provided to advisors.

Guidelines for Graduation in Four Years

The academic program at Hampshire College is a negotiated education; each student will work out a plan of study for graduation in four years with their advisor. The following guidelines are intended to encourage early and frequent discussions between students and advisors concerning a student's academic progress:

- Completion of the Division I course requirements by the end of the second term
- Passing Division I in the beginning of the third term
- Filing of the Division II contract by the beginning of the fourth term
- Passing Division II by the end of the sixth term
- Filing of the Division III contract at the beginning of the seventh term
- Passing Division III by the end of the eighth term

It is important to note that students have a maximum of ten semesters in which to complete all degree requirements. In rare instances, because of injury, severe illness, or death of a close relative, it may be necessary for a student to exceed the maximum period for completing degree requirements. In such cases, the student must submit a plan for completion on extension status to their Division III committee and to the committee on exceptions to academic policy. A student who is granted such an appeal would be placed on leave of absence status for at least the following semester but for no more than two consecutive semesters, before being allowed to return to Hampshire on extension status. Extension status carries a fee rather than tuition, and does not qualify students to receive financial aid. Students on extension status for completion of degree requirements may not live on campus.

Filing Dates and Deadlines for Division II and III

Central records publishes the academic calendar, which details the filing deadlines for each academic year.

FIELD STUDY, EXCHANGE, LEAVE, OR WITHDRAWAL

Field Study

Field study may be granted for academic study that requires a student to be away from the Hampshire campus for an entire semester. Field study status assumes that the student is engaged in academic work away from the College, not just living off campus, and that the study or work to be carried out is of such a nature that it cannot be done while the student is in residence at Hampshire. Residence in or around the surrounding communities is not permitted. In general, field study is the term used to describe work for which there has been adequate academic preparation and that must be done in a particular place away from the College—a "field site." The Center for Academic Support and Advising staff are available to answer questions about field study.



Students completing a semester's work at a site away from Hampshire College, which has been pre-approved by their Division II or Division III committees for inclusion into their Division II or Division III, are placed on field study. Students who want to be on field study must be in good academic and disciplinary standing to qualify. The enrollment notification deadline is listed each year in the online academic calendar and tuition information on the student financial services website. All forms must be submitted by that date. This is an absolute deadline; by being late even by one day, a \$500 late enrollment notification fee is assessed.

A student on field study generally is supervised by an appropriate person at the field-study site. The student is entitled to supervision by the Division II or Division III committee. A semester of field study is considered a semester of enrollment for the purpose of academic standing (see the section on Guidelines for Academic Progress).

Enrollment Status

Students on field study will be considered full-time students for the purpose of educational loan obligations. If for other valid reasons certification of student status is necessary, the central records office will prepare a letter bearing the college seal.

All students, including those on field study, are automatically enrolled in the Hampshire College health insurance program through Gallagher Koster. Medical care coverage is outlined in the college insurance company brochure and on the student financial services website. Field-study students are required to have insurance. Students who receive this permission have the option to waive Hampshire's insurance if they are covered under another insurance plan; students who will be studying outside of the United States will need to confirm that their private carrier will cover them internationally.

Students on field study are not entitled to use any Hampshire College or Five College facilities. Specifically, this involves the library; Five College libraries; the Hampshire College or University of Massachusetts Amherst Health and Counseling Services; the Robert Crown Center; Outdoors Program and Recreational Athletics college-sponsored trips; enrolling in, teaching, or auditing Hampshire or Five College interchange courses; having a job on campus; or having a validated Hampshire ID card.

Students on field study during the fall semester may enroll in January term courses only if they receive special permission from the dean of academic support and advising. Students are expected to register for and complete the January term class that is relevant to their divisional work. Field-study students who obtain this permission must live on campus and pay the fees for tuition and room as listed in the fee brochure, which is distributed by student financial services and appears with the tuition information on the student financial services website.

Fees

The fee for a field study is approximately one third of the Hampshire College tuition for that semester. Refer to the student financial services website.

Financial Aid

Refer to the financial aid website.

Procedures for Filing for Field Study

The process for filing for field study should begin about six weeks into the term preceding the field study.

