

## 2014-2015 General Catalog

This General Catalog is not a contract, either expressed or implied, between the College and the student, but represents a flexible program of the current curriculum, educational plans, offerings and requirements that may be altered from time to time to carry out the academic, administrative, and procedural purposes and objectives of the College. The College specifically reserves the right to change, delete or add to any provision, offering, academic curriculum, program, or requirement at any time within the student's period of study at the College. *Typically, new policies and requirements take effect with the fall term of the academic year.*

### The Mission of New College

*New College offers a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.*

As a member of the State University System of Florida, New College of Florida, the 4-year residential liberal arts honors college of the State of Florida, preserves its distinctive mission as a residential liberal arts honors college. To maintain this mission, New College of Florida has the following goals:

- To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.
- To engage in educational reform by combining educational innovation with educational excellence.
- To provide programs of study that allows students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.
- To challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.<sup>1</sup>

*New College pursues these goals through highly selective admissions, an individualized and intensive "academic contract" curriculum, frequent use of individual and small -group instruction, an emphasis on student/faculty collaboration, a required senior thesis, and innovative approaches to the modes of teaching and learning.<sup>2</sup>*

<sup>1</sup> As described in Florida Statutes 240.2011 & Florida Legislature 2001 SB 1162, Section 39 and Florida Statutes 1004.32.

<sup>2</sup> As endorsed by New College Faculty, fall 2000.

### Accreditation

New College of Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679 -4500 for questions about the accreditation of New College of Florida.

Complaints regarding New College of Florida may be addressed to the accrediting agency or to the Florida Board of Governors.

### Equal Education and Opportunity Policy

New College of Florida is committed to the principles of equal educational and employment opportunities for, and non - discrimination towards applicants and employees with respect to race, color, religion, age, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, and veteran status, as provided by law and in accordance with the College's respect for personal dignity. It is the College's goal to create and maintain a work and study environment that is positive and free of unlawful discrimination. Further, the College encourages the recognition of diversity of its population and seeks to promote delivery systems, curricular activities, and programs that reflect this diversity in all facets of College life.

## What is New College

### A Philosophy

- Four guiding principles underlie New College's approach to education:
- Each student is responsible in the last analysis for his or her own education.
- The best education demands a joint search for learning by exciting teachers and able students.
- Student progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades.
- Students should have from the outset opportunities to explore, in depth, areas of interest to them.

The greatest asset New College offers a student is serious dialogue with faculty and other students passionately committed to a better understanding of themselves and their world. At New College, research is undertaken by both faculty and students, not by faculty alone or by faculty with students as mere assistants. Faculty members have the freedom to teach what they think is appropriate for their students, while students are encouraged to initiate projects they believe will further their education. New College has renovated traditional academic structures so students and faculty can better listen and respond to each other across disciplines, across experiences, across generations.

The pages that follow provide some of the specifics about New College, as it exists at this time. They answer questions about where faculty earned their degrees, about costs, about disciplines offered and facilities available. They cannot, however, capture the spirit of New College or the energy and aspirations that abound here.

### A History

The history of New College began in the late 1950s, when a group of Sarasota civic leaders came to the conclusion that their community was an ideal site for a college. In 1960, with assistance from the national Congregational and Christian Church, those civic leaders created the framework for a small liberal arts college whose students would come from all parts of the nation and whose faculty and curriculum would reflect the highest standards of academic excellence.

With this in mind, a board of trustees was organized and the charter for the college was duly drawn up, a college to be named New College – as new as the future, yet based on timeless values.

During the next four years, a president was selected, the essential fund-raising was carried out, land for a campus was acquired, and a faculty was assembled. By the fall of 1964 the new college was ready to open; and so it did, with a first class of 101 students.

What made New College not only new but different was that it brought together a faculty primarily committed to teaching – to new ways of teaching and new kinds of courses – and a student body motivated to work intensively, unimpeded by obsolete curricular designs.

The first class graduated in 1967. Most of its members went on to graduate schools, many of them recipients of graduate scholarships and fellowships. In that same year, New College was accredited, in record time, by the Southern Association of Colleges and Schools.

During the 1960s, New College enjoyed increasing recognition in the academic world as its students came to be known in the graduate and professional schools. By 1972 the enrollment had reached 500 and a handsome complex of buildings, designed by the noted architect I. M. Pei, had arisen to complement the original buildings – the landmark mansions of the Ringling families.

As New College entered the 1970s, while its academic program matured, inflation threatened the college's economic existence. In 1974, the trustees, acting on the initiative of the college president, proposed a novel solution in the interest of preserving the institution. Aware that the University of South Florida, in Tampa, had some interest in establishing a regional branch in the Sarasota area, the trustees offered the New College campus to the State University System as the site for such a branch. In return, the State University System agreed to provide funds for New College at the same per-student level as for the state universities. The New College trustees, changing the corporate name to "New College Foundation, Inc.," would

provide the supplemental funds needed to support the distinctive New College program. A unique combination of public and private funding for higher education was thereby created.

Another momentous change for New College had its beginnings in 2000, when the Florida Legislature challenged the USF President to develop a plan to improve support for USF's regional campuses. The plan for New College included separate accreditation and improved funding. This plan became a stepping-stone for action by the 2001 Florida Legislature, which designated New College of Florida as the eleventh member institution of the State University System of Florida. The Governor signed the legislation and appointed a Board of Trustees for New College of Florida on June 26, 2001.

New College quickly began the important task of securing independent accreditation through the Southern Association of Colleges and Schools. Accreditation was approved in June 2004 and made retroactive to January 1, 2004.

Two years later, in summer 2006, the state transferred the property lease to New College of Florida in recognition of its taking full responsibility for the campus. New College initiated a "re-envisioning" of the campus to develop a new master plan, as required of each state university. Nationally known architects and planners engaged the community in a series of planning charettes, generating an exciting 50-year vision of the campus as work on five new residence halls began on the East campus.

In 2008, the Campus Master Plan was matched by an ambitious Academic Master Plan, which lays out a roadmap for navigating the terrain of academic change over the period 2008-2018. The plan is firmly rooted in the College's mission and reaffirms the distinctive, innovative academic features developed by the College's founders in the 1960s. At the same time, the plan lays out a framework to enhance learning for our 21st century students.

New College students pay relatively low state tuition rates. The Foundation continues to provide the extra support, through its endowment and fund-raising efforts, that enables New College to maintain a highly favorable student/faculty ratio. In addition, many students receive scholarships funded by the New College Foundation.

New College alumnae/i make their presence known in many fields. They are faculty members at colleges and universities, physicians, attorneys, corporation executives, ministers, musicians, journalists, entrepreneurs, and authors. They run government agencies, design buildings, market real estate, conceive advertising campaigns, perform in symphony orchestras and jazz combos, and manage libraries and hospitals.

New College has evolved into a unique institution - a nationally recognized public honors college that considers the student an equal partner in the design of her or his own education.

## **A Location**

Sarasota is a bayfront city roughly one hour south of Tampa. Simultaneously a dynamic, progressive city and a tourist/retiree destination, the City has adopted new urbanist Andres Duane's intriguing plan for downtown (4 miles from campus). About 53,000 live in the city, while the entire county population is about seven times that size. Public transit and a multi-use recreational trail connect the campus with downtown.

In addition to coping with the same sprawl that most thriving communities face, Sarasota has become a Florida center for sustainability and citizenship, with the Florida House Learning Center, a County Office of Sustainability and a unique citizen (not government) effort (SCOPE) to promote civic engagement.

Known for its arts and cultural life (symphony, opera, performing theatres and the Taliesin-designed Van Wezel Performing Arts Hall) downtown also features bookstores, many high end and second-hand stores, a Saturday Farmers Market and numerous art galleries. There are now 23 movie screens downtown as well as dozens of restaurants.

Across the bay (which is home to the longest studied population of wild dolphins) lies Mote Marine Laboratory, a research and education facility known for studies on dolphins, sharks, manatees, sea turtles and other marine and estuarine topics. Public beaches on Lido and Siesta Keys provide access to the clear waters of the Gulf of Mexico and long stretches of fine white sand.

In addition to the urban fabric adjacent to the coast, Sarasota County's land area is roughly one-third protected natural lands - over 150 square miles of native habitat have been protected, which afford a wide range of recreational and research opportunities.

Because retirement plays a major economic and cultural role in Sarasota, young people are especially valued here, perhaps as an antidote to the Florida motif of aging, and for the contribution they can make to the growing economy. In contrast to a large university center, students in Sarasota don't have to compete with thousands of other students and new graduates for jobs or recognition. In fact, if a student fancies herself or himself a budding entrepreneur, or is looking for work experience, Sarasota is an excellent place to be.

## The Academic Program

### The Academic Calendar

The academic year at New College consists of two fourteen-week semesters and a four-week January Interterm devoted to independent study. Each semester is divided into two seven-week modules, with a one-week recess between them and a one-week exam/evaluation period at the end of the term. Faculty offer both semester-long and seven-week-long courses, with professors choosing the format best suited to the subject matter.

Click [here](#) for the current academic calendar.

### Holidays

The College does not schedule classes on official state holidays that fall during the fall or spring semesters or during ISP period. These days include Martin Luther King Jr. Day (3rd Monday in January), Labor Day, Veterans Day, Thanksgiving, and the day after Thanksgiving.

The College recognizes that in exceptional circumstances it may be appropriate for a faculty member to hold classes on an official holiday in order to fulfill the education purpose of the course. However, examinations or other testing should not be given in a class scheduled on a holiday.

### Baccalaureate Examination/Reading Days

Five days during the spring semester are reserved for faculty and students to engage in baccalaureate exams and reading: the first three days of the twelfth week of classes for baccalaureate exams, and the last two days of the fourteenth week of classes for readings. On these days classes will not be held. These days are not to be considered holidays, but opportunities to attend baccalaureate exams, which are public events, and days to complete class projects and prepare for final exams.

### General Education Requirements at New College

At New College there are no specific “core course” requirements. Rather, students use their contracts, fashioned in collaboration with the contract sponsor, to develop goals and educational activities that have personal value, while at the same time fulfilling the College’s expectations for breadth and depth, critical thinking, communication skills, and working with others as responsible and self-disciplined participants in the community. Within each disciplinary concentration, the specific mix of courses, tutorials, fieldwork, study abroad, and other academic activities may vary from student to student.

To demonstrate breadth, students must complete at least eight courses designated as “Liberal Arts Curriculum” (LAC) courses, including one from each of the three academic divisions. In addition, a student must demonstrate study of diverse perspectives and basic competence in mathematics and English language.

New College also values the acquisition of a depth of knowledge in an Area of Concentration (AOC) that supports the development of a senior thesis project by each student. The Area of Concentration at New College may take one of several forms. It may be divisional (Humanities, Natural Sciences, Social Sciences); disciplinary (e.g. art history, physics, sociology); joint -disciplinary (e.g. music/anthropology), or a special program or topic of the student’s design (e.g. environmental science, Latin American studies). Each division’s and discipline’s requirements for the AOC address content, critical thinking and communication skills. The “Thesis Prospectus” describes plans for the senior thesis, and outlines the courses, tutorials, and other educational activities that the student and thesis sponsor have agreed will provide the requisite quantitative and communication skills as well as depth of knowledge in the chosen area. The senior thesis project and oral baccalaureate exam serve as the evidence as to whether or not a student has acquired proficiency in writing and oral communication, as well as critical thinking, and whether the student may be capable of making an original contribution to his or her area of interest and expertise.

## New College Academic Divisions

The academic disciplines at New College are grouped into three Divisions; interdisciplinary areas draw upon the faculty from the various disciplines (across Divisions) as appropriate.

## Division of Humanities

The Division of Humanities includes the following disciplines: Art, Art History, Chinese Language & Culture, Classics, English, French Language & Literature, German Studies/German Language & Literature, Music, Philosophy, Religion, Russian Language & Literature and Spanish Language & Literature.

### Art AOC

(See also Art History)

#### Overview

The Art AOC fosters creative and critical studio research bridging disciplinary boundaries. The content knowledge of the studio art curriculum embraces technical comprehension of materials and processes so students may effectively develop appropriate critical thinking and communication skills. Students actively investigate materials and techniques with the support of spacious, well-equipped studio facilities.

Courses address technical and conceptual aspects of art making through historical and contemporary perspectives so students may continue to cultivate these competencies independently in the future.

#### Course of Study

Classroom studios support a diverse range of media including wood, metal, digital, painting, drawing, and printmaking. Sculpture facilities include a foundry, woodworking area, and welding area. Painting and drawing studios provide ample space for large-scale projects in oil, acrylic, and watercolor. The printmaking studio accommodates intaglio, block printing, and screenprinting. A centralized exhibition space generates a forum for display and dialog.

