

The image features a central white banner with a thick purple border. The banner is surrounded by numerous purple swirls of varying sizes, some overlapping the banner's edges. The entire composition is set within a white rounded square frame with a thin purple border.

Academic Policies

- 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/ dean 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

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. Students are responsible for checking the accuracy of their records and reporting any discrepancies to 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:



- 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.

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 may rescind or revise permission for access online at any time.

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.

Student Policy on Preferred Names and Pronouns

Many members of the Hampshire community use names other than their legal names to identify themselves. As long as the use of this different name is not for the purposes of misrepresentation, Hampshire acknowledges that a "preferred" first name and pronoun may be used wherever possible in the course of a student's education. Use of the preferred name instead of the legal name will be gradually phased in, except where the use of the legal name is required, such as payroll records and student transcripts.

Students should give serious consideration to the request to use a preferred name and/or pronoun, as this choice will be permanently reflected in the narrative portions of the academic transcript. Although students are generally free to determine the preferred names they wish to be known by, inappropriate use of the preferred name policy (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request. The College reserves the right to remove a preferred name if it is used inappropriately.

Preferred name requests will be entered via TheHub. Students will have a choice of displaying their preferred first name instead of their legal first name, or in addition to their legal first name. Authorized changes to preferred names will be almost immediate in some locations; others may take additional time based on system configurations.



In addition to the preferred first name, students may indicate a preferred pronoun on TheHub to be displayed on course rosters. For students who have not indicated a preferred pronoun, the pronoun typically associated with their legal sex of record will be displayed. The only pronoun that can be used by faculty while writing evaluations is the one displayed in these rosters.

Changes to a legal name can only be made in the central records office and will be based on appropriate documentation, such as a court order or Social Security card. Students with legal name changes may request that their narrative evaluations be amended to reflect their gender identity, whether or not they also have a legal gender change. Such amendments can take up to 30 days to process.

Disclaimer: This policy does not form a contract of any kind and may be modified, changed, altered, or rescinded at the discretion of Hampshire College.

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 engagements and learning 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 the Division I evaluation are included in transcripts prepared for students who have not yet received the Division II evaluation. Division III students 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

Transcript request forms and additional Information are available on the central records web site, www.hampshire.edu/centralrecords and in the central records office. No transcripts will 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.



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, with advisor approval. 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, private 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 unless the student has been granted an exception through the Late Add Justification process.
- 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 (not in place of) 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.

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 Hampshire courses and request 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 them to meet. 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 transcript 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. Only successfully completed cocurricular courses are recorded on the transcript.

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,



January Term

January term 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 pursue other activities related to the academic program such as Campus-Engaged Learning Activities or internships. January term opportunities may also include intensive language study and faculty-led international and domestic short-term field courses. January term course offerings and workshops are taught by both regular and visiting faculty, as well as alumni, staff, and students.

The College encourages active participation in January term. Students may also work, travel, or study elsewhere in January. Students may participate in January term courses or activities 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.

All students participating in the January term are expected to register for and complete a January term activity that is relevant to their academic program. Students studying on campus in the fall semester are eligible to participate in the January term. Students on field study or exchange during the fall semester may participate in on-campus January term activities only with special permission from the dean of academic support and advising. Students on leave of absence during the fall semester or newly admitted in the spring semester are not eligible to participate in the January term. Students wishing to participate in faculty-led short-term field courses should apply through the Global Education Office.

Tuition, room and board fees for the January term are included in the regular semester fee schedule, with the following exceptions. Field-study students who obtain permission to participate in the January term must live on campus and pay the fees for tuition, room and board as listed in the fee brochure distributed by student financial services. Fall term Hampshire exchange participants who obtain a permission to enroll in January term must live on campus and will not be required to pay additional tuition fees, but will be assessed room and board fees on a program-by-program basis.

THE 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 Division 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 committee 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 only to students who entered Hampshire College fall 2011 forward. 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 official AP exam scores of 4 or higher, IB scores of 5 or higher from Higher Level coursework, and/or transferrable college credit (college coursework not included in high school) may use this work in place of up to three elective courses in Division I. Additionally, a fourth AP, IB, or college course may be included as part of students' Division II portfolios.

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

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 students pursue in 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.