- Field-study forms are available from the Center for Academic Support and Advising.
- A meeting with the advisor (Division II or Division III chair) who will be supervising the work during the field study should occur at an early stage. If this is a Division III field study, this planning meeting must be followed by a meeting with one of the deans in the Center for Academic Support and Advising.
- After the project has been planned, it must be put in written form. A copy of the Division II concentration statement or a preliminary Division III plan (see below) should be attached. A written agreement between the student and the faculty supervisor outlining the obligations each is willing to undertake is an important part of the form. A statement about how and when the work will be evaluated should also be included.
- Filing for field study requires the signature of the following people: academic advisor, the housing coordinator, the manager of student accounts, the director of financial aid (for financial aid students), the director of global education (for students traveling outside the United States), and a member of the Center for Academic Support and Advising staff. The CASA dean cannot sign field study or exchange forms without the student obtaining all other necessary signatures.

A \$500 late enrollment notification fee is assessed if the field-study form is not filed in CASA by the enrollment notification deadline. The enrollment notification deadline is listed each year in the online academic calendar and with tuition information on the student financial services website. If plans are not definite or if a signature is missing, the form should still be submitted by the deadline and an appointment made with a CASA staff member the following week. Occasionally a student will find that their plans cannot be finalized until later in the term or during the summer. The student should file a preliminary field-study form by the deadline and meet with a member of CASA in order to discuss the situation.



Any field study for which final approval has not been received will be canceled.

International Students

International students must consult with the international student advisor regarding visa implications of field study. The advisor is located in the Lebrón-Wiggins-Pran Cultural Center.

Returning from Field Study

In order to preregister for courses or participate in the on-campus-room-choosing lottery process, the student must notify CASA of their intention to return by the November and April enrollment deadline. Students should refer to online forms and information on the Hampshire College website. If CASA is not notified of the student's plans for the term following the field study by the notification deadline, the student will be withdrawn from the College. Other information regarding returning to Hampshire is also included at this website. See the January term section if the student is returning from a fall semester field study.



Permission is rarely granted to extend field study if the field study was originally approved for one semester. If such permission is granted, students must file a new field-study form and obtain updated signatures. Failure to do so will result in cancellation of the field study and students will be placed on leave of absence.

Exchange

Exchange is the term for participation in a Hampshire-sponsored program at a site away from the College. All Hampshire Exchange programs (both international and domestic) are administered by the Global Education Office (GEO). Refer to the website, <http://geo.hampshire.edu> for information about Hampshire Exchange programs. Students interested in participating in exchange must follow the GEO application procedures. The Hampshire Exchange application deadlines (fall and spring term) are listed each year on the GEO website and advertised extensively around campus. Students who enroll at a program or institution where Hampshire has an exchange agreement must do so through Hampshire College exchange status. Students may not enroll directly with Hampshire partners while on field-study status.

A student on exchange is generally supervised by an appropriate person at the exchange site. The student is entitled to a limited amount of supervision by a Hampshire College faculty member. A semester of exchange is considered a semester of enrollment for the purpose of academic standing (see the section on Guidelines for Academic Progress).

Enrollment Status

Students on exchange will be considered full-time students for the purpose of educational loan obligations. If, for other valid reasons, certification of student status is necessary, the central records office will prepare a letter bearing the college seal.

All students, including those on exchange, are automatically enrolled in the Hampshire College health insurance plan through Gallagher Koster. Medical care coverage is outlined in the college insurance company brochure and on the student financial services website. Exchange students are required to have insurance. Some exchange programs may have additional, country-specific insurance requirements. Students have the option to waive Hampshire's insurance if they are covered under another acceptable insurance plan; students who will be studying outside of the United States will need to confirm that their private carrier will cover them internationally.

Students on exchange are not entitled to use any Hampshire College or Five College facilities. Specifically, this involves the library; Five College libraries; the Hampshire College or University of Massachusetts Amherst Health and Counseling Services; the Robert Crown Center; Outdoors Program and Recreational Athletics college-



sponsored trips; enrolling in, teaching, or auditing Hampshire or Five College interchange courses; having a job on campus; or having a validated Hampshire ID card.

Students on exchange during the fall semester may enroll in January term courses only if they receive special permission from the dean of academic support and advising. Students are expected to register for and complete the January term class that is relevant to their divisional work. Fall term Hampshire Exchange participants who obtain this permission will not be required to pay additional tuition fees; however, they will be assessed housing and board fees on a program by program basis.

Fees

Students who participate in a Hampshire Exchange program are charged Hampshire College tuition for that semester. Room, board, and other fees vary by program; refer to the global education office website.

Fees associated with exchange withdrawal will be assessed per the program withdrawal and refund policy (see GEO website).

Financial Aid

Refer to the financial aid website.

Procedures for Exchange

Students must work closely with the global education office and complete all application materials. A Hampshire College Exchange form will be issued to a student if they have been accepted to an exchange program.