Introductory courses provide a foundation that allows students to further develop aptitudes in content knowledge, critical thinking, communication skills, and technical processes of art making, enhancing both independent and advanced coursework.

Upper level studio courses, seminars and tutorials further technical and conceptual proficiency. Group and independent tutorials facilitate personal development, independent thinking, and increasingly self disciplined studio habits.

Prior to the senior thesis semester, students submit a senior thesis proposal. With faculty approval, the proposal is formalized into a final studio/research senior thesis project.

#### An Area of Concentration in Art includes:

**To be fulfilled prior to the fifth term review. Students should demonstrate engagement in both the 2-D and 3-D disciplines as well as Art History:**

##### Three Foundation Courses:

Drawing I  
Painting I  
Sculpture I

##### Three Intermediate Level Studio Art Courses:

Drawing II  
Painting II  
Sculpture II  
Equivalent (with advisor approval)

##### Two Art History

Art History  
Art History (19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> Century)

## One Art ISP

A qualifying review and conference in the students fifth term includes an AOC application form, a portfolio of 10 images (cd), and a 1-2 page statement of purpose.

To be fulfilled following the fifth term conference:

### Upper Level Courses:

- Two Upper Level Studio Courses
- One Art History (must cover modern or contemporary topics)
- Studio Art ISP
- One Critical Theory Course (with advisor approval)
- Two semesters of Senior Art Seminar
- Two Semesters of Thesis Tutorial

### Thesis Requirements:

- Studio Art Thesis Project/Exhibition
- Written Thesis
- Baccalaureate Exam
- Portfolio of 20 images (cd)
- Artist Statement
- Professional Packet

Students may also complete a slash Art AOC. Requirements vary depending on whether Art is on the first or second side of the slash. If Art comes first it is considered a major and all the above course requirements are mandatory. If the Art is on the second side of the slash it is considered a minor with a reduction of requirements including one Art History requirement, one Art ISP, one upper level studio course, and thesis exhibition.

## **Faculty in Art**

Kim Anderson  
Richard Herzog

## **Art History AOC**

Art History is the discipline concerned with the historical study of visual communication. It includes much of what is traditionally considered "Art," such as works in fresco, oil paint, or marble by well-known masters. But art history can also be understood to encompass a broad range of objects that are experienced visually: films, advertisements, ceramics, posters, and quilts. Art historians study the ways in which artifacts that are experienced visually are composed and constructed, and how they communicate a variety of messages to different groups of people.

At New College, students are expected to acquire a basic familiarity with the major periods and movements of western art. They also become acquainted with the various methods currently practiced by art historians. Approaches to studying the history of art include the traditional object-based analysis of style and subject matter as well as the interpretation of art in its broader cultural context, using a variety of methods ranging from social history to feminist theory. Students are encouraged to pursue their own intellectual interests, arriving at their own definitions of what constitutes "Art" and formulating their own critical approaches to the discipline.

Direct contact with works of art is an essential component of the program. The Ringling Museum of Art, adjacent to New College, provides an excellent library as well as regularly scheduled exhibits, lectures, and films. Numerous local galleries also provide exhibits of major artists, both regional and national. Students are encouraged to undertake museum internships and to pursue opportunities for study and travel abroad. The study of art history may serve as pre-professional training leading to a career in teaching or museum and gallery work. Training in art history has also proved to be valuable preparation for a wide range of careers, including law, business, and the Foreign Service.

The program offers a range of courses and tutorials in each of the major historical periods: Ancient/Medieval, Renaissance/Baroque, and Modern. Representative course offerings in art history include: The Gothic Cathedral; Medieval

Women: Art, Gender, and Spirituality; Northern Renaissance Art; Michelangelo and His Era; Major Artists of the Baroque; 19th-Century Painting; The Landscape Depicted; Fin de Siècle; 20th-Century Painting; Modernism and Madness; Images of Women in Modern Art; and Paris of the Impressionists, among others.

**An Area of Concentration in Art History normally includes the following:**

1. A broad selection of courses in the discipline covering all of the major periods and emphasizing the field in which the senior thesis will be written. This involves undertaking no fewer than twelve courses or tutorials in the discipline, with two each in the Ancient/Medieval, Renaissance/Baroque, and Modern periods. One studio course or equivalent is also required.
2. Breadth beyond the discipline is stressed. Courses in other disciplines (literature, history, philosophy, music, religion, psychology, the sciences, etc.) should be chosen to constitute a coherent and directed program of study. At least one course must be taken in each of the divisions outside of the humanities. The study of at least one foreign language (normally French or German) is required. Travel abroad and off-campus study are highly recommended.
3. A student should apply to the art history faculty in the fifth semester for approval of art history as an Area of Concentration. Acceptance will depend upon a review of the student's papers and evaluations in the discipline, and on a brief statement of his or her purposes for choosing the major.
4. A senior thesis in the field.

**Representative senior theses in art history:**

- Political Art in the Post-Modern Period
- Pains, Pleasures and Puns: Women Artists of the '70s Reclaim the Female Body
- Fabricated Bodies: The Empty Dress in Art and Culture
- Traffic Limited Zone in Florence, Italy: A Renaissance in the Use of Urban Space?
- Milk, Blood, and Tears: Maternal Images of the Virgin in Art of the 14th and 15th Centuries
- Uncompromising Travesty: Caravaggio, Homosexuality, and Interpretation
- Pre-Raphaelite Images of Women: Fantasies of Dread and Desire

**Faculty in Art History**

[Magdalena E. Carrasco](#)  
[Cris Hassold](#)

## **Chinese Language & Culture AOC**

The Chinese program at New College offers courses at all levels of Chinese language as well as courses and tutorials on Chinese language, literature and culture in English translation. Language courses are offered regularly, and cultural content courses change each year covering both surveys and special topics. Recently offered courses include First-year and Second-Year Modern Chinese, Classical Chinese Literature: A Survey, Modern Chinese Literature: A Survey, New Chinese Cinemas of Greater China, The Writing of the Strange in Classical Chinese Literature, Heroism and Chinese Narratives, as well as Revolution, Love and Modern Chinese Fiction.

Students with an Area of Concentration in Chinese are expected to develop a high level of proficiency in all aspects of the Chinese language, a broad historical and cultural knowledge of classical and modern Chinese culture, and in-depth knowledge of certain authors, genres, periods or themes. In light of the interdisciplinary nature of the Chinese program, students are encouraged to take courses from related fields and disciplines, and/or complete a combined AOC with another discipline.

To complete an AOC in Chinese, students are required to take a minimum of twelve courses, tutorials and ISPs, both within the Chinese program and in related fields, and a thesis focusing on any aspect of Chinese literature and culture. Students are

encouraged to take more classes and do ISPs and tutorial in areas that interest them, and students are also welcome to come up with their own specific topics after consulting with faculty and do advanced work in a specific genre and/or a time period.

Required courses in Chinese include 6-semester language courses, one (1) advanced reading in classical or modern Chinese, one (1) survey courses in classical or modern Chinese Literature and culture, one (1) tutorial in subjects of students' interests and one (1) special topic course in classical or modern Chinese culture. Special topics and tutorials are interchangeable depending on course availability. In addition, students must take two (2) China-/East Asia-related courses in other disciplines of humanities and social sciences including but not limited to political science, philosophy, religion, art/art history, history, gender studies, anthropology and sociology.

To complete a combined AOC with another program, students are required to take 5 -semester course (or equivalent) of Chinese language, two (2) courses in classical or modern Chinese culture, and one (1) China-/East-Asia-related course in Humanities or social sciences.

### **Study Abroad**

Students are strongly encouraged to study abroad at universities in PRC or Taiwan for at least one (1) semester since studying abroad is essential to language mastery and cultural learning. Credits will be transferred to New College, and placement tests will be given so as to place students in courses at appropriate levels. Please talk to faculty members in the Chinese program for additional information.

### **Faculty in Chinese**

[Jing Zhang](#)  
[Aijun Zhu](#)

## **Classics AOC**

Classics is the study of the civilization of the ancient Greeks and Romans. The interdisciplinary study of Classics includes the study of Greek and Latin language, literature, history, art, and philosophy. The literature and history of the ancients have served as models and foils for thousands of years. A deep knowledge of antiquity provides an excellent vantage point from which students may understand and explore the modern world.

Study of the classical languages enhances a student's ability to master any foreign language, as well as to control her or his own, through an increased vocabulary and deeper understanding of the mechanism of language itself. Moreover, the art, literature, and philosophy of the ancients not only provide us vital models to inform and clarify our critical perspective, but they also continue to excite our thought and our admiration for their freshness of vision and beauty of form.

Greek and Latin language at all levels are regularly offered at New College. Students who wish to pursue an area of concentration in Classics will work with faculty to develop individualized courses of study through tutorials and ISPs.

### **An Area of Concentration in classics will normally include:**

1. A high level of proficiency in ancient Greek or Latin. This will ordinarily be demonstrated by successful completion of six semester courses or the equivalent in either language, and by the equivalent of three semester courses in the other classical language as well.
2. A good general knowledge of classical literature, history, and culture. This will normally be demonstrated by successful completion of advanced language courses in Greek or Latin literature and of at least four courses, tutorials, or ISPs on topics such as Greek and Roman history, art, philosophy, mythology, and literature.
3. At least two semesters (or the equivalent) of a modern language.
4. A senior thesis. This might take the form of a critical analysis of a classical author or a study of a cultural problem in history, literature, or thought. In any case, a significant portion of the research should demonstrate the student's capacity to use primary classical texts or artifacts.

### **Representative senior theses:**

- Ancient Greek Prostitution



- Martyrs and Murderers: Women of Euripides
- The Hero in Chinese and Roman Epic
- The Galli: Transgendered Priests of Ancient Greece, Rome, and the Near East
- The Idea of Utopia in Plato's *Republic*
- The Underworld in Homer, Vergil, and Dante
- Translation and Production of Plautus' *Miles Gloriosus*

## Faculty in Classics

David S. Rohrbacher

Carl Shaw

## English AOC

Overall English is a tremendously flexible field, founded on careful engagement with artistic writing or “literature,” but reaching into the corners of communicating in English including film, digital media, and performance. Our field engages questions that intersect with philosophy, cultural anthropology, and the arts. A degree in English can lead in many directions after college—from writing-intensive careers in publishing and education to less obvious tracks in library or curatorial work, healthcare, human resources, marketing and business, and public service with non-profit organizations. See more details about our graduates and what they are doing now on our webpage: <http://www.ncf.edu/english>

At New College we offer regular courses in literature and culture from the early modern period to contemporary print and electronic media, and performance. The Area of Concentration in English focuses on intersections between English language literature and its historical and cultural environments. Students graduating in this field should be able to analyze texts from a variety of genres and historical periods; to recognize the role of literature in encounters between cultures across national, ethnic, and temporal lines; and to be able to deploy a variety of critical and theoretical approaches to the study of literature.

### Expectations and Guidelines for Planning and Applying for an AOC in English

Students should plan a balanced program of study in consultation with the faculty in English; failure to consult with faculty is likely to weaken an application significantly. Successful applications will demonstrate the appropriate qualitative and quantitative preparation (see below\*), and especially:

- 1) that the student is capable of strong work in advanced literature courses,
- 2) that the student has been in contact with faculty about viable possible thesis topics, 3) that the student is close to meeting the requirements below and can complete them and the thesis in time for graduation,
- 4) that the student has worked with at least three of the English faculty, and
- 5) that the student has taken advantage of a combination of courses both in English and in other fields to achieve a minimum of two course-equivalents in each of the areas listed below.

#### a) Textual analysis and close reading

Close reading is the foundation of literary analysis. Students should demonstrate the ability to analyze technical features of verse, prose, and dramatic writing at a minimum; discuss the relation between form and content in multiple genres; and analyze the use of specific language.

#### b) Historical engagement

In order to work effectively with non-contemporary literature, students should demonstrate engagement with historical methodolog(ies) in addition to some understanding of the relation between the material studied and its particular historical situation. Students are required to take courses in more than one historical period.

#### c) Cross-cultural encounters

In order intelligently to consider the multiple perspectives that literature makes available, students should demonstrate engagement with approaches to issues of national, racial, ethnic, and sexual difference. Courses dealing with cultures within and beyond the English-speaking world are particularly appropriate to this requirement; students are required to complete at least one course in a non-anglophone literature either in translation or in the original language.

#### **d) Criticism and/or theoretical approach**

The scholarly conversation about literature is rich and complex; an understanding of critical approaches equips students to take part in it. Students should demonstrate some familiarity with relevant theoretical approaches; recognize that different methods produce different readings of the same text; be able to incorporate secondary criticism into their own writing, and choose appropriate approaches to their own projects.