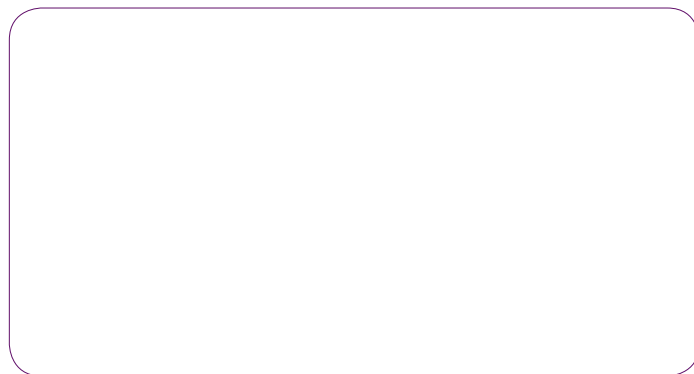
Within the limits of the resources of the College, the Five Colleges, and the ability of the student and the student's committee to locate resources for the student, there is great latitude in the design of a concentration. It is essential, however, that a concentration proceed on the basis of a plan, 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 toward 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 contract 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

- 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 contract 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 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 contract. 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.



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

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.



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, typically chair and member, but sometimes co-chairs. 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

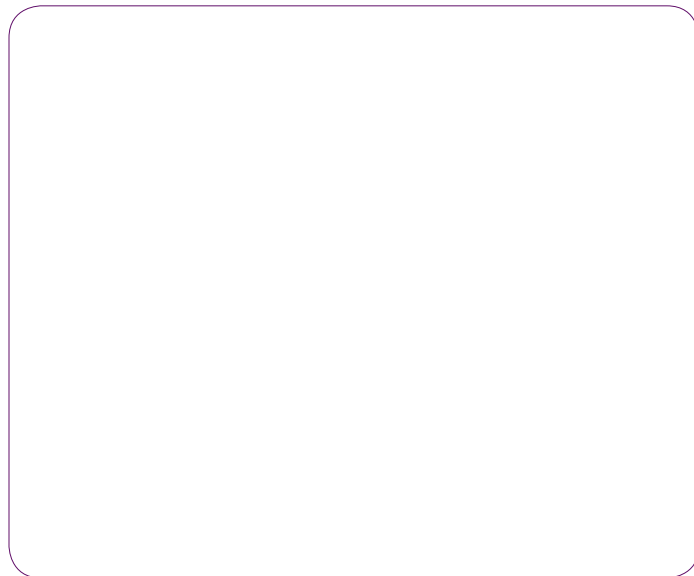
asked to post a preliminary Division III proposal on TheHub and also to name three potential faculty members who could serve as chair of the committee and three who could serve as the member. This process alerts faculty as to which students may want them on their committees, and sets the stage for students 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.

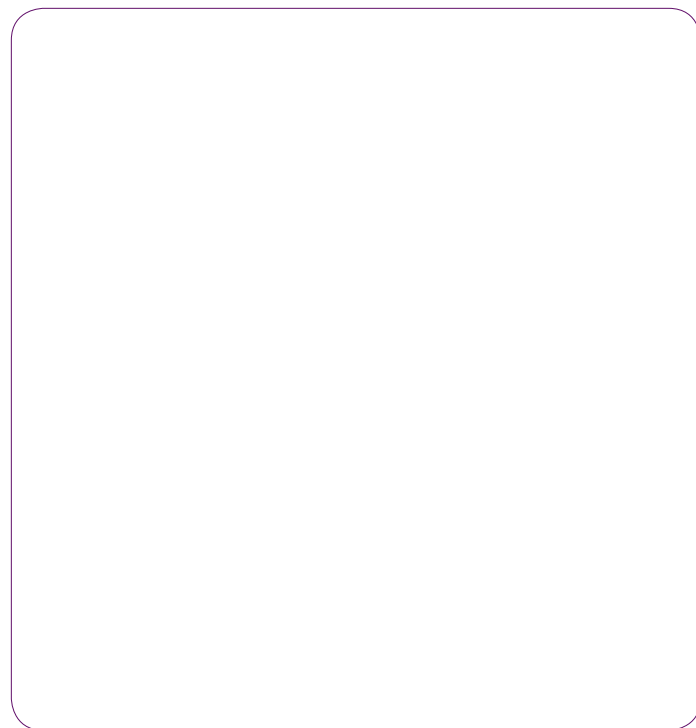
Final Evaluation

Both committee faculty 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 Exchange, Field Study, Leave, or 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.

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.