- A meeting with the advisor (Division II or Division III chair) who will be supervising the work during the exchange should occur at an early stage. If this is a Division III exchange, this planning meeting must be followed by a meeting with the Division III counselor in CASA. Division III students should refer to the Division III section.
- After the project has been planned, it must be put in written form. A copy of the Division II concentration statement or a preliminary Division III plan (see below) should be attached. A written agreement between the student and the faculty supervisor outlining the obligations each is willing to undertake is an important part of the form. A statement about how and when the work will be evaluated should also be included.
- All students traveling on a Hampshire College sponsored study are required to submit an Assumption of Risk and General Release form. College sponsored travel is any travel that a

student receives any funding, academic credit for work done during or upon return from the travel; or any travel which has been arranged by the College. This includes participation in field study, whether domestic or international.

- Filing for exchange requires the signature of the following people: academic advisor, the housing coordinator, the manager of student accounts, the director of financial aid (for financial aid students), the director of global education, and a member of the Center for Academic Support and Advising staff.

Any exchange for which final approval has not been received will be canceled.

International Students

International students must consult with the international student advisor regarding visa implications of exchange. The advisor is located in the Lebrón-Wiggins-Pran Cultural Center.

Returning from Exchange

In order to preregister for courses or participate in the on-campus-room-choosing lottery process, the student must notify CASA of their intention to return by the November and April enrollment deadline. Students on exchange who plan to return to the College the following semester must notify CASA in writing. Students should refer to online forms and information on the Hampshire College website. Other information regarding returning to Hampshire is also included at this website. If CASA is not notified of a student's plans for the term following the exchange by the notification deadline, the student will be withdrawn from the College.

Leave of Absence

If a student needs to be away from Hampshire College and will not require faculty supervision or a formal Hampshire record of activities while away, a leave of absence may be appropriate. Leave of absence for one or two terms may be granted to any student in academic good standing. Automatic readmission is assumed unless otherwise noted. NOTE: A leave of absence is not an active enrollment status, regardless of the nature of activities pursued.

Students on leave of absence do not have an advisor, may not complete divisional exams, may not negotiate the Division II concentration form or the Division III contract, and may not work with faculty. In addition, a student on leave of absence may not have use of any Hampshire College or Five College facilities. Specifically, this involves the library; the Robert Crown Center; the Hampshire College or University of Massachusetts Amherst Health and Counseling Services; the Outdoors Program/Recreational Athletics college-



sponsored trips; enrolling in, teaching, or auditing Hampshire or Five College interchange courses; having a job on campus, or having a validated Hampshire ID card.

Students may purchase the supplemental health insurance offered by Hampshire College that entitles leave students to medical care as outlined in the college insurance company brochure and on the student financial services website. Supplemental insurance does not cover a student for care at the Hampshire College or University of Massachusetts Amherst Health and Counseling Services.

January term is considered part of the fall semester. Students on leave of absence during the fall semester may not enroll in January term courses.

Procedure for Filing for Leave of Absence

The form for filing for leave of absence should be obtained from CASA. Members of the staff are available to talk with students about their plans. The form requires signatures from the student's advisor, the housing coordinator, the director of financial aid (for financial aid students), and a CASA dean. Students taking a leave of absence are responsible for communicating with CASA regarding their plans for the following term. Students should refer to online forms and information on the Hampshire College website. If CASA is not notified of the student's plans for the term following the leave by the notification deadline, the student will be withdrawn.

Deadlines and Fees

The leave of absence fee is \$320 for each term.

A \$500 late enrollment notification fee is assessed if leave forms are not filed in CASA by the enrollment notification deadline. The enrollment notification deadline is listed each year in the online academic calendar and tuition information on the student financial services website.

A change of status from fully enrolled to leave of absence after the opening of the term (enrollment check-in date) will, if approved, lead to the partial or full forfeiture of tuition, room, and board fees. Refer to the fee brochure and the website <http://studentaccounts.hampshire.edu> for the refund schedule. Factors determining the amount of the refund include the date of leave, the type of leave, and the financial aid status of the student. Upon leave, financial aid students may have a part of their aid returned to the programs that assisted them as mandated by the federal return-of-funds formula. Returns are applied in the following order: federal student and parent loans, federal grants, college and outside grants, and scholarships. Students will be responsible for a balance due created by the return-of-funds process.

Vacating Student Rooms

Students who go on leave must vacate their on-campus rooms within 48 hours after the date on which the leave is scheduled to begin. All residential keys must be returned to the appropriate house office upon a student's departure. Failure to comply with this policy may result in additional charges commensurate with the amount of time a student has taken to vacate their room or to make arrangements with the house office to have articles moved to storage.