NOTE: Up to 50% of the expectation for work in (2) Historical Engagement may be fulfilled by coursework in history, art history, or a related discipline; likewise to 50% of the expectation for work in (3) Cross-cultural Encounters may be fulfilled by coursework in history, anthropology, international studies/political science, or a related discipline. ALL of these categories may be fulfilled by work in non-anglophone literatures, but for the English Area of Concentration, it is expected that the majority of work will be in anglophone literatures. (Students who plan substantial work in at least two other language traditions may want to consider the Literature Area of Concentration.)

#### **In General:**

- Although not required, performance and creative work are strongly encouraged; students particularly interested in and prepared for creative work may consider the Creative+ thesis option. [see link]

- English values work in related fields highly, particularly history, art history, anthropology, philosophy, religion, classics, and of course literatures in languages other than English; such coursework will strengthen an application significantly. For students interested in creative work, work in art and/or music may also be appropriate.

#### **\*Quantitative:**

At the time of application, students should have not fewer than 5 and not more than 8 course-equivalents in English literature on their transcripts. 8 course-units are the minimum for an English AOC; a Joint-Disciplinary AOC is possible with 5 course equivalents in the field, roughly ½ of the expectation for a full AOC.

Courses in English indicate which of the requirements they meet in their course descriptions. Many courses will meet more than one requirement; no single course may be counted as meeting more than two requirements on the Application Form.

#### **\*Qualitative:**

- textual analysis and close-reading skills are evident in prior coursework at a level that gives confidence in the student's ability to undertake the senior thesis project;

- writing skills and expressive fluency to the level necessary for preparing to do advanced work in the field are also demonstrated;

- the basis for beginning to integrate secondary criticism effectively into one's own argument is established.

#### **Outcomes:**

Applications may be **accepted** with specific requirements for completing the degree, **denied**, or **deferred**; each applicant will receive a letter that details his or her specific decision and suggests next steps. **Acceptance** means that the student is approved and that any of the English faculty will sign the Provisional AOC form which is due Friday before break of the relevant term. **Deferral** means that the student is welcome to apply again at a later date and usually some guidance toward making a more successful application will be given. Applications that have met the quantitative expectations, but have not yet reached the qualitative expectations may be **denied** (not invited to reapply), or deferred.

---> Once accepted, the student is ready to embark on the two-semester process of researching and writing a senior thesis project. See [here](#) for details of different pathways for the thesis in English literatures.

**A representative sample of recent courses in English includes:**

African American Literature; American Humor; Becoming Jane Austen: The Romantic-era Novel and Women Writers; Chaucer: The Canterbury Tales; Critical Theory in the US: An Introduction; Jazz Poetry; Lines of Sight: Poetry and the Visual Arts; Mapping America: Introduction to American Literature; Reading Poetry; Renaissance Epic: The Poetry of Nationalism; Shakespeare: Plays and Poetry, Twentieth-Century British and American Drama: Realism and Its Discontents; and Virginia Woolf.

A student whose particular interests or needs are not fully served by the courses offered in a particular semester may arrange tutorials or independent reading projects with relevant faculty at their discretion.

If a student chooses a joint or interdisciplinary Area of Concentration of which English is a part, the qualification procedure for the English part will be as above, except that an appropriate reduction in the above aspects of English to be mastered will be made by unanimous decision of the faculty in English.

#### **Representative senior thesis projects in English include:**

- Annihilation, Negation, and Revelation: Deconstructive Trauma and the Mysterious/Unknown in the Works of Emily Dickinson and Flannery O'Connor
- Fearing the Future: The Uncanny Child and Modern Children's Literature by L. Frank Baum, Neil Gaiman, and J. K. Rowling
- Form or Fascism?: Exploring Genre and Innovation in Three Nontraditional Sonnet Sequences.
- Illustration as Interpretation: Illustrations of John Milton's Paradise Lost
- Jazz Poetry: The American Idiom.
- Killing Pearl: [...] Confronting Motherhood and the Redemptive Fantasy of The Scarlet Letter in Suzan-Lori Parks's The Red Letter Plays
- "A Maneuvering Business": Courtship, Family, and Marriage in Novels of Manners (Burney, Austen, Edgeworth)
- A New Multimedia Edition of John Gay's The Beggar's Opera
- The Quest to Find Utopia: From Thomas More to Aldous Huxley
- Reclaiming Representations: The Revisionist Work of Ishmael Reed
- "[T]o isolate her out of the loud world:" Towards a Maternal Continuum in the Writings of William Faulkner
- Why a Duck? Self, Locality, Community, and Relevance in the Work of Charles Bernstein and Susan Howe.

#### **Faculty in English**

[Andrea Dimino](#)

[Nova Myhill](#)

[Miriam L. Wallace](#)

[Robert Zamsky](#) (Dean of Studies)

Margaret Konkol (Visiting 2014-2015)

## **French**

#### **Overview:**

The French program at New College offers courses at all levels of French language and courses and tutorials on French and Francophone literature, both in English translation and in the original. Literature course offerings change each year and include surveys and studies of a particular author, genre, or theme, from medieval chansons through twenty-first-century fiction. Recently offered courses include Double Stories: Historic/Heuristic Fictions; World War II France in Film and Fiction; Proust's Remembrance of Things Past; The Twentieth -Century French Novel; The French Renaissance: Humanism and Humor; Twentieth -Century Drama; Literary Movements of the Nineteenth Century; Giving Voice to Identity: Francophone Literatures from the Americas; Beyond the Hexagon: the Politics of Francophone Literature; L' amour interdit; Le rire à travers

les siècles; and Contes et Conteurs.

### **Course of study:**

French language is taught in a five-semester sequence after which students can enroll in courses and tutorials on literary and cultural topics. Beginning French I & II and Intermediate French I & II focus on oral and written communication. Advanced French, which is offered each fall, is both a systematic review of grammar and an introduction to the study of literature in French. A placement test is offered at the start of the fall term so that students who have previously studied French can be placed at the appropriate level. After completing Advanced French, students are prepared to enroll in courses and tutorials in which they will read, discuss, and write in French. Each spring one seminar is offered that is conducted entirely in French. These thematic surveys (L'amour interdit, Le rire à travers les siècles, Contes et conteurs) expose students to a wide range of literary styles. In addition, one other literature course is offered each semester that is open both to students who can read French as well as to those who read in translation.

Students may complete an Area of Concentration in French **with a focus in either French Literature or French Studies**. In both cases, students are required to have a high level of proficiency in spoken and written French, as demonstrated by the completion of Advanced French or the equivalent, and strongly satisfactory evaluations in courses conducted in French. Students are strongly encouraged to arrange an Independent Study Project or off-campus semester in a French-speaking country or region.

For a concentration in French Literature, students: 1) need to demonstrate, by means of courses and tutorials, familiarity with literature of different genres (long and short prose fiction, poetry, and drama) and historic periods (pre-1700; 1700-1899; 1900-present), and at least one course or tutorial in Francophone literature; 2) must complete one course or tutorial in literary theory; 3) are encouraged to undertake relevant course work in related fields, such as history, art history, music, philosophy, or political science. Students are expected to complete at least 8-10 semester-long courses or tutorials for the AOC, with as much coursework as possible in French. Only courses beyond the level of Advanced French count toward the AOC.

For a concentration in French Studies, students need to coordinate with faculty in French and in other relevant disciplines in the Humanities and/or Social Sciences to develop a course of study that combines work in French literature with work in fields such as French music, history, art history, politics, or philosophy. Students must complete at least 2 semester-length courses or tutorials in each of three different disciplines. As above students are expected to complete at least 8-10 semester-long courses or tutorials for the AOC, with as much coursework as possible in French. Only courses beyond the level of Advanced French count toward the AOC.

### **Sample senior thesis titles:**

- Subversion, Refraction and the Do-It-Yourself Proust: Autobiographical Intertexts of La Recherche
- Film-Poetry Synthesis and the Birth of Experimental Cinema in France
- Questions de genre: Story and Identity in the Feature Films of Safi Faye
- Body as Text: Narrative Structures and Gendered Identities in Three Novels by Tahar Ben Jelloun
- Rethinking Québécois Identity in Three Immigrant Novels
- Reconfigurations de la corporéité dans l'œuvre de Monique Wittig
- Litt/oral Stories: Strategies of Resistance in Four Novels of the Caribbean
- Beyond Rational Choice: The Politics of the French Extreme-Right

### **Faculty in French**

[Amy B. Reid](#)

[Jocelyn C. Van Tuyl](#)

## German Studies/German Language & Literature

### Overview:

The concentration in German Studies/ German language and literature at New College begins with a two-year, four-course sequence (four full-semester courses: Elementary German I & II and Intermediate German I & II). For students who have either completed the above sequence or already have an adequate knowledge of German, occasional courses (e.g. *Das deutsche Hörspiel*, *Die deutsche Lyrik*, *Die deutsche Novelle*) and individual and group tutorials in advanced language skills, German literature in the original, and cultural topics are offered every semester.

In addition to the curriculum in German language and literature in the original, there is usually one course each semester on a German Studies topic that is accessible to students with no background in the language. Courses taught in English translation include: *The Theatre of Bertolt Brecht* (a survey of 20th-century Austrian, German, Swiss, and East German Drama, with a focus on dramaturgy before and after Brecht's "Epic Theatre"), *The Age of Goethe* (a study of works by Lessing, Lenz, Goethe, Schiller, Kleist, and contemporary women authors); *Poems Before and After Auschwitz* (poetry from Stefan George, Rilke, Else Lasker-Schüler, and Gottfried Benn to Verena Stefan and Christa Reinig); and seminars such as *Intensive Kafka*, *Introduction to Film Studies: Weimar Cinema*, and *Postwar German Cinema*.

### Course of Study

An area of concentration in German requires a solid command of the language gained by completing coursework beyond the second year and/or participating in a program at another institution, especially one in a German-speaking country. In the past New College students have accomplished this by completing summer ISPs and off-campus semesters at branches of the Goethe Institute in Germany. At least one course in German history (Medieval, 19th or 20th Century) is also required; and relevant coursework in art history, religion, music, or German philosophy is encouraged. Students should demonstrate a thorough knowledge of major works and authors from the modern and classical periods in German literature. The senior thesis may focus on any aspect of German cultural studies; and interdisciplinary approaches are encouraged.

### Sample Senior Thesis Titles

- Women, Sexuality, and Virtue: The Study of a Gender Paradigm in Weimar Film
- The Individual in the Modern Age: Early Twentieth Century Vienna
- Joseph K's Inner Struggle: An Analysis of Franz Kafka's *The Trial*
- Manuscripts Don't Burn: The Evolution of the Faust Legend From Marlowe to Bulgakov
- An Economic and Social Analysis of Nazi Germany and the Volkswagen Project
- Asserting Identity: Jewish Repatriates in the GDR
- Experience Over Reason: Werner Herzog's *Kaspar Hauser*

### Faculty in German

[Glenn R. Cuomo](#)  
[Wendy Sutherland](#)

## Humanities AOC

### Humanities AOC Description

A student who intends to complete a Divisional AOC in "Humanities" will meet the following requirements:

1. The student should demonstrate the ability to read, think, communicate, create and perform in the humanities through successful completion of one or more undertakings in each of the following fields:

- a) the arts
- b) literature(s)
- c) philosophy and religion

2. The student should explore diverse approaches to the humanities through successful completion of at least one undertaking in each of the following areas (examples in parentheses are meant as suggestions, not as prescriptions):

- a) historical study in one of the humanities disciplines (ex. The Western Art Music Tradition, Christian Scriptures, art history courses)
- b) theoretical/critical study in one of the humanities disciplines (ex. Introduction to Music, Music Theory I, courses in philosophy, Introduction to Religion)
- c) creative work in one of the humanities disciplines (ex. courses in art, music theory, acting, directing, creative writing, dance, stagecraft)

3. The student should complete from 10-12 term-length activities in the humanities. Transfer students should discuss their coursework from other institutions with a faculty member in the humanities in order to determine if fewer than 10 courses at New College in this area would be appropriate.

4. The student should study a foreign language (modern or classical) that is related to his or her special interest in the humanities. Students will be required to successfully complete at least one course in a foreign language sequence at New College, at the intermediate level (third semester) or above. A course or tutorial studying literature in the original language fulfils this requirement.

Intermediate-level coursework in a language not taught regularly at New College from regionally accredited institution will be considered on a case-by-case basis as fulfilling the language requirement of the Humanities AOC.