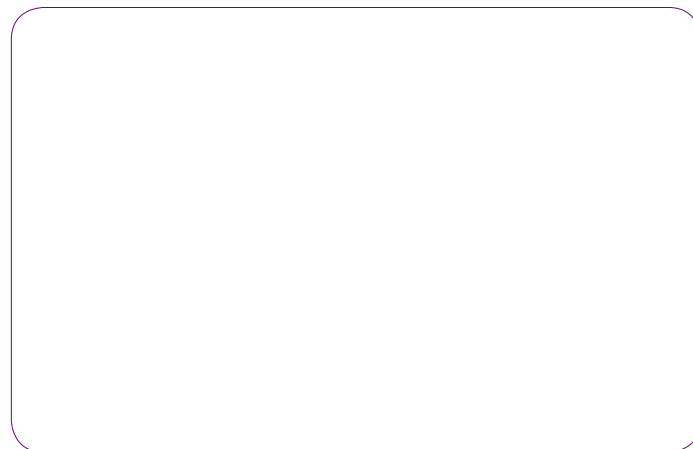
Awarding of Degrees

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 2012 or 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.



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 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 students pursue in 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,

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.



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.

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

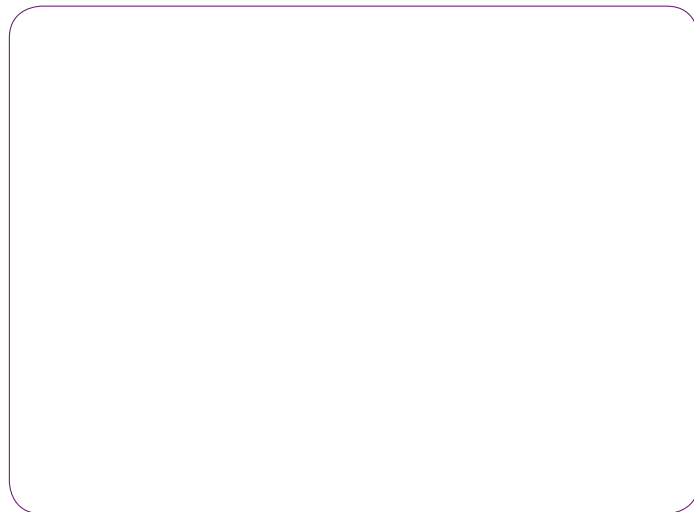
In satisfying this requirement, students can choose to address one or more of the following critical issues. However, students are encouraged to integrate all three issues into their Division II:

- 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

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



- 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.

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:



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 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. 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 contract 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 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 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 Engagement and Learning requirements, and other aspects of the contract. 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.



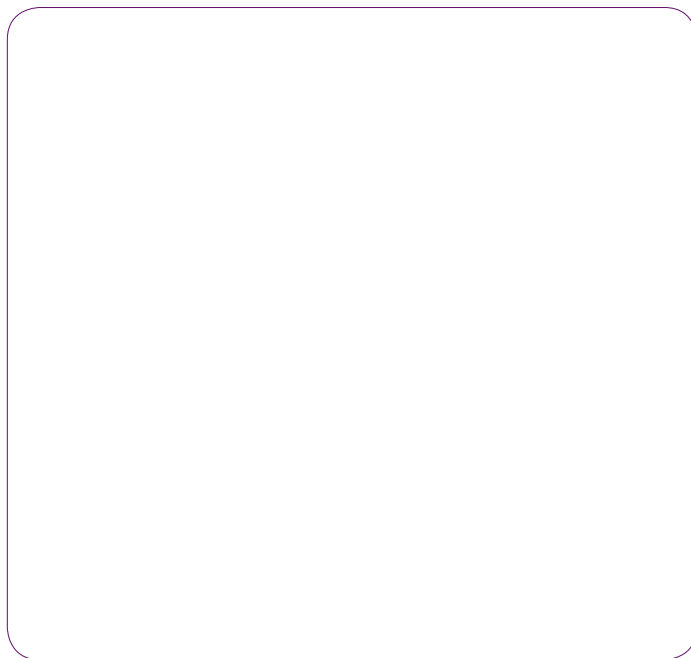
Supervised Teaching

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, typically chair and member, but sometimes co-chairs. 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.



Final Evaluation

Both committee faculty 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 Exchange, Field Study, Leave, or 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:

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.



- 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.

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 Division I 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 Engagement and Learning 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. Check the academic calendar for the evaluation deadline for Division I work that is passed at the beginning of a term.

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

Good Academic Standing

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

To maintain good academic standing, students must satisfactorily complete all required educational activities. Students who do not complete seven courses, and the CEL-1 requirement, by the end of the second term will be placed on academic contract by the Center for Academic Support and Advising (CASA), 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, three in each semester, to be eligible to return to Hampshire for their third semester, or will be subject to academic withdrawal.

