

WELCOME TO

NEW COLLEGE OF FLORIDA!





WE'RE SO **EXCITED** TO MEET YOU.

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'RE A SMALL SCHOOL WITH **BIG** ACHIEVEMENTS.

1 of only 50 schools selected for *Princeton Review's "Colleges That Create Futures"* (2019)

Princeton Review's Best Value Colleges (2019)

Top 5 Public Liberal Arts College by *U.S. News & World Report* (2019)

Best Value Public College by *Kiplinger's Personal Finance* (2019)

Forbes Best Value College (2018)

Included in every edition of Loren Pope's *Colleges That Change Lives: 40 Schools That Will Change the Way You Think About College*

ACADEMIC AREAS

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.



THE eCONTRACT

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.

SAMPLE



eContract

Spring 2019 Contract
Yolanda R. Nelson

This document embodies planning toward core-learning goals, including communication skills, content knowledge, and critical and creative thinking skills.

Goals (Specify Short and Long Term)

Short Term:

- Thesis prospectus
- Explore graduate programs here and abroad

Long Term:

- Practice healthy eating

Educational Activities

CRN	Course Name	Session	Units	Type	Instructor	Initials
21567	Geography of Globalization	Full Term	1	Course/ Seminar/ Topics	Ilaria Giglioli	
21587	Behavioral Endocrinology	Full Term	1	Course/ Seminar/ Topics	Kathleen Casto	
21632	Animal Learning and Cognition	Full Term	1	Course/ Seminar/ Topics	Gordon Bauer	

Certification Criteria (required minimum workload of 3 units):
 3/3 Units

Descriptions and Other Activities (including cross-registration program courses):
 Basketball team and SSDP weekly meetings/conference

Faculty Sponsor:
 Suzanne Sherman

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.”



New College
THE HONORS COLLEGE
of Florida

SAMPLE

Student Evaluation System
Office of the Registrar

EVALUATION
RESEARCH METHODS IN PSYCHOLOGY

Student Name	Ezekiel Montoya Zavala	Instructor(s)	Michelle Barton
Student ID	N00000000	Course Division	Social Sciences
Course Type	Regular Course	Part of Term	Full Term
Designation	Satisfactory		

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 APA Publication Manual (6th ed.). Students applied and interpreted statistical procedures, and wrote research reports in 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 for clarification was on the explanation of lurking third variables. Areas of true experiments were completely mastered by the second exam, and most other errors were minor. Areas of solid performance included reliability, identifying variables and designs, interpreting factorial designs, chi-squared, time and event sampling, graphing, validity, blind designs, and cell and text 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 excellent and showed your critical thinking skills and effective communication of your ideas. The methods and 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 designs and the relation of your data to the past literature. These were informative and produced concrete 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, expanding 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 the question you are asking before you go to the hypotheses. 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 in the emails. The comments on the limits of the design were insightful, and showed you were thinking carefully about what your data might mean. The paper was very well done. The abstract was excellent, the intro flowed smoothly and led nicely to your question and hypotheses (although state your goal at the start of that last paragraph and offer some reasons for your hypotheses). The discussion summed up your findings and offered nice comparisons of the past lit to your data. You did list many 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 were excellent demonstrations of your facility with design issues and study results. The papers showed you have 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.

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 context 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.

TUTORIALS

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.

RECENT TUTORIALS

Humanities

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

Natural Sciences

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

Social Sciences

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

Interdisciplinary/Other

The Transformative Power of Collaborative Feminist Education
Newspaper Writing and Production
Healthy Writing Habits
Jazz Improvisation
Organic Farming

ISPS (INDEPENDENT STUDY PROJECTS)

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.

RECENT ISPS

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

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



SENIOR THESIS

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.

RECENT SENIOR THESES

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

ADMISSIONS & FINANCIAL AID

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.

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.

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. 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.

LIFE AFTER NEW COLLEGE

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



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

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



FEARLESS LEARNING. FORWARD THINKING.
NCF.EDU

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