Students Extending Leave of Absence

Students on leave of absence who want to extend their leave must notify the Center for Academic Support and Advising of their intent to remain on leave. Extensions of leave, along with extensions of financial aid eligibility beyond one year, require special permission from CASA.

Withdrawal

Students who want to withdraw from Hampshire College must complete a withdrawal form, which is available from the Center for Academic Support and Advising. Members of the staff are available to talk with students about their plans. The form requires signatures from



the student's advisor, the housing coordinator, the director of financial aid (for financial aid students), and a CASA dean. Students who want to withdraw from an exchange program should refer to the exchange section. Withdrawing from exchange after the program start and/or opening of the term is considered withdrawing from Hampshire College.

Deadlines and Fees

A \$500 late enrollment notification fee is assessed if withdrawal forms are not filed in CASA by the enrollment notification deadline. The enrollment notification deadline is listed each year in the online academic calendar and tuition information on the student financial services website.

A change of status from fully enrolled to withdrawal after the opening of the term (enrollment check-in date) will, if approved, lead to the partial or full forfeiture of tuition, room, and board fees. Refer to the fee brochure and the website studentaccounts.hampshire.edu for the refund schedule. Factors determining the amount of the refund include the date of leave, the type of leave, and the financial aid status of the student. Upon withdrawal, financial aid students may have a part of their aid returned to the programs that assisted them as mandated by the federal return-of-funds formula. Returns are applied in the following order: federal student and parent loans, federal grants, college and outside grants and scholarships. Students will be responsible for a balance due created by the return-of-funds process.

Fees associated with exchange withdrawal will be assessed per the program withdrawal and refund policy (see GEO website).

Vacating Student Rooms

Students who withdraw must vacate their on-campus rooms within 48 hours after the date the withdrawal form is submitted. All residential keys must be returned to the appropriate house office upon a student's departure. Failure to comply with this policy may result in additional charges commensurate with the amount of time a student has taken to vacate their room or to make arrangements with the house office to have articles moved to storage.

READMISSION POLICY

Students seeking readmission to the College are required to submit an application to the Center for Academic Support and Advising that includes a statement of their activities while away from the College and a proposed plan of study if readmitted. Students who have enrolled in another college or taken courses elsewhere must submit transcripts of that work. These materials, as well as the central records file and all other relevant documents, are reviewed by the Readmissions Committee. The committee may also consult with faculty or other



pertinent persons, such as former advisors and faculty working in the area of the student's interests, concerning the advisability of readmitting the student.

Students who are applying for readmission must do so no later than November 15 for readmission for the spring term and April 15 for readmission for the fall term. Readmission materials are submitted to CASA. A processing fee of \$50 is required. Students seeking readmission who have been away from Hampshire for four years or more will follow the academic policies and deadlines in effect at the time of readmission. The Center for Academic Support and Advising will provide current policies and deadlines upon request.

Students applying for financial aid must meet the college deadlines for consideration and should contact student financial services directly. Students applying for financial aid should note that there are limitations for aid eligibility for readmitted students and should contact the financial aid office early in the process. These deadlines



may be earlier than those required by the Readmissions Committee. International students should also contact the Cultural Center to discuss visa status and enrollment limitations.

The materials will be reviewed by the Readmissions Committee before a final decision is made. Applicants for readmission should be aware that, regardless of the original or predominant reason for withdrawal, all issues that pertain to a student's ability to function at Hampshire may be addressed in determining suitability for readmission. The readmission decision rests on the discretion of the Readmissions Committee. There is no appeal process for decisions of the Readmissions Committee.

The Readmissions Committee will sometimes recommend that a student be readmitted to the College with the understanding that certain conditions or expectations will be met once the student has returned. CASA will be responsible for conveying academic information to the student and the advisor in the form of an academic contract for monitoring academic progress.

The staff at CASA are available to answer any questions about readmission.

Readmission applications are available through CASA. Applicants must fulfill all requirements as set forth in the application materials, including submission of a personal statement that explains how the circumstances which led to the leave have been addressed. In addition to the requirements listed below, the Readmissions Committee may require the student to submit additional documentation and/or participate in a personal interview with a college administrator. International students should also contact the international student advisor to discuss visa status and enrollment limitations. The advisor is located in the Lebrón-Wiggins-Pran Cultural Center.

Readmission after Academic Withdrawal

Applicants must provide documentation of completion of all academic work stipulated in the academic withdrawal letter and submit a proposed plan of study.