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

During and at the end of the semester, CASA contacts the instructors of students who are on academic contract and requests that they provide feedback on the students' performance. Timely information on students' academic progress enables CASA to assist them in better achieving their academic goals for the semester. At the end of a contract semester, CASA will determine if the student has satisfied the conditions of the contract and can return to good standing the following semester.

Students who fail to maintain good academic standing are subject to withdrawal from the College and/or loss of financial aid eligibility (see Satisfactory Academic Progress and Financial Aid, below). As an alternative to withdrawal, some students who have fallen behind may be placed on an academic probation contract worked out by CASA in consultation with the advisor. At the discretion of the advisor and CASA, a student may be placed on required leave status in order to complete academic work before returning to full enrollment.

Satisfactory Academic Progress and Financial Aid

The College, in accordance with recently updated regulations concerning federal financial aid, has instituted new guidelines for all students for Satisfactory Academic Progress (SAP). The requirements have three different components: a quantitative measure, a qualitative measure, and a limit on length of time to graduation. Because Hampshire College does not use the traditional grade point average (GPA) as a method of evaluation, the College will examine the ratio of successfully completed courses to total courses. To meet the quantitative standard a student must successfully complete at



least 67% of all courses attempted. Attempted courses **include** incompletes, in-progress, and withdrawn (W) courses. To meet the qualitative standard, the ratio of successfully completed courses to total courses, **excluding** incomplete, in-progress, or withdrawn courses, must be at least 1:2 or 50% (i.e. for every two courses attempted, one must be successfully completed). Finally, Hampshire College has determined that a student may not take longer than 10 full-time semesters to complete the degree requirements.

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

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.



EXCHANGE, FIELD STUDY, LEAVE, OR WITHDRAWAL

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). Students are expected to fulfill the academic requirements as outlined by their exchange program and their Division II or III committee. Failure to successfully complete a semester of exchange may impact a student's academic progress, divisional status, or financial aid eligibility.

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, regardless of start or end dates of the program, 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 on-campus 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.

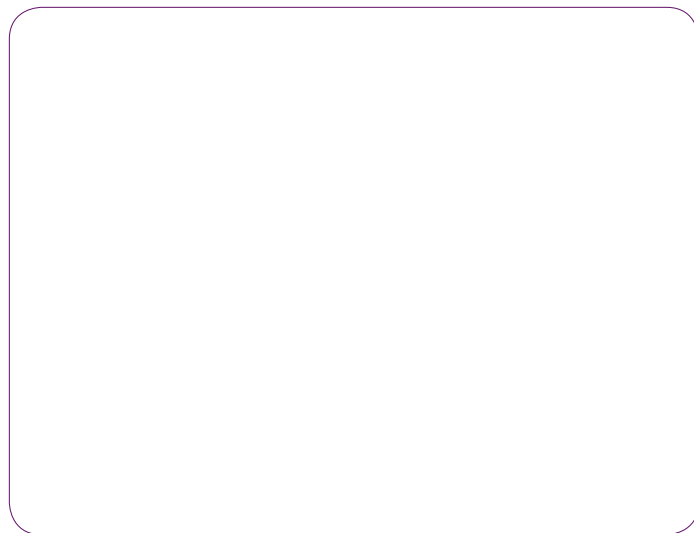
Fees

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 an exchange program, whether domestic or international.
- Filing for exchange requires the signature of the following people: academic advisor, assistant director of residence life, bursar, 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 are required to consult with their international student advisor regarding visa implications of exchange. The advisor is located in the multicultural and international student services office in the Lebrón-Wiggins-Pran Cultural Center.

Returning from Exchange

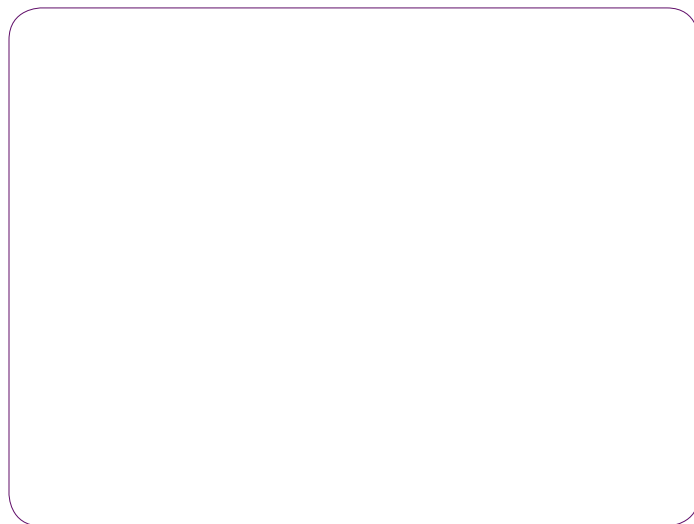
In order to preregister for courses or participate in the on-campus-room-choosing lottery process, the student must notify CASA of their intention to return by the November and April enrollment deadline. Students on exchange who plan to return to the College the following semester must notify CASA in 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.