5. Students who declare a Humanities AOC during their fifth contract are encouraged when possible to create a pre-thesis ISP that designs a plan to complete a thesis or thesis project in the humanities, to develop the Thesis Proposal, and consider the appropriate work for the 6th, 7th, and 8th contracts.

6. The student's senior project should involve work in one or more of the disciplines in the division. The form and content of senior projects [thesis-monograph, creative project, or "academic portfolio"] will be defined in close collaboration with the academic sponsor and with the approval of the baccalaureate committee.

Representative senior theses in the humanities:

- Stendhal and the Heroines of His World
- The Evolution of Orpheus from the Classical World Period to the Renaissance
- The Pioneer Spirit: A Biographical Play
- Faith in Spite of Evil
- Poet Under Saturn: An Evening with Paul Verlaine
- Style and Form in Print Journalism
- Inside Out: Collaborative Authorship and Narrative Distribution in Public New Media Artworks and Contemporary Technocultural Developments
- Word, Myth, Seeing and Becoming: A Revision in the Education of Black Teenagers
- Justice and Happiness in the Republic

- "You Are About to Begin Reading": Accessibility and Postmodernist Performance in Works by Italo Calvino, Christian Jankowski, and Francis Alÿs

## Literature AOC

This concentration is designed for students wishing to study literature but not to specialize in the literature of a single national or linguistic tradition. It should be understood that the requirements and procedures for areas of concentration in English, French literature, Spanish literature, German literature, Russian literature, and classics are distinct from those given below. Students should see the catalog entries regarding these other areas of concentration, and consult their sponsors and literature faculty members about which concentration is best for them.

Application for Literature Area of Concentration

**The Area of Concentration in Literature involves the following requirements:**

1. Study of literary history;
2. Familiarity with critical theories;
3. Familiarity with works in major genres of literature (fiction, poetry, drama);
4. Ability to analyze literature critically; and,
5. Ability to read and understand texts of moderate difficulty in a foreign language that is related to the student's interest in literature.

The requirement may be met either by successfully completing the third semester of one of the foreign language sequences at New College or by means of an examination arranged by the instructor of the language specified by the student.

These requirements should be met through a balanced program of courses and tutorials including work in at least three linguistic traditions either in the original or in translation. Students planning to undertake the concentration should work in close consultation with a sponsor from the literature faculty.

Early in the first module of the fifth semester, the student submits to the Literature faculty a Proposal for an Area of Concentration in Literature. Secure a copy of the Proposal form at the Humanities office. Check with any Literature faculty member regarding the deadline for submission of the Proposal form, which is earlier than the deadline for submission of the College-wide Provisional Area of Concentration form. If a student chooses a split or interdisciplinary Area of Concentration of which "Literature" is one part, she or he must also submit a Proposal to the Literature faculty.

The faculty meets and considers the Proposals submitted to it, reviewing each student's progress in meeting the requirements and future plans. If the student is admitted to the concentration, the faculty may make stipulations as to further work the student needs to do to complete the concentration. In cases of split or interdisciplinary concentrations, appropriate adaptations of the Literature requirements will be approved by faculty consensus.

The student is notified of the faculty's decision. She or he then secures the College-wide Provisional Area of Concentration form, and submits it to the Office of the Registrar by the deadline. The faculty signatures required on this form may be provided by any Literature faculty members.

The student should work with her or his sponsor on plans for meeting any stipulations the Literature faculty has made.

## Music AOC

New College offers an area of concentration (AOC) in music. Students can also create their own areas of concentration by combining music with another major field (a "slash"), or concentrate on music as part of an AOC in Humanities.

Students who study music at New College are challenged to test the boundaries of what exactly music is. Coursework in music provides a framework for experiencing music as creative expression, as harmony, melody, rhythm, form, and instrumentation, as a document of historical practices, as sound, as physical gesture, as a social and political phenomenon or

tool, as an important and pleasurable social experience, or as a measure of cultural change. Whether encountered as a performance that resembles experimental theater, through the ear buds of an iPod, through a dorm-room wall, or as the song of the mockingbird at 3 am, the music program at New College recognizes that music challenges as often as it comforts, and represents conflict as often as it communicates a message of peace and understanding. Through developing skills of basic musicianship and introducing students to a wide array of musical styles in the Western art music tradition with a smattering of social theory, world music, and many opportunities to compose, the New College music program educates students to listen, observe, and interpret with sympathy for others.

Performance at New College is seen as a further opportunity to integrate theory and practice. Students can perform in New Music New College, which presents world-class performers in concert and master classes, and involves students in at least one performance each academic year. These opportunities for students often stem from work in courses and tutorials, and emphasize experimental approaches to music. Students may also sing in the New College Chorus or arrange their own chamber groups. In addition, the music faculty can help students make connections with musicians in the Sarasota community who teach private lessons. (However, students must pay for those lessons over and above the tuition and fees that New College charges).

New College also offers composers opportunities to hear their work played by professional musicians. Every spring semester a chamber ensemble associated with the Sarasota Orchestra (the Sarasota String Quartet, Sarasota Woodwind Quintet, or Sarasota Brass Quintet) rehearses the works of New College student composers, which culminates in a performance.

### **An Area of Concentration in Music normally includes the following requirements:**

1. History—Four courses or full-term academic activities. Students must complete satisfactorily at **least** four full-term academic activities that span from “early music” (before 1700) to present. This goal can be accomplished in three ways:
  2. Taking the course called “Western Art Music Tradition” and three additional music history courses of the student’s choice. Taking a course on early music and three courses that span the repertory between 1700 to present.
  3. Taking a combination of courses and tutorials to explore Western art music from its first written expressions in Europe to present.
4. Theory—Music Theory I & II. While these two courses are required, students are encouraged to continue their study of theory beyond this point through tutorials in counterpoint and music analysis.
5. Language—one language course at New College at the intermediate level or higher. Study of languages not offered at New College will require documentation of intermediate -level proficiency through completion of a course at a regionally-accredited institution of higher education.
6. Secondary discipline—two courses or tutorials from a perspective outside of music that have implications for the study of music. The music faculty created this requirement in order to enhance the methods, tools and patterns of thought that a student may apply to the study of music. These two courses could focus on anthropology (The Anthropology of Performance, Ethnography), history, mathematics, philosophy, psychology, political science, sociology, English, or any other discipline within which music as a subject may be considered. For further clarification of the path appropriate to each individual student, consult a faculty member in music.
7. Ethnomusicology—One term-length course, tutorial, or ISP that recognizes music from outside the Western Art Music tradition. These courses may include “Music and Place” or “Cognitive Ethnomusicology.” Other courses from outside the music curriculum may be accepted with permission from a faculty member in music.
8. Keyboard Ability—sufficient skill to play four-part chorales at sight, improvise harmony, and realize a figured bass. These skills can be acquired through enrollment in Keyboard Skills.

### **Combined AOC including Music**

Students at New College may combine their study of music with another discipline in what is often referred to as a combined area of concentration, or a “slash” AOC. A combined area of concentration including Music (a “slash” in Music), minimally requires the following coursework, as well as music as a component of the senior thesis and a faculty member in music serving on the baccalaureate committee:

1. Music Theory I



2. **At least** four additional courses in music.

#### **Titles of Recent Theses and Thesis Projects involving Music:**

- John Ewing, "A Historical and Algorithmic Study of Fux's Approach to Counterpoint," Music AOC, 2009.
- Adele Fournet, "Chicks with Picks: An Ethnography of Female Rock Musicians in Tampa, Florida," Music AOC, 2009. Adele has published a revised version of her thesis in the on-line journal, Music and Arts in Action. See the abstract [here](#).
- Erica Gressman, "WAVES: An Exploration of Sound and Light," Art/Music AOC, 2009.
- See the NCF library web site for more titles of New College theses, found [here](#).

#### **Faculty in Music**

[Maribeth Clark](#)

[Stephen T. Miles](#) (Provost)

[Mark Dancigers](#) (Visiting 2012-15)

## **Philosophy AOC**

The pursuit of philosophy contributes to understanding ourselves and the world around us in at least three different ways. First, it affords an opportunity to acquire an appreciation of the Western intellectual tradition (through the exploration of classical, medieval, and modern thought). Pursuing this opportunity will give students specific **content knowledge about** the various historical periods of Western philosophy and Western culture in general, and about contemporary philosophical thought. Second, it provides the symbolic methods necessary for investigating principles of reasoning and patterns of argument (through an analysis of the relationship between language, logic, and the world). Pursuing this opportunity will develop competencies in **critical thinking**. Third, it stimulates an appreciation of human values and interpersonal relations (through the consideration of alternative conceptions of ethical, social, and political values). Such study is critical for **communication** with others, particularly those who may not share one's own worldview. The study of philosophy, therefore, should contribute toward the development of each student's analytical problem-solving capability and general ability to deal effectively with issues involving human values. With its concentration on analysis, clarity, and argument, the study of philosophy is particularly well suited for the development of **critical thinking**. Almost all philosophy courses address spoken and written communication through class discussion and written assignments.

Courses offered in philosophy include: Introduction to Philosophy, Aesthetics and the Arts, The Philosophy of Religion, Metaphysics, Free Will and Determinism, Medieval Philosophy, Symbolic Logic, Ethical Theory, Epistemology, The Philosophy of Language, Classical Philosophy, Modern Philosophy, Contemporary Linguistic Philosophy, Kant, Hegel, Carnap and Quine, Wittgenstein, Heidegger, Whitehead, Merleau-Ponty, Kierkegaard, Foucault, and others.

#### **An Area of Concentration in philosophy normally includes the following:**

1. At least ten undertakings in philosophy, including:
  - a. competence in modern philosophy and either ancient or medieval philosophy (preferably both) (Specific Content Knowledge, Critical Thinking Skills, Communication Skills)
  - b. one course (or equivalent) in deductive logic (Critical Thinking Skills)
  - c. one course (or equivalent) in introduction to ethics or ethical theory plus one additional course in value theory (e.g., aesthetics, metaethics, social and political philosophy) (Specific Content Knowledge, Critical Thinking Skills, Communication Skills)
  - d. two courses (or equivalent) in contemporary, analytic systematic areas (e.g., metaphysics, epistemology, phenomenology, philosophy of religion) (Specific Content Knowledge, Critical Thinking Skills, Communication Skills)
  - e. one course in Continental thought (Specific Content Knowledge, Critical Thinking Skills, Communication Skills).

2. An oral qualifying examination by the end of the student's fifth semester, which includes an evaluation of the student's program of study in philosophy as well as a discussion of the prospective thesis topic (Communication Skills).
3. A senior thesis and baccalaureate examination (Specific Content Knowledge, Critical Thinking, Communication Skills).

#### **Representative senior theses in Philosophy:**

- Kierkegaard and the Concept of Self
- What is Philosophy?
- Causal Theories of Knowledge
- Theories of Scientific Explanation

#### **Faculty in Philosophy**

Aron Z. Edidin

April N. Flakne

Douglas C. Langston

## **Religion AOC**

The religion program at New College aims to encourage critical thinking about religious ideals and practices in history; to develop empathetic insight into the fundamental ideas and values of other peoples, times, and places which are key to any effective communication with those outside one's own culture and time; and to foster critical self-consciousness about the values and commitments of one's own age and society and thus learn about the historically developed content of one's own culture as well as that of others. In light of the pivotal role religion has played in shaping selves, societies, and cultures from ancient times to the present, the program provides the beginning student with an understanding of the complexity of religious phenomena and offers the advanced student a variety of methods appropriate to such study.

Prospective majors in religion should consult with faculty to construct an individualized plan of study. Typically this plan will include: an introduction to the study of religion to engage the central ideas of the discipline; work in a variety of approaches to the study of religion, including conceptual approaches to the study of religion, religion in society and ethics; expansion of content knowledge including exploration of the sacred scriptures of a religious tradition; coverage of the history and development of a particular religious tradition; and study in a tradition distinctly different from one's major focus. Interdisciplinary majors, or senior projects linking religion to other areas of inquiry, are particularly encouraged.

Through a combination of introductory courses, advanced seminars, and courses offered in cooperation with other disciplines, the Religion program works towards the goals of nurturing critical thinking, effective communication skills, and content knowledge. For advanced students, the present faculty in religion offers intensive work in philosophical issues in religious thought, method in the study of religion, religious texts, and religious ethics. Strong attention is given to historical study, analysis of the relationship between religion and society, and in-depth study of key thinkers and traditional problems in religion. Faculty in allied fields and visiting faculty provide additional opportunities to pursue diverse traditions and approaches.

See Religion web-pages for courses offered in Religion ([www.ncf.edu/religion/religion-curriculum](http://www.ncf.edu/religion/religion-curriculum)) as well as recent senior theses in Religion ([www.ncf.edu/religion/senior-thesis-projects](http://www.ncf.edu/religion/senior-thesis-projects)).

