WELCOME TO NEW COLLEGE OF FLORIDA!
Where will your curiosity take you? The possibilities are endless at New College of Florida. Wherever your journey takes you, you can be sure it will be as distinct as you are. Our innovative academic curriculum lets you personalize your education to suit your interests and career goals under the close guidance of faculty members. Our focus on hands-on, experiential learning gives you the opportunity to conduct original, in-depth research and acquire the skills you need for your future. At New College, we empower you to start solving the world’s challenges today.
We offer 35 areas of concentrations (majors) divided into three main divisions: Natural Sciences, Social Sciences, and Humanities. With the support and approval of faculty members, a student can design and complete a special program area of concentration. You can combine two areas or work with your advisor to design an interdisciplinary concentration better suited to your interests, such as Computational Biochemistry or Creative Technologies. Most disciplines can arrange preparatory classes for professional school programs, such as law, medicine, and business.

Anthropology  
Applied Mathematics  
Art  
Art History  
Biology  
Biopsychology  
Chemistry (including Biochemistry)  
Chinese Language and Culture  
Classics  
Computer Science  
Economics (including Finance)  
English  
Environmental Studies  
French Language and Literature  
Gender Studies  
German Studies/  
German Language and Literature  
History  
Humanities  
International and Area Studies (including Caribbean and Latin American Studies, East Asian Studies, and European Studies)  
Literature  
Marine Biology  
Mathematics  
Music  
Natural Sciences  
Neuroscience*  
Philosophy  
Physics  
Political Science  
Psychology  
Religion  
Russian Language and Literature  
Social Sciences  
Sociology  
Spanish Language and Literature  
Theater, Dance and Performance Studies

* Neuroscience can only be completed as part of a combined area of concentration.

For more information visit ncf.edu/majors.
New College’s eContract system is a comprehensive overview of students’ academic training. The academic contract is a written agreement between you and your faculty advisor that outlines your academic and personal goals for the semester. You must fulfill your contract to continue in good academic standing. You’ll work to complete seven contracts towards graduation, the equivalent of at least 124 credit hours. Together, the contracts form a holistic view of the individualized curriculum, intensive research opportunities, study abroad, internships, work, extracurricular activities, and other academic endeavors you undertake during your tenure at New College.

Please note: A student who seeks to graduate with the minimum number of contracts should plan for satisfactory completion of an average of at least 4 units per contract. However, a student’s individual pace within the program may require additional time to complete graduation requirements.
We focus on your individual strengths and abilities, which is why we go beyond traditional letter grades. Instead, professors write performance evaluations that detail how well you did in their course, the tangible skills you learned, and specific ways in which you can improve. An evaluation will reflect whether your work was “Satisfactory,” “Incomplete” or “Unsatisfactory.”

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**New College of Florida**

**SAMPLE**

**Student Evaluation System**

Office of the Registrar

**EVALUATION**

**RESEARCH METHODS IN PSYCHOLOGY**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Ezekiel Montoya Zavala</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>N00000000</td>
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<tr>
<td>Course Type</td>
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<tr>
<td>Designation</td>
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<table>
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<tr>
<th>Instructor(s)</th>
<th>Michelle Barton</th>
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</thead>
<tbody>
<tr>
<td>Course Division</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Part of Term</td>
<td>Full Term</td>
</tr>
</tbody>
</table>

**Narrative Evaluation**

COURSE DESCRIPTION: Students got exposure to several research methods in psychology, as well as grounding in the core concepts of experimental design. The main texts were Cozby (2012, 11th ed.), “Methods in Behavioral Research,” and the standard APA style. Each student collected data for 3 group projects and wrote up the results as formal reports. Students took 3 exams, 2 quizzes, and did several homework assignments. The final project was an independent study, designed and executed by the student. Final projects were also presented orally to the class and formally written as a research report.

QUIZZES AND HOMEWORK: Both quizzes and all the homework were satisfactory.

EXAMS: All 3 exams were solidly satisfactory. Indeed, many answers read just like the key. The only area that cropped up as a repeated point of clarification was on the explanation of lurking third variables. Areas of solid performance included reliability, identifying and cell and test notation. Overall, excellent work showing a very strong facility with the course concepts.