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).



Students are expected to fulfill the academic requirements as outlined by their field study program and their Division II or III committee. Failure to successfully complete a semester of field study may impact a student's academic progress, divisional status, or financial aid eligibility.

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 on-campus 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 college representatives: academic advisor, assistant director of residence life, bursar, 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.
- 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.



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 are required to consult with their international student advisor regarding visa implications of field study. The advisor is located in the multicultural and international student services office 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.

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 contract 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.

International Students

International students are required to consult with their international student advisor in a timely manner, i.e. PRIOR to filing for a leave of absence with health services and/or CASA, regarding visa implications of taking a leave of absence. Without receiving timely advisement from their international student advisor, the student risks jeopardizing their student visa status and lawful presence in the U.S. The advisor is located in the multicultural and international student services office in the Lebrón-Wiggins-Pran Cultural Center.

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.

International Students

International students are required to consult with their international student advisor in a timely manner, i.e. PRIOR to filing for withdrawal with CASA, regarding visa implications of withdrawing. Without receiving timely advisement from their international student advisor, the student risks jeopardizing their student visa status and lawful presence in the U.S. The advisor is located in the multicultural and international student services office in the Lebrón-Wiggins-Pran Cultural Center.



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

In addition to a completed readmission application, 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).

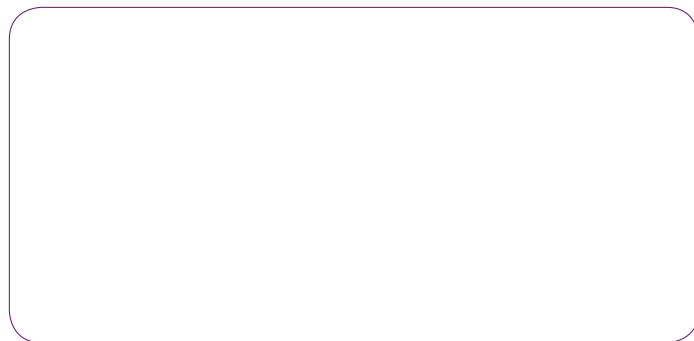
In cases of egregious violation, the School dean or dean of academic support and advising may refer the case to the dean of students office for disciplinary action, as outlined below.

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.)



Governance

Hampshire College encourages students to participate in community governance. Students have many opportunities to take an active part in shaping campus policy and making decisions affecting academic and student-life issues. In fact, most committees and governance bodies require student membership. The degree of involvement ranges from being elected the student trustee, to serving as a Student Government Association member, to attending School meetings, to serving on a house-director search committee.

The College has set aside time during each week when classes are not scheduled so that community members may participate in governance activities. This “governance time” is Tuesday, beginning at 3 p.m., throughout the academic year. During this time governing boards regularly meet. Meetings of all governance bodies are generally open to the community.

This section discusses some of the important governance positions and committees that require student involvement. For more information on various governing boards on campus, consult the Hampshire College Constitution, trustee bylaws, or Student Government Association bylaws, or inquire in the dean of faculty and Student Government Association offices.

THE BOARD OF TRUSTEES

Student Trustee and Alternate to the Board of Trustees

The Hampshire College Board of Trustees is the overarching governing body of the College. According to the bylaws, the trustees have general supervision and control over the property and affairs of the College. They formulate and oversee educational and fiscal policy; appoint officers and set the terms of their employment; make rules to ensure the good government of the College; fix tuition and other fees; and confer all honors and degrees. There are currently 22 members of the board of trustees, including one member of the faculty, one staff member, and one student. Additionally, the board bylaws provide for a student trustee alternate.

Like all trustees, the student trustee and the student trustee alternate are expected to attend and to participate in four meetings per year of the board of trustees, typically in August, November, February, and May. Most board meetings are held on campus. Meetings run from Thursday afternoon through Saturday at noon. The student trustee and student trustee alternate are also expected to participate in meetings of various committees of the board.