During the first module of a student's fifth academic semester, the student will consult with a member of the faculty in Religion to determine what work in the concentration has been done and what remains. This meeting will emphasize the student's skills at communicating the coherence of the student's program of study. With the agreement of a second faculty member in Religion to the proposed plan of study, the student will submit an Area of Concentration form in Religion. In the sixth academic semester, the student must present a thesis proposal to the faculty in Religion once again fostering the student's ability to communicate the coherence of the chosen topic. This proposal may serve as the basis for an oral examination by the faculty to determine the viability of the project. With the approval of the thesis committee, the student will submit the Thesis Prospectus and write a thesis under the direction of one of the faculty in Religion. The thesis project and baccalaureate exam will further develop the student's critical thinking skills, communication skills, and display the specific content knowledge germane to the chosen topic.

### Representative senior theses in Religion:

- Collective Action: The Social Dimension of Buddhist Karma Doctrine
- Feminist Methodologies and Qumran Ideologies: Rhetorical Criticism of 1QS, The Community Rule Scroll
- Ascending the Heavens on Conjured Dragons: Differentiating Between Magic and Religion in Chinese Daoist Practice
- What about the Agape?: Understanding the Communal Love-Feast of Early Christianity
- Learning to Live and to Lead: How Post-Secondary Religious Education Helps Women to Shape Modern Orthodox Judaism in Israel
- Narcissism and Religious Experience Sociological Surveys of Local Religious Groups
- Analysis of Implicit Values in Religious Organizations
- Religious Responses to the Problem of Evil
- The Buddha-Matrix in Chinese Buddhist Thought
- Dissent in Modern Catholicism
- The Metamorphosis of Adam in 19th Century American Culture
- Acting Womanish: Black Slave Women's Religion
- Creativity in Crisis: The Theology and Fiction of Flannery O'Connor and Dietrich Bonhoeffer

### Faculty in Religion

Douglas C. Langston  
Susan Marks  
Gordon E. Michalson, Jr.  
John R. Newman  
Heather White (Adjunct)

## Russian Language & Literature AOC

The Russian program at New College offers courses as well as individual and group tutorials in language and literature. Regularly offered courses focus on literary developments from the era of Sentimentalism at the end of the 18th Century until the present. Tutorials are normally devoted to important areas of interest which are not included in more formalized course work. Topics in Russian literature in the medieval period (sermons, hagiography, chronicles), folklore and the oral tradition, the emergence of secular literature in the 17th and 18th Centuries, and advanced work in the translation and analysis of both prose and poetry are typically undertaken in such tutorials. Students are also encouraged to follow contemporary literary and cultural developments, particularly as they may be seen to fit into the continuum of literary production in Russia, and to pursue work in pertinent cognate areas such as history, political science, and anthropology. In order to qualify for the AOC, students must pursue off-campus study at another institution or participate in one of the many available programs of language and cultural study in the United States or, ideally, in Russia. New College students have recently participated in both summer and semester programs of study at Lomonosov Moscow State University, St. Petersburg State University, and the Linguistics University, Nizhny-Novgorod. Without exception, travel-study experience has proved to be an invaluable component of the student's AOC.

### Course of Study

Courses and seminars offered on a regular basis at New College include language instruction from the elementary to the advanced level and a wide range of topics in 19th- and 20th-Century Russian literature, among them: Nineteenth Century Russian Short Fiction; Russian Realism: Five Masterpieces; Russian Literature in the Twentieth Century; Dostoevsky: The

Shorter Fiction; N.V. Gogol: The Short Fiction; Tolstoy and Chekhov: The Short Fiction; and *The Brothers Karamazov*. A Seminar. Literature will normally be the major academic component of the AOC.

### **AOC Requirements in Russian Language & Literature**

Demonstration of proficiency in the Russian language allowing the student to read and analyze texts of moderate difficulty and to discuss with relative ease topics of everyday life and experience as well as relevant areas of the student's academic focus. Students must also demonstrate comprehensive knowledge of at least three areas of Russian literature and literary history, normally two periods and one figure (for example, Russian Romanticism, Symbolist Prose, and Tolstoy). Broader familiarity with other periods, including developments from the 11th to the 18th Centuries, is also expected. Normally, attaining this level of expertise will require at least five semesters of language instruction and six or more courses and tutorials devoted to the study of literature and literary history. Finally, students must complete a senior thesis, which may be a) a study of a broad historical problem in the development of Russian literature, or, b) a general overview of the contribution of a single writer, or, most frequently, c) an analysis of a particular literary text or group of related texts.

### **Representative Theses in Russian Language & Literature**

- Dream Sequences and Subjective Reality in Two Short Stories by Victor Pelevin
- An Analysis of Attitudes towards Death in Tolstoy's "Master and Man," *War and Peace*, *Anna Karenina*, and "The Death of Ivan Ilych"
- A Dark Constraining Silence: The Relationship between Writing and Identity in Selected Works of Ludmila Petrushevskaya and Anna Akhmatova's *Requiem*
- The Gooseberries Taste Test: Moral Progress in Chekhov's Prose
- Nikolai Gogol and the Fantastic

### **Faculty in Russian**

[Alina Wyman](#)

## **Spanish Language & Literature AOC**

The Spanish program at New College offers courses at all levels of Spanish language, and courses and tutorials on the literature and culture of Latin America and Spain. Literature courses are offered both in Spanish and in English translation. Offerings change each year and include the study of particular authors, a genre, a period, or a theme. Recent offerings include: "The Need for Fictions: Rulfo and García Márquez"; "Literatura caribeña"; "El cuento latinoamericano"; "El español como materia del verso"; "Blacks and National Discourse in Spanish America".

Spanish language is taught in a five-semester sequence after which students can enroll in courses and tutorials on literary and cultural topics conducted in Spanish. Elementary Spanish I & II, and Intermediate Spanish introduce students to Spanish grammar and emphasize the development of communicative skills. Composition and Conversation and Lecturas Hispánicas offer a review of Spanish grammar and an introduction to the study of the culture and the literature of the Hispanic world. After completing Lecturas Hispánicas, students are prepared to enroll in courses and tutorials that will allow them to do advanced work in the language. Each spring and fall one advanced course is offered, which is conducted entirely in Spanish. These courses may be focused on a literary genre ("Spanish as the Fabric of Verse", "Latin American Short Stories"), or on a particular theme or period ("Caribbean Literature"). Tutorials and Independent Research Projects in

Spanish must be decided and defined in advanced with a faculty member. In addition, the courses offered in translation may allow advanced students to do part of the work in Spanish.

Students may concentrate their work in the area of Spanish Language and Culture or Spanish Language and Literature. In both cases, supporting course work in other relevant disciplines in the humanities and social sciences is expected. Cross-disciplinary work is a vital part of the New College program as we understand it, and it is strongly supported and encouraged by the faculty in the Spanish Program. In addition to specific courses in our regular offerings, Tutorials, Independent Research Projects, and Independent Study Projects are frequently designed to meet the particular needs of students who wish to combine their interest in Spanish language, culture, and literature with other fields of study. All academic work intended to

satisfy requirements in this Area of Concentration must be discussed and decided with a member of the Spanish faculty. The course of study defined to declare an Area of Concentration in this field must be approved by at least two members of the Spanish faculty.

While each student's course of study will reflect her or his own interests, an Area of Concentration in Spanish Language and Culture or Spanish Language and Literature, taken as a single or a double Area of Concentration (AOC), will generally comprise the following: ten semester-long academic activities (Courses, Tutorials, Independent Research Projects) approved by the faculty of the program; at least one Independent Study Project (January or summer) supervised or approved by the faculty of the program; and a thesis with a focus on relevant aspects of the Hispanic world. No less than eight of the academic activities must be taken in Spanish and at least one of them must be a thesis tutorial (courses taken in Spanish count starting with Composition & Conversation, the fourth semester of language study). When chosen as a joint Area of Concentration, Spanish Language and Culture will require the completion of eight academic activities (Courses, Tutorials, Independent Research Projects) approved by the faculty of the program. No less than five of them must be taken in Spanish and at least one of them must be undertaken during the senior year as an advanced Spanish course or tutorial. In the case of the joint AOC, the focus of the thesis is open, but it is expected, at least, that a significant part of the research be conducted in Spanish.

**Other requirements include:**

1. One semester of study abroad, supervised and/or approved by the Spanish faculty. In some exceptional cases, the Spanish faculty may approve that this requirement be satisfied by work in the form of an Independent Study Project in a Spanish speaking country, supervised by a faculty member of the Spanish AOC.
2. A high level of proficiency in Spanish language, as demonstrated by satisfactory evaluations in all courses, tutorials, and independent research projects conducted in Spanish beyond Composition and Conversation. A well-defined and strong performance in all areas required by these academic activities is expected from students seeking an AOC in Spanish.
3. The satisfactory completion of the thesis and an overall final satisfactory evaluation in the thesis tutorial or tutorials, for student seeking a single or double AOC. In the case of students seeking a joint AOC, a satisfactory evaluation in the course/tutorial undertaken during the senior year, which should include the presentation of a final portfolio.
4. The senior thesis must reflect the student's interest in the field and her or his capacity to work on a well-defined aspect of the Hispanic world. Whenever possible, the thesis should be written in Spanish. Under all circumstances, a significant portion of the research must be done in Spanish.
5. A satisfactory Baccalaureate Exam.

**Sample of senior thesis titles:**

- A Literary Anthropology of *One Hundred Years of Solitude*: Finding Our Feet in Macondo Representations of Mexican-American Resistance: The Bandit, the Pachuco, and the Farm worker Tlatelolco y su impacto en la intelectualidad mexicana: los casos de Elena Poniatowska y Octavio Paz
- No Room in Our Imaginations? Small Towns, Social Crises and Spaces of Possibility in Short Stories by Arguedas and García Márquez
- A New Actitud: La lengua y la identidad latina en la cultura estadounidense desde los años ochenta
- *Turn of the Century Dialogues*: An Exercise in Cross-Cultural Play Production
- La Chabacanería Guaracheada: A Vindication of the Puerto Rican Identity through a Linguistic and Stylistic Study of Luis
- Rafael Sanchez's *La Guaracha del Macho Camacho*

**Faculty in Spanish**

Charla Bennaji (Instructor)  
Sonia N. Labrador -Rodríguez  
José Alberto Portugal

## Division of Natural Sciences

The Division of Natural Sciences contains the following disciplines: biology, chemistry, mathematics or physics.

## Applied Mathematics

**The (minimal) course work for a slash degree in Applied Mathematics includes the following:**

1. Calculus 1, Calculus 2, Calculus 3
2. Linear Algebra
3. Ordinary Differential Equations
4. Mathematical Modeling
5. Numerical Analysis

In addition, a course in Programming is highly recommended.

**The (minimal) course work for a major in Applied Mathematics includes the following:**

1. The requirements for a slash degree in Applied Mathematics.
2. Partial Differential Equations
3. Probability/Statistics
4. Advanced Linear Algebra
5. A course in programming.

In addition, a course in Complex Analysis is highly recommended.

**Other requirements for the major include:**

1. A two semester introductory sequence (or two semesters of more advanced material) in either Biology, Chemistry, or Physics.
2. Three semesters of Math Seminar.
3. A senior thesis involving Applied Mathematics.

## Course Descriptions

### Intro to Scientific Programming

Introduction to Programming with Matlab and C++. Fundamental concepts and skills of programming in a high-level language. Flow of control: selection, iteration, subprograms. Data structures: strings, arrays, records, lists, tables. Algorithms using selection and iteration (decision making, finding maxima/minima, searching, sorting, simulation, etc.) Good program design, structure and style are emphasized. Testing and debugging. The first part of the course is going to concentrate on Matlab. Then we move to C++ and continue with C++ in the next term.

*Prerequisites: Permission of instructor.*

## **Introduction to Numerical Methods**

This is a survey course of the basic numerical methods which are used to solve practical scientific problems, important concepts such as accuracy, stability, and efficiency and convergence are discussed. The course provides an introduction to MATLAB, an interactive program for numerical linear algebra. Objectives of the course: Develop numerical methods for approximately solving problems from continuous mathematics on the computer. Examine the accuracy, stability, and failure modes of these methods. Implement these methods in a computer language MATLAB).

*Prerequisites: Permission of instructor.*

## **Calculus I\***

Calculus is a means for calculating the rate of change of a quantity which varies with time and the total accumulation of the quantity whose rate of change varies with time. Although calculus is only about three centuries old, calculus ideas are the basis for most modern applications of mathematics, especially those underlying our technology. The development of the calculus is one of the great intellectual achievements of Western civilization. A balance will be struck between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, we will motivate the ideas as ways of answering questions about real world problems.