PAPERS: All 3 papers were strongly satisfactory. You demonstrated excellent writing style, organization and logic in each one. The abstracts and intros were concise, direct, and logically developed to flow smoothly to your questions and method. The explanations of your studies were thorough and used the literature to explicitly state your goals and hypotheses. These were well executed and showed your critical thinking skills and effective communication of your ideas. The methodology results were all clean and complete, readily accessible to the reader. The discussions were insightful and thorough treatments of your results. These showed careful thinking about the hypotheses and the relation of your data to the past literature. These were informative and provided new knowledge based on your study. Excellent work across the board.

FINAL PROJECT: Your final project examined patterns of interpersonal similarities in college student seating choices in the cafeteria. This was a logical extension of the literature you cited. Your talk was good overall; you knew your material well and explained clearly on the content of your slides and making good eye contact with your audience. The slides were a little rushed—the background slide was too wordy, and you then leaped to your hypotheses. Break it up a little and offer more on your background, and let your slides be the demonstration. The methods were explained well, but the results went by really fast; given that you used a different stat than we had used in class, you really needed to explain it like you had done for me. The discussion summed up your findings and offered nice comparisons of the past lit to your data. You did list your limitations and use of the past literature. You did list your limits to your study, but be careful that they are really affecting your data. You did offer some ideas for new research; try to be as specific as you can there too; expanding on the idea and its reasons will lead to a new study more readily.

OVERALL: The work on exams and papers indicates that you have a strong mastery of both the course concepts and their applications, as well as a very effective writing style. The exams and papers showed your excellent skills synthesizing new information and integrating past research with yours. Excellent work all around and it was a pleasure to read your papers and exams.

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The narrative content of this evaluation is a personal communication between the professor and student. Only the student can provide their evaluations to persons outside New College. Outside evaluators, however, should note the content of evaluations as documents intended to guide students. Thus an evaluation of even the strongest student performance may contain critical comments intended to help the student reach higher personal attainments. Evaluations are not intended as substitutes for grades, are never converted to grades, and are never attachments to the official transcript.
You can design a tutorial in conjunction with a faculty member when you want in-depth study of a topic of personal interest that is not part of New College’s regular course offerings. Tutorials are a means for independent study, though faculty members can offer them for small groups of students. At the end of the semester, you receive an evaluation and credit for each successful tutorial, just as you do for your classroom courses.

**Humanities**
- Digital Filmmaking
- Curating the Campus Public Art Collection
- Chinese Calligraphy
- Design for Installation and Site Specific Art

**Social Sciences**
- Bias in Election Monitoring
- Experimental Political Science
- The Pursuit of Happiness: Historical Perspectives
- Virtual Reality Archaeology
- Ethnobotany

**Natural Sciences**
- Mobile Applications for the Environment in Swift
- Differential Geometry of Curves and Surfaces
- Marine Collecting and Aquarium Science
- Environmental Chemistry
- Field Herpetology

**Interdisciplinary/Other**
- The Transformative Power of Collaborative Feminist Education
- Newspaper Writing and Production
- Healthy Writing Habits
- Jazz Improvisation
- Organic Farming

During January Interterm, you will put your curiosity into practice by completing an intensive, self-initiated independent study project (ISP). You will focus on a single project for one month either independently or in a small group. ISPs can take many forms, including intensive library, laboratory, or field research; internships; creative bodies of work; or off-campus study. So long as the workload is equivalent to that of a full-term class and a faculty member agrees to sponsor it, your imagination is the limit. Many ISPs have evolved into thesis topics or ongoing projects through which students learn specific skills they will need in the workplace. Three faculty-approved ISPs are required for graduation. First-year students must complete their ISPs on campus.