In addition to presenting students' concerns and viewpoints to the board, the student trustee and student trustee alternate are expected to report back to their constituencies, formally and informally, on matters taken up by the trustees, in a manner consistent with the trustee code of conduct.



A student candidate must have been in residence for at least one full academic year, and must be in good academic and disciplinary standing to be eligible to serve on the board of trustees. Students interested in trustee service must make a commitment to be on campus for two years. During the first year, the student serves as student trustee alternate, attending all board meetings and functions except those that involve executive session. This is a non-voting position. During the second year, the student becomes a full, voting trustee, and another student becomes the student trustee alternate. Please refer to the bylaws of the board of trustees for more details about eligibility and service.

Student Representatives to Committees of the Board of Trustees

The Board of Trustees of Hampshire College is currently made up of 22 members. Due to the large volume of business required of the board, much of the work and detailed discussion is delegated to various committees. Most of the board's committees comprise, besides trustees, an elected student representative, an elected staff representative, and an elected faculty representative. These committees discuss concerns and proposals that fall within their area of responsibility, and they make recommendations to the full board of trustees about action to be taken. In general, they meet for one to two hours, three or four times a year. Occasionally committees convene more often between regularly scheduled board meetings.

Any student who has been fully enrolled for at least two semesters, who is in good academic standing, and who will make a one-year commitment is eligible to serve on a board committee. Incumbents are eligible to run for a second term.

Current Committees of the Board of Trustees

Students, faculty, and staff serve on the following Board of Trustees committees:

- Academic Affairs Committee. Considers academic program development and parameters bearing on the academic program.
- Committee on Buildings, Grounds, and Environmental Sustainability. Reviews and discusses proposals and issues affecting facilities and grounds, land use, construction, etc.
- Development Committee. Supports and participates in the College's fundraising efforts, including annual fund solicitations, the graduate gift program, alumni and family relations, and overall development strategies.

- Enrollment Committee. Reviews and discusses admissions and financial aid strategies and procedures.
- Finance Committee. Oversees the financial affairs of the College, including budgets and cash flow.
- Student Life Committee. Considers initiatives and practices affecting nonacademic aspects of student and community life.

In addition, students, faculty, and staff may be asked to serve on other ad hoc committees of the board.

For more information about student participation on trustees committees or becoming a student trustee, please contact the office of the secretary of the college, x5521.

Investment Practices of the College

The Board of Trustees of Hampshire College follows a policy designed to ensure that the College's funds are invested in a socially responsible manner. At the present time, the policy is being updated by an ad hoc committee of the board in order to make it more current and comprehensive.

Student Government

Starting in the fall of 2012, a newly created Student Government Association (SGA) will be replacing Community Council, the previously existing body. The SGA's purview, responsibilities, and membership are still being formalized as this handbook goes to print. For the most up-to-date information about the SGA's areas of oversight, and to learn more about getting involved, visit intranet.hampshire.edu/sga, or speak with the advisor to the SGA in the dean of students office. Among other duties, the SGA will hold responsibility for allocating funds from the student activities fee, which each Hampshire student pays. These fees fund various student groups, on-campus activities, and house programs as well as community-wide expenditures such as the PVTA bus service fee.



Financial Committee (FiCom)

The financial committee (FiCom) is the standing committee of the SGA that is responsible for the distribution of the student activities fee. FiCom funds groups on a semester basis. To be on the agenda, a written request must be submitted to FiCom one week in advance. FiCom is student-run and has both elected officers and at-large members. FiCom's office is in the back of the Airport Lounge in the library.

Committee on Community Activities (COCA)

COCA is the standing committee of the SGA that plans large-scale campus events and also funds student group-sponsored events. COCA funds and organizes Hampshire Halloween and Spring Jam, and cosponsors many other events throughout the year. COCA is student-run and anyone can join. For more information, email COCA at coca@hampshire.edu. COCA shares an office space with the SGA in the rear of the Airport Lounge in the library.

Committee on Community Development (COCD)

COCD is a standing committee of the SGA that works to assess, improve, and expand the student experience in terms of facilities and physical spaces, issues of campus health and safety, technology, and general community development initiatives. COCD's meetings are open to all campus community members to attend. COCD shares an office space with the SGA in the rear of the Airport Lounge in the library.