*Prerequisites: Complete the math placement exam.*

## **Calculus II**

This course takes up where Calculus I leaves off. The topics covered include integration techniques, sequences, series, Taylor series, complex numbers, areas and volumes. This course is recommended for students pursuing interests in the physical sciences, applied mathematics and economics.

*Prerequisite: Calculus I and instructor's permission.*

## **Calculus III**

This class is a continuation of Calculus I and II. We will cover the calculus in  $n$ -dimensional Euclidean space. The topics covered during the course of the semester include the fundamental constructions of the calculus of multivariable functions (vector fields, gradients, line integrals, surface integrals etc) and the associated fundamental results (Green's Theorems, Gauss' Theorem, Stokes' Theorem, etc). The course will focus on application and computation and will include an introduction to differential equations.

*Prerequisite: Calculus II.*

## **Calculus with Theory I**

This course is the first in a two semester sequence designed as a rigorous introduction to the calculus. This class targets students that want a deep understanding of the theoretical under-pinnings of calculus and the ability to reprove the classical theorems of calculus. This course will cover considerably more detail than a regular calculus course and includes an introduction to writing proofs. The first semester will cover differential calculus with an in-depth look at limits, continuity, and differentiability as well as applications such as optimization and linear approximation. We will complete the course by rigorously developing the Riemann integral and proving the fundamental theorem of calculus.

*Prerequisites: Permission of Instructor.*

## **Calculus with Theory II**

This is a continuation of Calculus with Theory 1. This course will continue with techniques of integration, logarithms and exponential functions, infinite sequences and sums and power series. If time remains the course will touch on Fourier series.

*Prerequisites: Calculus with Theory 1.*

## **Linear Algebra\***

This course is an introduction to the theory of vector spaces and linear transformations and to their representation by means of

matrices. The topics that will be covered are: matrices and linear systems of equations, algebra of matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, matrix diagonalization, and inner product spaces.

*Prerequisites: Calculus or the consent of instructor.*

### **Computational Ordinary Differential Equations**

This course will focus on differential equations and computational methods using Matlab/Maple. It is intended for Mathematics and Science students who are going to apply these techniques in their coursework. Reflecting the shift in emphasis from traditional methods to new computer -based methods, we will focus on the mathematical modeling of real - world phenomena as the goal and constant motivation for the study of differential equations. Topics covered include some material on complex numbers and matrix algebra, first and second order linear and non -linear systems with applications, introductory numerical methods, and Laplace transform techniques.

*Prerequisites: Calculus I and II.*

### **Probability\***

The course will consist of two parts. In the first part, we will begin by studying discrete spaces and simple games of chance. We will introduce and study the basic notions of probability including random variables, distribution, expectation, and variance. We will study continuous distributions as they relate to approximations of various discrete objects. In the second part of the course we will use our knowledge of simple games of chance to construct discrete models of simple physical systems. The models and the ideas behind their construction have found applications in many different areas (Physics, Chemistry, Biology, Economics, etc.). Time permitting; we will study several such examples in detail.

*Prerequisite: Calculus.*

### **Discrete Dynamical Modeling**

An important problem in science is to predict the behavior of systems that change in time. Such systems are called dynamical systems. This course introduces students to a set of mathematical methods used to model dynamical systems. It focuses on discrete dynamical models in which time is viewed as a sequence of steps. Students will learn how to translate real world problem into mathematical equations and they also learn how to use mathematical and computational methods to analyze the problem and make prediction. Mathematical concepts on steady states, cycles and chaos will be introduced. Concrete examples will be drawn from biology when possible.

*Prerequisite: Calculus*

### **Mathematical Modeling I**

Mathematical modeling plays a central role in understanding of complex systems that are changing in time. Such systems are called dynamical systems. This course is designed to introduce students to the elements of dynamical systems. Both continuous and discrete systems will be covered. In the course of the term, students will come to understand how mathematical models are formulated, and how their short and long term behaviors can be uncovered through a combination of analysis and computer simulation.

Qualitative, quantitative and graphical techniques will be used to analyze and understand mathematical models and to compare theoretical predictions with available data. Mathematical concepts of steady states, cycles and chaos will be introduced. Examples will be given from physics, biology, chemistry and economics.

*Prerequisites: Calculus and differential equations (or the approval of instructor).*

### **Mathematical Biology**

This course introduces the study of nonlinear interactions in biology and medicine. We consider physical problems which are well modeled by systems of coupled ordinary differential equations and develop techniques to obtain qualitative information about such systems. Mathematical concepts on nonlinear dynamics and chaos, qualitative and quantitative mathematical techniques as local and global stability theory, bifurcation analysis, phase plane analysis, and numerical simulation will be introduced. Concrete and detailed examples will be drawn from molecular, cellular and population biology and mammalian physiology.



*Prerequisite: Calculus, Differential Equations. Programming experience preferred.*

### **Advanced Linear Algebra**

Linear algebra is a critical mathematical tool in all of the sciences. Therefore, an in-depth knowledge of linear algebra is useful not only to mathematicians, but also to any scientist using mathematics. Topics to be covered include a review of basic linear algebra, the Moore -Penrose Pseudoinverse, singular value decompositions, generalizations of matrix equations, projections and inner products, least squares problems, Jordan canonical form, linear differential equations and the matrix exponential, and difference equations.

*Prerequisite: Linear Algebra or permission of the instructor.*

### **Complex Analysis**

Complex numbers were introduced in the study of the roots of polynomial equations and have found applications in nearly every branch of modern mathematics. This course will develop the notion of a function of a complex variable and the corresponding calculus. The theorems and applications to be discussed are some of the most beautiful results of modern mathematics. Topics for the course include analytic functions, complex integration and the Cauchy integral formula, series representations, residues, the Dirichlet problem, and conformal mappings.

*Prerequisites: Real Analysis I or permission of instructor.*

### **Partial Differential Equations**

This course is designed to prepare students for advanced work in geometry and mathematical physics by developing the knowledge of partial differential equations common to both topics. Topics covered during the semester include: Laplace equations, wave equations, heat equations, Hamilton-Jacobi equations, Fourier theory, and the theory of distributions.

*Prerequisites: Calculus III and Ordinary Differential Equations.*

### **Computational Fluid Mechanics**

This course is an interdisciplinary introduction to Computational Fluid Mechanics. The course focuses on physical and mathematical foundations of computational fluid mechanics with emphasis on applications. We will consider solution methods for model equations and the Euler and the Navier-Stokes equations; the finite volume formulation of the equations; classification of partial differential equations and solution techniques; truncation errors, stability, conservation, and monotonicity. The main programming language is Matlab.

*Prerequisites: Calculus III, Ordinary Differential Equations.*

### **Computational Partial Differential Equations**

This course will focus on applied partial differential equations and their computational methods. It is intended for math and science students who apply these techniques in their work. Topics we will consider include, but are not limited to heat, wave, and Laplace equation, harmonic functions, Fourier series expansions, separation of variables, spherical and cylindrical Bessel functions, and Legendre polynomials. For each topic we will study numerical and computer algebra approaches with Matlab and Maple.

*Prerequisites: Calculus III, Ordinary Differential Equations.*

### **Mathematics Seminar**

Math Seminar has been a traditional forum for students interested in mathematics. The purpose of this seminar is to cover many interesting or advanced topics in mathematics that cannot be titled under one subject. Students enrolled in this seminar are expected to present several lectures prepared under supervision of the math faculty.

*Prerequisites: None*

## **Biology AOC**

A concentration in Biology begins with course work in General Biology. Critical thinking and writing skills are a part of all undertakings in this concentration. A well-rounded biologist will build on basic concepts with study in core areas: ecology, cell and developmental biology, organismal biology and genetics. Course offering supplemented by tutorials allow students to accomplish this. In the current curriculum, for example, Methods in Field Ecology, Plant-Insect Interactions, and Coral Reef Ecology allow study of ecological principles beyond General Biology. Cell and developmental biology begins with a foundation course (with lab) in cell biology. Advanced courses such as Plant Developmental Biology, lab tutorials, internships, and seminars give the student an opportunity to shape interests. Organismal biology is represented in several course offerings, including Organismic Biology, Botany, Fish Biology, Invertebrate Zoology, Plant Physiology, and Entomology. Genetics (with lab) introduces the field that can be explored at advanced levels through work in biochemistry and through seminars focused on various levels of genetics from molecular and bioinformatics to organismal, as well as through tutorials and internships.

Course work in biology should include three semesters of laboratory experiences beyond General Biology; two Independent Study Projects, a senior thesis in Biology, and a successful baccalaureate exam complete the expectations for biology Area of Concentration. The curriculum is flexible to accommodate needs and interests. The sub-disciplines offered regularly by faculty include marine biology, neurobiology and environmental studies. Each assumes completion of general biology and the incorporation in an individual's curriculum of the core areas of study.

**Marine Biology** includes Coral Reef Ecology, Invertebrate Zoology, Fish Biology, Methods of Field Ecology, Animal Behavior, Aquatic Botany/Marine Plants, study at a marine field station, and selected tutorials. Students interested in this area typically work with faculty in educational activities at the Pritzker Marine Biology Research Center located at the Bayfront. We strongly encourage internships to broaden the experience of this AOC.

**Neurobiology** has two options: Option 1 - Neurobiology, Brain Behavior and Evolution, and Vertebrate Neuroanatomy with at least two of the labs associated with these courses; Option 2 - two of the above courses with labs and one of the Social Sciences offerings in neurobiology.

Biology students should also complete the basic courses in physics, calculus and chemistry, and be able to use the computer as a research and presentation tool. Statistics and the command of a modern language other than English make important contributions to a biologist's education.

#### **Representative senior theses in biology:**

- Minilivestock: A Study in Insect Rearing and the Determination of Protein Contents of Two Insects
- Canavan Disease: A Clinical, Biochemical, and Genetic Perspective
- Preliminary Electrophysiology of Tecto-telencephalo-tectal pathway in *Lagodon rhomboides*
- Cytoarchitecture of the Telencephalon of a Cichlid Fish: *Cichlasoma cyanoguttatum*
- The Effect of Cortisol Administration on Learning and Memory in the Pinfish, *Lagodon rhomboides*
- Dot Spot and PCR Techniques Detect Tomato Mottle Geminivirus in Developing Tissue Following Localized Inoculations in Tomato Plants
- Social Behavior of *Coenobita clypeatus*
- The Effects of Stress on Physiology and Cognition

#### **Faculty in Biology**

Alfred Beulig, Jr.  
Amy Clore  
Jayne Gardiner  
Sandra L. Gilchrist  
Tyrone Ryba  
Emily Saarinen  
Katherine M. Walstrom

## Chemistry AOC

The chemistry program at New College encourages and develops independence, scientific judgment, and a high level of performance. From the beginning, students work closely with faculty in a non-competitive environment, learning the skills and techniques necessary for scientific work. Tutorials, Independent Study Projects, and the senior thesis provide opportunities for intensive study on specific topics and original laboratory research.

Laboratories are well equipped for organic, inorganic, and physical chemistry projects as well as for biochemistry and molecular biology. Students also have access to research grade instruments in laboratory courses and research projects. Research facilities include a 60 MHz and a 250 MHz NMR spectrometer, several FTIR and UV-visible spectrophotometers, a fluorimeter, high-pressure liquid chromatographs, an inert atmosphere glove box, electrochemical equipment, a GC-MS, a room-temperature microwave spectrometer, and a real-time PCR machine.

Courses offered in the core program in chemistry include General Chemistry I and II, Organic Chemistry - Structure and Reactivity I and II, Inorganic Chemistry, Physical Chemistry I and II, and Biochemistry I. General, Organic, Inorganic, and Physical Chemistry are each accompanied by separate laboratory courses. Other courses offered include Chemistry and the Environment (introductory course), Environmental Chemistry (advanced course), Advanced Organic Chemistry, Biochemistry II, Biochemistry Laboratory, and Bioinorganic Chemistry. Recent tutorials have been conducted in Structure Elucidation, Green Chemistry, Transition Metal Organometallic Chemistry, Bioinorganic Chemistry, Atmospheric Chemistry, Computational Chemistry, Virology, and Enzyme Kinetics. Many opportunities are available for laboratory research tutorials.

A concentration in chemistry begins with a two-semester (fall and spring) General Chemistry sequence, along with General Chemistry Laboratory during Spring Semester. During the second year, students take two semesters of Organic Chemistry - Structure and Reactivity, along with the Organic Chemistry Inquiry Laboratory in the fall and Organic Laboratory in the spring.