Readmission after Administrative Withdrawal

Students who have been administratively withdrawn from the College because they have not informed the College of their enrollment plans must submit information concerning any academic activities while away as part of the application.

A student who has been administratively withdrawn due to missing medical records must submit required documentation to Health and Counseling Services. Health and Counseling Services will notify CASA once all medical information has been received and, if appropriate, CASA will cancel the administrative withdrawal.

Readmission after Disciplinary Suspension

In addition to any criteria and recommendations made at the time of suspension from the College, evidence of responsible behavior in academic and nonacademic areas will be among the criteria used to determine readiness to reenter the Hampshire community.

Readmission after Financial Withdrawal

Students who have been financially withdrawn from the College because of an unpaid bill will not be considered for readmission until the student accounts office has notified CASA that the student's account has been paid in full.

Readmission after Medical Leave

The student must submit a letter to CASA from a qualified health professional that contains the following information: (1) a specific diagnosis and prognosis of the health condition that led to the medical leave; (2) description of the treatment that was received by the student during leave; (3) an assessment of the student's present and sustained ability to meet the academic, behavioral, and other requirements of the College; (4) an assessment of the student's present and sustained ability to live independently in student housing; (5) an assessment of whether the student's return to the College presents a potential threat to the health or safety of the student or to others in the college community; and (6) recommendations for continued treatment or accommodations (if any) upon return to the College. If requested to do so, the student also must provide the College with written permission to contact their health professional. In specific cases, additional requirements are possible. This information will be held as confidential by college health officers and the Readmissions Committee to the extent practical.

ETHICS OF SCHOLARSHIP

Hampshire College is part of a broader community of scholars, a community in which ideas, hypotheses, new concepts, and carefully established facts are the currency. None of us, faculty or students, 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 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. Writers who fail to note sources are at best ignorant and at worst dishonest. Unacknowledged borrowing from the work of others in any medium is a fundamental repudiation of the deepest values of the academic community.

Plagiarism

Plagiarism (from the Latin for kidnapper) is a term covering everything from inadvertently passing off as one's own the work of another because of ignorance, time constraints, or careless note-taking, to 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.

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. The use of secondary source material is permissible when properly cited.

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.

Intentional Poor Documentation

As scholarly writers, we are expected to acknowledge our indebtedness for ideas, phrases, sentences, charts, diagrams, figures, and longer verbatim quotations.

Writers prepare for this necessity by taking careful notes on exact wording and spelling, page numbers, and source identification. 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.

Papers Written by Others

Presenting papers or sections of papers (including websites) bought, borrowed, or stolen from others as one's own is the most blatant form of plagiarism. There is no conceivable 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 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.

Unacknowledged Multiple Submission

Using the same paper 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.

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. Allegations of academic dishonesty are most likely to arise from work done in a course or for a divisional project. The accusation is usually brought by a member of the college faculty. When it is clear to a faculty member that a charge of plagiarism is appropriate, the procedure is as follows:

- A. Consultation with the School dean and dean of academic support and advising. The faculty member will inform the student, the School dean, and the dean of academic support and advising of the accusation. Both the faculty member and the student will meet with the School dean who will
 - (a) consult with the Center for Academic Support and Advising to see if there are previous incidents, (b) hear both sides, and (c) recommend a course of action. If the School dean concurs with the charge of academic dishonesty and determines that it is a first offense, the dean will choose one of the following options, depending on the seriousness of the offense:
- B. Write a letter of warning to the student, with a copy to the dean of academic support and advising; or
- C. Refer the matter to the dean of academic support and advising, who will write a letter of warning to the student. In addition to the letter of warning, sanctions may include removal of all record of the course being taken (in the case of plagiarism in a course paper) or 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).

In cases of egregious violation, the School dean or dean of academic support and advising may refer the case to the dean of students office for disciplinary action, as outlined below.

Referral of the case to the dean of student 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 School dean or the dean of academic support and advising to the dean of students office for further disciplinary action. The dean of students office will consult with the dean of the faculty in deciding disciplinary action. Among the sanctions available are disciplinary 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 president.

Record of cases of academic dishonesty. All cases of academic dishonesty should be reported in writing to the dean of academic support and advising. A record of all cases will be maintained by the Center for Academic Support and Advising. CASA will be responsible for monitoring recommended actions and ensuring appropriate confidentiality. CASA will also keep a summary of all cases, without identifying specifics, to aid in determining appropriate action.

(The student handbooks of Amherst, Mount Holyoke, and Smith Colleges and of Princeton University were employed extensively as source material in drafting the above statement on Ethics of Scholarship.)