All-Community Meetings

The SGA may coordinate and facilitate occasional all-student or all-community meetings. These meetings are an opportunity for students, faculty, and staff to come together to address concerns, to make proposals, and to ask questions related to current campus issues. The SGA will solicit suggestions for the agenda from community members prior to each meeting. For more information and meeting dates, contact the advisor to the SGA in the dean of students office. Additional all-community meetings may be called by the president or the dean of students.

Educational Policy Committee (EPC)

This committee is responsible for matters relating to the educational policy of the College as may be delegated to it by the Faculty Meeting. Such responsibilities may include, but are not limited to, the determination and approval of the curriculum, academic calendar, degree requirements, and academic standards. It also encourages and promotes innovative and educational experiments. EPC is composed of one regular faculty member and one student from each of the Schools (CS, CSI, HACU, IA, and NS), one student at-large, two staff members, one School dean, the dean of advising, and the vice president and

dean of faculty ex officio. Discussions regarding any educational policy change happen in EPC and then are forwarded to the faculty for final approval. Meetings are at 3:30 P.M., Tuesdays (except the first Tuesday of the month). For more information, contact EPC Secretary Jean Sepanski at x5378 or jsDO@hampshire.edu.

School Membership

Hampshire's Schools have involved students in School meetings and committees since the first year of the College. Student membership is welcome and valued. As School members, students represent their own and other students' concerns in the forum of the School meetings. Students are eligible to participate

in discussions and decision-making processes that constitute the business of School meetings. Students may also be responsible for reading reappointment files, providing input, and voting during School meetings on faculty reappointments and promotions. In addition, students may serve on other committees as student representatives (e.g., searches and all-college committees). For more information, inquire in the School offices.

Student Membership in the School of Cognitive Science

Student members in the School of Cognitive Science are full voting members and are responsible for attending School meetings, serving on School and college committees, and, in general, contributing to the functioning of the School. Any fully enrolled Hampshire student who does not currently hold a School membership in another School is eligible. School meetings are scheduled on Thursdays at 3:30 P.M. in Adele Simmons Hall. For information about application procedures, call or visit the School office.

Student Membership in the School of Critical Social Inquiry

The School of Critical Social Inquiry has an active student membership, a portion of which is renewed each term. Student members select from among themselves a group of six or seven voting members to vote on



faculty hiring, promotions, and reappointments. Critical Social Inquiry meets about twice a month on Thursdays at 3:30 P.M. in FPH. For information about application procedures, call or visit the School office.

Student Membership in the School of Humanities, Arts, and Cultural Studies

To apply for membership in the School of Humanities, Arts, and Cultural Studies, a student must have passed the HACU Division I and preferably have filed Division II in HACU. Students are required to submit a short paragraph stating why they would like to become a student member of the School. This letter must include the student's area of concentration, campus box number, and campus phone extension. The School tries to balance the number of student members in the arts with those in the humanities. Mail the application letter to the assistant to the dean, Box HA, by the third week in September. The School as a whole will vote on student applications at a School meeting. Students have a single vote on all matters requiring a vote. A community service evaluation is available for those who serve as student members. School meetings take place Thursdays at 3:30 P.M. in Emily Dickinson Hall.

Student Membership in the School of Interdisciplinary Arts

Student members in the School of Interdisciplinary Arts are full voting members and are responsible for attending the School meetings, serving on School and college committees, and, in general, contributing to the functioning of the School. Any fully enrolled Hampshire student who does not hold a membership in another School is eligible. There are up to five student members in the School of Interdisciplinary Arts. School meetings are scheduled on Thursdays at 3:30 P.M. in the Writing Center. For information about application procedures, call or visit the School office.

Student Membership in the School of Natural Science

School meetings are held every Monday of each semester from noon to 1:20 P.M. in Cole Science Center, room 114. All students who attend School meetings on a regular basis are considered members of the School and are eligible to participate in all discussions and decision-making processes. Decisions are made by consensus. Student participation on committees is encouraged.

Student Involvement in the Reappointment of Faculty

Students have always been considered an integral part of college decision making. The high regard that the community has for student judgment and perception is clearly reflected in the fact that students participate in the decisions regarding faculty reappointments and promotions. This participation takes two forms:

- Students are strongly encouraged to submit letters for files of faculty members who are up for reappointment. Student letters are most helpful when they describe in some detail the ways in which the student has worked with the faculty member and present an evaluation of the learning experience. It is not necessary for students to conclude with a recommendation for or against reappointment or promotion. Many factors are considered in the final judgment. A procedure established in 1979 allows students to submit confidential information to a faculty committee established in each of the Schools. A summary of the content and context of a student's information is placed by the committee in the candidate's open reappointment file. The name of the student is withheld.
- Student members of all Schools participate in the reappointment process at that level. In addition, students are members of the Hampshire College Committee on Faculty Reappointments and Promotions (CCFRAP). CCFRAP makes recommendations on faculty reappointments and promotions to the president. Two students, elected early in the fall semester (and who must be voting members of a School), are members for a one-year term.