**ISPs (INDEPENDENT STUDY PROJECTS)**

- **Humanities**
  - Fighting Red Tide: Looking Towards a Fungal Solution
  - An Ethnographic Exploration of Turkish Cuisine
  - LARPing History: Henry VIII & the Reformation Parliament
  - Coral Reef Ecology Field Internship in Panama
  - Science and Poetry: An Exploratory Writing ISP
  - Immunocytochemistry and Related Laboratory Techniques
  - Exploring Absurdity Through Narrative Animation
  - Using Big Data to Solve Economic and Social Problems
  - Training Service Dogs for Veterans with PTSD

- **Social Sciences**
  - Peruvian Lizards and Climate Change
  - Health Literacy Mobile App Development
  - Starfish Regeneration and Field Techniques
  - Sacred Plants as Guides to Environmental Conservation
  - Latin American Narratives in Magical Realism
  - Stage Combat: Basics of Armed and Unarmed
  - Developing a Robotic Prosthetic Hand
  - Writing a Poetry Chapbook
  - West African Dance and Drumming

- **Natural Sciences**
  - Mobile Applications for the Environment in Swift
  - Differential Geometry of Curves and Surfaces
  - Marine Collecting and Aquarium Science
  - Environmental Chemistry
  - Field Herpetology

- **Interdisciplinary/Other**
  - The Transformative Power of Collaborative Feminist Education
  - Newspaper Writing and Production
  - Healthy Writing Habits
  - Jazz Improvisation
  - Organic Farming
Your thesis project will be one of your greatest achievements at New College. In close consultation with your thesis sponsor, you will spend your final year conducting original research and writing on a topic of your choice. Although most students present their research through a written thesis, artwork, theatrical or musical productions, other creative projects are also acceptable. Upon completion of your thesis, you will defend your work before a faculty committee during an oral baccalaureate exam. The thesis process ensures every NCF student gains valuable research, communication, argumentation, and presentation skills that will serve them in whatever career path they choose.

Inequality in America: A Survey of Possible Causes
Sarasota Bay: A Newly Defined Nursery Area for Blacktip Sharks (Carcharhinus limbatus) on the Gulf Coast of Florida
Footprints in the Atmosphere: A Quantitative Analysis of Community Carbon Emissions to Ignite Collective Climate Action
The History, Current State, and Potential Future of Archaeological Illustration
Cultural Gentrification: Hip-Hop & Racial Epistemologies in the United States
Because John Oliver Said So: Satirical News, Social Empathy, and Motivation to Act Politically
Economic Voting Analysis of the 2016 Presidential Election: A County-Level Analysis
“Eres tú, Antígona?”: Intertextuality and Representations of Authoritarianism in Two 20th Century Retellings of Antigone
A Test for Vocal Suppression in Male X. borealis Aquatic Frogs
NCF Mobile: A Mobile Application to Provide Centralized Information about Services and Resources at New College
From Overtown to Rosemary: Exploring Race and Space through Oral Histories of Sarasota’s First African American District
Both Home & Not: An Exploration of Belonging. A Play and Analysis of Theatre as Research
The SF City Kids: Nostalgia and Boundaries of San Francisco Youth Community Identity and Belonging in the Face of Tech-Industry Gentrification
**Important deadlines**

November 1: Early Decision Application Deadline  
December 15: Early Decision Notification  
March 1: Priority Application Deadline  
July 1: Final Application Deadline

**Test score information**

Middle 50% Range Weighted GPA (Enrolled Fall 2018): 3.76-4.31  
Middle 50% Range SAT Score (Enrolled Fall 2018): 1230-1400  
Middle 50% Range ACT Score (Enrolled Fall 2018): 25-31

For a link to our first-year profile, go to [ncf.edu/class-profile](ncf.edu/class-profile).

**Approximate order of importance of major application factors**

1. Grades  
2. Level of difficulty of coursework  
3. SAT or ACT scores  
4. Essay  
5. Activities and leadership  
6. Letter of recommendation

For more information on admissions, go to [ncf.edu/apply](ncf.edu/apply).

**Scholarships**

New College guarantees scholarship funding to virtually all admitted freshmen who apply for fall enrollment by our priority deadline. We offer an ambitious array of both academic and need-based scholarships and grants. Our financial aid team plays an active role in making a NCF education affordable.

**How to apply for financial aid**

More than 90 percent of students receive some sort of financial aid. Students are encouraged to submit their FAFSA (Free Application for Federal Student Aid) as early as possible to guarantee that New College can award the highest amount of aid for which they are eligible.