For students with little experience in the natural sciences, Chemistry and the Environment presents chemistry within the context of society and the environment. Chemistry and the Environment and General Chemistry I satisfy the Liberal Arts Curriculum requirement.

An Area of Concentration in chemistry normally includes the General and Organic Chemistry sequences; Physical Chemistry I and II (with lab); Inorganic Chemistry (with lab); Biochemistry I; one additional advanced chemistry course; one Independent Study Project in chemistry; and a senior thesis. Calculus I, II, and III and Physics I and II (with lab) are also required. Students typically complete other advanced courses or tutorials in chemistry, biology, physics, mathematics, or languages, and often do a second ISP in chemistry. Joint and double areas of concentration may be accomplished by arrangement with the chemistry faculty.

### Representative senior theses in Chemistry:

- Examination of RNA Helicase A function in small regulatory RNA pathways of the *Caenorhabditis elegans* germline
- The Search for MicroRNAs Encoded by the Influenza A Virus
- TACN and jibing toward synthetic models of oxalate degrading metalloenzymes
- Partial Synthesis of Fe(III) - Tetraamido Macrocyclic Ligands as Potential Green Oxidation Catalysts
- BdiPPza: Synthesis and Metal Complexes of a New Monoanionic [N20] Heteroscorpionate Ligand
- Mn-doped (CdS)ZnS Quantum Dots as Sensitizers for Sensitized Solar Cells
- The Microwave Spectroscopy of Small Molecules with Methyl Rotors
- Purification and Characterization of *C. elegans* Mitochondrial Malate Dehydrogenase
- Towards the Synthesis of 1,4-Dibenzyl-1,4,7-Triazacyclononane-7-Monoacetate for a Potential Mimic of Oxalate Degrading Enzymes"

**Biochemistry:** Students interested in the interface between chemistry and biology may choose a concentration in biochemistry. Requirements include the General and Organic Chemistry sequences; Biochemistry I and II (with one

semester of lab); one semester of Physical Chemistry with lab; Cell Biology with lab; Genetics with lab; Calculus I, II, and III and Physics I and II with lab. Students must also complete a chemistry or biochemistry ISP and a biochemistry thesis. The thesis prospectus must be signed by two chemists and one biologist.

#### **Representative senior theses in Biochemistry:**

- Analysis of the ATPase activity of *C. elegans* RNA helicase A
- Purification and kinetic characterization of *C. elegans* malate dehydrogenase
- The relevance of a conserved ATPase domain to the overall function of *Caenorhabditis elegans* RNA Helicase A

#### **Faculty in Chemistry**

[Paul H. Scudder](#)  
[Suzanne E. Sherman](#)  
[Steven Shipman](#)  
[Katherine M. Walstrom](#)

## **Computer Science**

Computer Science is a new and rapidly growing multi- and interdisciplinary field that uses advanced computing and data analysis to understand and solve complex problems. As a major in Computer Science at New College, you will work closely with faculty who have experience in the classroom, as well as, in the business world to design a personalized plan of study that combines advanced classes in areas like software engineering, computing for bioinformatics, data mining, and networks and algorithms, as well as labs, research and a senior thesis project that includes an extensive programming component. All are designed to give you a hand up when it comes to graduate school admission and career preparation.

**An Area of Concentration in Computer Science at New College includes the following necessary computing core course work:**

- 1 term of Basic Programming
- 1 term of Software Engineering
- 1 term of Software Development, consisting of design and execution of solutions to practical problems in a group setting
- 1 course in Foundations of Computer Science
- 1 terms of Data Structures and Algorithms
- 1 course in Database Systems
- 1 course in Data Mining
- 1 course in Networks

**In addition to the necessary computing core course work, students must also complete course work in mathematics and statistics:**

- 1 term of Discrete Mathematics
- 1 term of Statistics

**In addition to the core courses, students must take at least four technical electives from the following list:**

- Embedded Programming
- Information Theory and Coding
- Parallel Programming and Graphics
- Security
- Topics in Algorithms
- Topics in Data Analysis and Machine Learning
- Topics in Distributed Programming
- Topics in Image Processing
- Topics in Optimization

**The following courses, while not required, are highly recommended:**

- Probability
- Linear Algebra

**Students must complete an internship that includes programming.**

**Students must write a thesis on an approved topic in computer science.**

**To obtain a slash degree in Computer Science students are required to complete the following course work:**

- 1 term of Basic Programming
- 1 term of Software Engineering
- 1 term of Software Development, consisting of design and execution of solutions to practical problems in a group setting
- 1 terms of Data Structures and Algorithms
- 1 course in course in Discrete Mathematics

### **Faculty in Computer Science**

David Gillman  
 Karsten Henckell  
 Gary Kalmanovich (Visiting 2014-15)

## **Mathematics AOC**

(See also Applied Mathematics)

The Mathematics Area of Concentration at New College is both challenging and exciting. The governing principles of New College's educational policy are reflected in the mathematics program which emphasizes freedom of choice for the individual student and allows each individual to direct his or her own education. Well before graduating, majors are able to work on advanced material often found in graduate school offerings.

The core program for students electing a major in mathematics includes three semesters of calculus, linear algebra, differential equations, two semesters of modern abstract algebra, two semesters of real analysis, and complex analysis. In addition, students are encouraged to take courses in topology, discrete mathematics, graph theory, and number theory as well as computer science and other sciences. Finally, students are applauded for forays into other liberal arts courses in the humanities and social sciences.

There is a great deal of flexibility involving course work for advanced students. An essential element of the mathematics program is participation in the Math Seminar, a longstanding New College tradition. Math Seminar, offered every semester, provides a forum for math majors as well as non -majors to present a talk on a mathematically -related topic to an audience of students and the math faculty. One of the most important roles of the Math Seminar has been to build a sense of community in the program in addition to honing students' communication skills. Students majoring in mathematics are encouraged to participate in summer research programs.

For students interested in a joint concentration in mathematics, the minimum requirements are courses in Calculus I and II; Differential Equations or Calculus III; Linear Algebra, two semester taken from Abstract Algebra I and II and/or Real Analysis I and II and at least one Math Seminar.

**Computer Science:** A limited number of courses are offered in this subdiscipline to enable interest students to study computer science and to apply computers in many areas of study. The introductory courses are: Great Ideas in Computer Science, Introduction to Artificial Intelligence, and Discrete Mathematics. All these courses satisfy the "liberal arts curriculum requirement." They are broad-based and open to all students. None of these courses teaches computer programming and programming experience is not necessary for taking these classes. Advanced Courses: Theory of Computation and Data Structures and Algorithms. Typically students would need at least Discrete Mathematics for the Theory of Computation course, and programming experience in some imperative high-level language (e.g. C, C++, Python, or Java) for Data Structures and Algorithms.

A "minor" in computer science would normally require the above 5 courses (Great Ideas, Intro AL, Discrete Math, Theory of Computation, Data Structures and Algorithms) plus demonstrated proficiency in a modern high-level programming language like C, C++, Python, or Java. A "major" in computer science (area of concentration) can be designed to fit the needs of the student, and must be negotiated with Professor Henckell. It would normally include all the requirements for a "minor", plus other work to be specified; some off campus study of computer science at a major university is recommended.

#### **Recent theses titles:**

- Differential Geometry of Manifolds, the Gauss-Bonnet Theorem, and Polygonal Approximations
- A Historical and Semi-Markov Approach to Liver Allocation Modeling
- Stock Option Pricing: From Binomial to Black-Scholes and (Slightly) Beyond
- Mycroft: An Automated Predicate Logic Theorem Prover
- A New Class of Graphs with  $\alpha$ -Labelings
- Modeling Microtubule Dynamics
- On Integer Flows in Cayley Graphs: Excursions in Tutte's 3-edge-coloring Conjecture
- Total Characters of Dihedral Groups
- Optimal Transitional Labelings of Graphs: A Polarization Approach
- Percolation on a Random Tree
- Designs and Codes in Odd Graphs
- Average Exit Time Moments of Geometric Graphs with Boundary
- Fractional Domination

## Faculty in Mathematics

[Karsten Henckell](#)

[Patrick T. McDonald](#)

[David T. Mullins](#)

[Eirini Poimenidou](#) (On Leave 14-15)

[Necmettin Yildirim](#)

[Travis Lee](#) (Visiting 2013-15)

## Natural Sciences AOC

The Natural Sciences faculty have agreed that a student desiring to list "Natural Sciences" as an Area of Concentration should have a diverse enough background to be reasonably called a natural scientist and, at the same time, should have attained some level of mastery in one of the following disciplines: biology, chemistry, mathematics or physics. These goals are normally achieved by meeting the following requirements:

1. Satisfactory completion of at least 8 courses with the Division of Natural Sciences. These courses are to be distributed among at least three disciplines. The minimum that must be done in each is the successful completion of all the introductory sequence in that discipline.
2. A minimum of two semester courses beyond the introductory sequence in one discipline. The faculty will entertain requests for exceptions to these specific requirements as long as work of sufficient breadth and depth has been done in the division.
3. At least one Independent Study Project in the Natural Sciences.
4. A senior thesis in some area of the natural sciences, sponsored by a faculty member of the Natural Sciences Division.

### Representative senior theses for a Natural Sciences concentration:

- A Language Independent Text Editor
- Ribulose-1,5-Biphosphate Carboxylase/Oxygenase
- Hermit Crab Attraction to Gastropod Predation Sites
- Simulated Annealing from Random Graphs

## Physics AOC

### Overview

The physics program is designed to provide a thorough grounding in the central areas of physics, allowing for flexibility in pursuing individual interests in depth. It addresses the needs of both majors and non -majors through courses and tutorials in theoretical, experimental, and computational physics. Students participating in the physics program become familiar with the facts and processes of physics and learn to think logically. Those whose interests expand beyond the introductory level will find small classes, intensive work, and challenging projects. They will also find state of the art equipment for doing research in the laboratory, including an atomic force microscope, a micro-Raman spectrometer, an X Ray diffractometer, an X Ray fluorescence spectrometer, micro-spectrophotometer, and a Q switched Nd:YAG laser with second and fourth harmonic emission. Joint or double areas of concentration with other disciplines are possible. For example, combinations of physics with mathematics or chemistry are common. Some of our graduates go on to work for industry or government, but most continue their education in graduate school.

### Course of Study

We offer an Area of Concentration (major) in physics. Required courses include the two-semester Introductory Physics sequence (with two semesters of lab), Classical Mechanics, Electricity and Magnetism, Modern Physics (with lab), Optics, Quantum Mechanics, and Statistical Mechanics. We offer the introductory physics sequence every year, and the upper level

physics courses every other year. We also periodically offer the electives Advanced Quantum Mechanics, Advanced Physics Laboratory, Essential Electronics, Mathematical Methods for Physicists, and Solid State Physics. We also require Solid State Physics for students planning to do a thesis in Professor Sendova's laboratory. An essential part of our program is undergraduate research leading to the completion of the senior thesis. We are experienced and well equipped to offer projects in a wide range of areas; see our list of recent senior thesis titles below, for example. In addition, our students routinely do paid summer research at universities and government laboratories around the country as part of the NSF funded REU program.

We also offer Joint Areas of Concentration. Quite common at New College are areas of concentration combining two disciplines, with study in each not necessarily sufficient for a major in either (e.g. Physics/Mathematics). For a joint area of concentration, we require: the two semester Introductory Physics sequence (with two semesters of lab), Classical Mechanics, Electricity and Magnetism, and Modern Physics (with lab). The senior thesis should be related to physics.

The physics faculty teach Liberal Arts Curriculum (LAC) outreach courses for non -majors. In addition to the introductory physics sequence, taken by most science students, the physics faculty periodically offer for all students: Descriptive Astronomy, The Structure of Nature, and Seeing the Light.

#### **Area of Concentration Requirements in Physics include:**

1. Two semesters of Introductory Physics
2. Two semesters of Introductory Physics Lab
3. Classical Mechanics Electricity and Magnetism Modern Physics
4. Modern Physics Lab
5. Optics
6. Quantum Mechanics
7. Statistical Mechanics
8. Solid State Physics (for students planning to do a thesis in Professor Sendova's laboratory)
9. Co requisite courses in mathematics, are Introductory Calculus I and II, Multivariable Calculus III, Differential Equations, and Linear Algebra
10. An Independent Study Project in an advanced area Physics
11. A Senior Thesis and Baccalaureate Exam

#### **Representative Theses in Physics**

- Surface Plasmon Resonance of Noble Metal Nanoparticles in Thin Film Dielectric Matrices. Star Formation and Metallicity in Irregular Galaxies.
- The Physics of Tachyons. Carbon Nanoparticles.
- Sequestration and Stabilization: Taming the Black Hole.
- Using Homotopy Groups to Detect Topological Defects with Applications to a Lorentz -Violating Theory. Quantum Chemistry & Applications of Density Functional Theory to the C1-/Benzene Adduct.
- Curved Periodic Crack Patterns in Sol-gel Films.
- Coil Impedance in the Presence of an Axially Symmetric Conductor.