Student Life Committees and Task Forces

The division of student life offers many opportunities for student involvement on various committees and task forces related to student life issues. Students are members of search committees for student life staff. Recent committees in which students participated are searches for an associate dean, Campus Police officers, and residence life house directors. Students are also members of student life task forces. Among recent task forces is the Tobacco Task Force. For more information about student opportunities on student life committees and task forces, inquire in the dean of students office.



Students take part in the Community Review Board (CRB), which is the community-based disciplinary board, which consists of students, faculty, and staff members.

See the Community Standards chapter for information relating to the selection of CRB members.

Housing Advisory Committee (HAC)

HAC is a committee of students and staff who meet on an ad hoc basis to review and make recommendations relating to housing policy and room-choosing procedures. HAC meetings are seasonal and are open to all Hampshire College community members. HAC is always seeking more student involvement. For more information contact the assistant director of residence life.

Campus Facilities, Grounds, and Environmental Committees

Students are strongly encouraged to participate in campus planning and in the long-term planning for the future of Hampshire College. Most facilities and environmental stewardship planning committees involve students and a broad range of faculty and staff.

For information about campus facilities and environmental planning committees, contact the facilities and grounds office at x5431.

Environmental Committee

The Environmental Committee (EC) identifies and evaluates opportunities for the Hampshire College community to decrease its environmental footprint and increase its overall sustainability. The EC coordinates, develops, and vets ideas and plans related to energy and materials consumption and emissions and provide information, counsel, and specific recommendations to the College President. The EC facilitates communication between administrators, trustees, faculty, staff, and student groups in order to advance environmentally related plans, interests, and activism. The EC engages the entire community in environmental and sustainability issues from campus to global scales and increase the community's awareness of and accessibility to low-impact living options on and off campus. Contact: Steve Roof, x5667.

Students Ineligible to Run for or Hold Elected Office

Students in poor academic standing or on disciplinary probation forfeit the privilege to run for or hold elected office. Students who want to appeal must do so in writing to an ad hoc appeals committee. This application must include a statement from the applicant's advisor. In order to allow time for possible appeals, nominations for any elected office must close

at least one week prior to the elections. An appeals committee will consist of the dean of faculty and one faculty member of the Educational Policy Council for matters of academic standing, and the dean of students, the staff advisor to the student government, and a student member of the student government for matters of disciplinary probation.

Notification of Jury Duty Law

According to the Office of the Jury Commissioner of the Commonwealth of Massachusetts, "Every U.S. Citizen 17 years of age or older who is a Massachusetts resident or an inhabitant for more than 50% of the time is eligible to serve as a juror. If you are a resident of another state but a student at a Massachusetts college, you are an inhabitant for more than 50% of the year and, therefore, eligible to serve as a juror in Massachusetts." There are no student exemptions from jury duty.

Students should read carefully all materials they receive with their summons to service, which contain helpful information about confirming, postponing, rescheduling, or relocating service, and address many of the most frequently asked questions. Jury duty is an important legal obligation, and those who fail to respond are subject to criminal prosecution. Students who miss class in order to fulfill their jury service requirement should notify each of their instructors of the summons and make arrangements to complete any missed work.

If you have any questions about jury duty, including confirming, postponing, rescheduling, or limiting your service, contact the Office of the Jury Commissioner (1.800.THE.JURY/1.800.843.5879). Further information can be found on the Office of the Jury Commissioner's website at www.massjury.com.

Voter Registration

As a part of the Higher Education Amendment, Hampshire College must provide you with the opportunity to register to vote. To request a mail-in voter registration form online, visit www.state.ma.us/sec/ele/elestu/stuidx.htm. The Massachusetts form can be used only to register to vote in Massachusetts.

Out-of-state students who want to vote in their home state must use either a mail-in form supplied by an election official in the home state or the federal mail-in affidavit of voter registration. Affidavits may be obtained by writing or calling the Massachusetts Elections Division, Room 1705, McCormack Building, One Ashburton Place, Boston, MA 02108; 617.727.2828 or 800.462.8683.