Complete your FAFSA online at [fafsa.org](http://fafsa.org). Our school code is 039574.
New College assigns transfer credit toward eContracts, Independent Study Projects, and unit requirements for the Bachelor of Arts degree. The college will only consider credit for college courses with grades of “C” or better, taken prior to the student’s initial enrollment at New College and documented by official transcript from the accredited, postsecondary degree-granting college or university that issued the original credit. Course work taken on a noncredit basis will not be considered. Transfer credit is also considered for satisfactory performance on examinations identified in the Articulation Coordinating Committee Credit-by-Exam Guidelines as approved by the Florida Board of Governors (AP, IB, AICE, CLEP, DSST, DLPT, and Excelsior). Standardized examinations must be taken prior to the student’s initial enrollment at New College. Credit-by-exam is accepted when it is part of a Florida College System or Florida State University System Associate of Arts (A.A.) degree or bachelor’s or advanced degree from a regionally accredited college or university.

For Florida College System and Florida State University System A.A. transfers
A student who has earned the A.A. degree from a member school of the Florida College System (formerly the Florida public community college system) or from the Florida State University System, will be assigned the following maximum transfer credit:

- 3 semester contracts
- 1 Independent Study Project
- 15 Units (equivalent to 60 semester credit hours)

For all other transfers—transfer credit is based on 16 or more transferable semester hours in the following increments:

- 16-19 transferable semester hours - 4 units, 1 semester contract
- 20-35 transferable semester hours - 5 units, 1 semester contract and 1 ISP
- 36-51 transferable semester hours - 9 units, 2 semester contracts and 1 ISP
- 52 or more transferable semester hours - 13 units, 3 semester contracts and 1 ISP

In no case may transfer credit be given for more than 3 contracts and 1 ISP. Every New College student must complete at least four contracts and two ISPs in residence at New College in order to graduate.
Where can a New College education take you? Whether it’s attending the country’s top graduate schools or diving into careers that are redefining the world as we know it, our graduates prove the value of a New College degree time and again.

**Top Law Schools**

- University of Pennsylvania
- American University
- Fordham University
- George Washington University
- Georgetown University
- New York University
- Vanderbilt University
- University of Minnesota

**Top Medical Schools**

- Cleveland Clinic
- Bowling Green State University
- Colorado State University
- Northwestern University
- Oregon State University
- Penn State University
- Tufts University
- University of Washington
- Cornell University (Weill)

**Top Graduate Schools**

- Columbia University
- University of California, San Diego
- University of North Carolina, Chapel Hill
- University of Michigan, Ann Arbor
- Harvard University
- John Hopkins University
- University of Chicago
- University of Florida
- Yale University

**Notable Recent New College Alumni**

**Harrison Grandwilliams ’09**, Senior deputy district director at U.S. House of Representatives

**Casey Morrell ’12**, Associate producer/director of NPR’s All Things Considered

**Kathleen McQueeney ’12**, Senior economist at the U.S. Government Accountability Office

**Madhuri Shukla ’13**, Senior policy analyst at New York State Governor’s Office of Storm Recovery; Exhibition artist focused on urbanism

**Kathleen Kiker ’13**, Software engineer at Lockheed Martin

**Michael Long ’14**, Founder and executive director at SailFuture, a nonprofit mentoring at-risk youth

**Melissa Marquez ’14**, Founder, The Fins United Initiative; TedX speaker; Discovery Channel’s Shark Week contributor

**Alexandria Wells ’14**, Research fellow at the National Institute of Allergy and Infectious Diseases

**Andrea Ortiz ’14**, Manager of education policy at New York Immigration Coalition

**Sara Linares ’15**, Actor at American Shakespeare Center

**Distinguished Alumni**

**Sharon Matola**, Founder of Belize Zoo

**William Dudley**, President and CEO of the Federal Reserve Bank of New York

**Jose Diaz-Balart**, Telemundo and MSNBC anchorman, Emmy award winner

**David Allen**, New York Times best-selling author

**Jennifer Granick**, Director of Civil Liberties, Stanford Law School Center for Internet and Society

**Duncan Odom**, world-leading scientist in human genetics

**Jackson George**, senior vice president of creative film services at Walt Disney Studios