#### **Faculty in Physics**

[Don Colladay](#)



## Division of Social Sciences

The Division of Social Sciences includes the following disciplines: Anthropology, Economics, History, Political Science, Psychology, and Sociology.

### Anthropology AOC

The anthropology program at New College seeks to impart a broad perspective on past and present peoples and cultures around the world through study of the methods and materials of the discipline. Through required course work, students develop a solid knowledge of the scope and objectives of cultural anthropology and archaeology, and of at least one other subdiscipline (biological anthropology and/or linguistics). They also acquire in-depth critical knowledge of the theory and methods of anthropology. Students are encouraged to participate in fieldwork, and develop their research skills and a critical perspective through the completion of a senior research project, conducted under the supervision of a faculty member in the program.

Students and faculty have cooperated in projects ranging from archaeological research in Florida, Mexico, Central America, and the Middle East to active planning for the homeless in Sarasota, from critiques of sexism in human evolutionary models to studies of the creolization process in Black English Vernacular. Students have conducted independent research worldwide, including studies of remote tribal groups in West Papua and Amazonian Peru. Theory and practice go hand-in-hand as students develop their understanding of the world and share this with fieldworkers, academics, and planners outside the New College community.

Anthropology is a quintessentially interdisciplinary field of study. A concentration in anthropology begins with work in the four major subfields of the discipline: cultural anthropology, archaeology, biological anthropology, and linguistics. As students proceed, their work in specialized theoretical and area courses is complemented by work in languages, other social sciences, natural sciences, and humanities; combined areas of study range from anthropology and literature to anthropology and biology.

Intermediate/advanced courses and tutorials are offered in the History of Anthropological theory, Method and Theory in archaeology, Ethnography: Theory and Practice, Myth and Ritual, Ecological Anthropology, Urban Anthropology, Anthropology and Development, The Anthropology of Food, Historical Archaeology, Historical Archaeology of Latin America, Human Origins, Primate Behavior, Anthropology and Literature, Visual Anthropology, The Anthropology of Performance, Race and Ethnicity in Global Perspective, and Landscapes: Past and Present.

Area courses focus on the prehistory of the Old World, the Middle East, Mesoamerica, the Andes and North America. Cultural courses focus on the contemporary cultures of the United States, the Middle East, Middle America, and Africa. Students wishing to focus on the prehistory and ethnography of other regions of the world may do so through tutorials.

**Facilities:** The Hal C. Ball Anthropology Laboratory houses a 2,000-volume library on Mesoamerican anthropology. It also contains a collection of anthropology texts and manuals, a series of hominid and primate skulls, several large slide collections, audio-visual and photographic equipment, and PC and MAC computer workstations for student use.

The New College Public Archaeology Lab (NCPAL) focuses on research into the past of Sarasota and Manatee and provides opportunities for civic engagement with surrounding communities. NCPAL serves to facilitate student learning in archaeological methods and techniques. NCPAL features laboratory space for processing and interpreting artifacts, an office for archaeological site reports and geographic information systems, and storage space for excavated finds as well as equipment for archaeological excavations and heritage analysis.

**Internships and Fieldwork Opportunities:** Anthropology majors are strongly encouraged to do fieldwork and internships. Many use these experiences to gather data for their senior theses.

**Museology Internships:** Museology internships are available in conjunction with the local museums. These internships take place as semester-long tutorials or as January or summer Independent Study Projects.

**Fieldwork:** The anthropology faculty provide students with advice on locating field schools and anthropological projects worldwide, or assist them in planning their own fieldwork. Past students have participated in archaeological projects in many parts of the United States, as well as in Mexico, Central and South America, Europe, Asia, and Africa. Others have

conducted cultural research in various parts of the United States, Canada, Mexico, the Caribbean, Central and South America, Europe, Asia, Africa, and Australia. The program has also sponsored several field projects in cultural anthropology and archaeology in Sarasota and the Tampa Bay area.

**Funding for Fieldwork:** The anthropology program has limited funding for student travel and research through the Anthropology Endowment Fund and the Bertram H. White Awards. Additional sources of funding for student research are available through the New College Student Academic Council, the New College Foundation and the New College Alumnae/i Association. Students planning fieldwork in Israel may also apply to the Jewish Federation of Sarasota/Manatee Counties, among other sources.

**Training for Research:** Anthropology majors are required to take courses on the **History of Anthropological Theory**, and **Method and Theory in Archaeology**. In addition, students specializing in socio-cultural anthropology must take a field methods course, **Ethnography: Theory and Practice**. Students specializing in archaeology generally begin their fieldwork by attending a field school somewhere in the United States. Two popular programs are the summer programs run by the University of South Florida and the University of Arizona.

In addition to the above course work, anthropology majors are required to have training in a foreign language, and a course in statistics is recommended for those planning to attend graduate school.

Anthropology students apply their research training in the preparation of the senior project and thesis, which calls for an integration of data (often gathered in the field) with relevant bodies of anthropological theory. Most theses are equivalent to M.A. theses, and often yield publishable results.

#### **Minimal requirements for a full Area of Concentration in anthropology:**

1. Cultural Anthropology:  
Cultural Anthropology (or equivalent introductory course)  
History of Anthropological Theory  
One upper level area or thematic course  
for cultural subfield majors: Ethnography: Theory and Practice and one or more additional courses and/or tutorials in cultural anthropology or related subjects approved by advisor.
2. Archaeology:  
Survey of Archaeology (or equivalent introductory course)  
Method and Theory in Archaeology  
One upper level area or thematic course  
for archaeology subfield majors: one or more additional courses and/or tutorials in Archaeology or related subjects approved by advisor.
3. Physical Anthropology and Linguistics:  
All majors are required to take an introductory course in at least one of these subfields. Students planning to attend graduate school are strongly advised to take introductory courses in both fields. Students wishing to major in these subfields should work out a plan of study with their advisor.
4. Foreign Language Competence:  
Intermediate level competence, or two years of college -level instruction.
5. Collaborative Institutional Training Initiative (CITI) Course in the Protection of Human Subjects: Certified Ethics Training for Studying Human Subjects.
6. Senior Project/Thesis: Thesis Tutorial and demonstration of knowledge of methodology employed in senior project.
7. Fieldwork is also strongly recommended for majors planning to attend graduate school.

#### **Minimal requirements for a joint discipline (partial major) in anthropology**

1. Introductory courses in Cultural Anthropology and Archaeology.
2. History of Anthropological Theory.
3. Method and Theory in Archaeology.
4. Two additional courses or tutorials in anthropology, and other work relating to your goals, to be chosen in

consultation with your advisor in anthropology.

**Past senior theses in anthropology include:**

- The Archaeology of Coastal Belize, Central America (published in **British Archaeological Reports**, Oxford, England)
- Chinese Outside of Chinatown: Immigration, Assimilation, and Community in Sarasota/Bradenton
- Funerals: The Tradition of Passing and the Passing of Tradition
- The Gravestones of Bow, New Hampshire: 1800-1865
- An Investigation of Human Remains from Casey Key
- Historic Archaeology at Sherbourne, Nantucket, Massachusetts
- The Location is Great, But the House Needs Work: 1995 Excavations at FT27, Grupo Suroeste, Ek Balám, Yucatán, Mexico
- Paradigms and Practice in American Linguistics
- The Past is the Contested Zone: An Analysis of Ideological Biases in Models of Human Evolution
- Recycling Culture: Exile and Cultural Survival in a Tibetan Refugee Community of Nepal.
- Speak for Demselfs: An Ethnographic and Archaeological Investigation of The Bluff Community, Cat Island, Bahamas
- The Traditional Medical Knowledge of an Herbal Healer in South Florida: An Ethnographic Study
- Women and Power in Classic Maya Monumental Art
- Zora Neale Hurston: Resistance to and Transformation of Traditional Concepts of Orality, Gender, and Community

**Faculty in Anthropology**

[Anthony P. Andrews](#)

[Uzi Baram](#)

[Erin Dean](#)

[Maria D. Vesperi](#)

[Gabrielle Vail \(Visiting\)](#)

## Economics AOC

*"Economics is a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions."* - John Maynard Keynes

The goal of the economics program at New College is to provide students with the analytical tools that will enable them to understand and assess the events and decisions that affect society at large as well as their own professional and personal lives. An understanding of economic principles is crucial to evaluating major national policy issues such as health care reform and international policy issues such as the desirability of free trade agreements. Students who master the "economic way of thinking" will be equipped to make intelligent decisions in their professional lives, whether they be an entrepreneur, a financial advisor, a lawyer, or an administrator for a non-profit organization. On a personal level, an understanding of basic economics is useful in making such critical decisions as whether to pursue a graduate education, whether to buy a house, or how best to invest one's retirement portfolio.

The basic building blocks of the economics program are the two introductory courses. Introductory Microeconomics focuses on

the question of how a market system functions to allocate society's scarce resources among competing uses, and when government policies may be necessary to improve the functioning of the market. Particular emphasis is placed on evaluating specific economic policies, such as the minimum wage and pollution control. Introductory Macroeconomics broadens the scope of analysis to study the aggregate performance of the economy, encompassing such issues as the growth of the economy, unemployment, inflation, the banking and financial system, and international exchange rates and finance.

These basic courses are recommended for all students, regardless of their future interest in studying economics. The analytical tools learned will be a valuable resource for students who plan to enter such diverse fields as law, environmental studies, international relations, business and finance, decision sciences, history, political science, and public policy.

Students who decide to concentrate in economics must satisfactorily complete the required courses detailed below. The successful completion of these requirements will provide the student with a solid understanding of economic principles. However, it should be understood that students who wish to enter a graduate program in economics will need to take additional courses in mathematics, as graduate-level economics is highly mathematical. The economics faculty will be happy to advise students on the specific mathematics courses required for graduate school.

Students who have a strong interest in economics but wish to pursue another discipline as their primary area of study may wish to consider the option of the "Other Discipline/Economics" AOC. This option has been particularly popular with Political Science and Mathematics concentrators. The formal requirements are listed below.

The various elective courses are also open to all students who have completed the appropriate pre-requisite courses, usually consisting of one or two of the courses from the introductory sequence. Regularly offered elective courses include, among others: Econometrics, International Economics, Money, Banking, and Financial Markets, Development Economics, Public Finance: Government Spending, Public Finance: Taxation, International Business, Environmental Economics, Corporate Finance, Health Economics, and Accounting and Financial Statement Analysis.

Requirements for Economics Area of Concentration and Joint-Disciplinary Concentration

### **Option 1: Economics**

The student must satisfactorily complete the required courses listed below plus four additional courses in economics. (For the purposes of this requirement, only one of these additional courses can be a tutorial.) The required courses are: Introductory Microeconomics, Introductory Macroeconomics, Intermediate Microeconomic Theory, Intermediate Macroeconomics, Mathematical Tools for Economists (or equivalent calculus course), and Statistics (or equivalent). A member of the economics faculty must be the thesis sponsor, who will be a signatory to the Thesis Prospectus/Area of Concentration form, along with at least one other member of the economics faculty.

### **Option 2: Economics/Other Discipline**

The student must fulfill all the normal requirements for a disciplinary concentration in economics as listed above, including an economics faculty member as thesis sponsor and the signature of two members of the economics faculty on the Thesis Prospectus/Area of Concentration form. At least one faculty member from the "other" discipline (or special program concentration) needs to agree that the student has completed sufficient work in that program to qualify for the joint-disciplinary concentration. This faculty member is also a signatory to the Thesis Prospectus/Area of Concentration form.

### **Option 3: Other Discipline/Economics**

The student must complete the two-term introductory sequence, plus four other courses in Economics, one of which must be either Intermediate Microeconomic Theory or Intermediate Macroeconomics. (For the purposes of this requirement, none of these additional courses can be a tutorial.) At least one member of the economics faculty must be a signatory to the Thesis Prospectus/Area of Concentration form. That member will determine whether the student demonstrates sufficient knowledge in economics to warrant the Joint Disciplinary degree in economics. This knowledge will normally be demonstrated by the incorporation of economic analysis into the thesis.

### **Faculty in Economics**

Richard D. Coe  
Tarron Khemraj  
Tracy Collins

## History AOC

An Area of Concentration in History should include both survey and specialized courses in a wide range of fields. Students are expected to complete at least twelve courses or tutorials in history, with at least two courses each in four of the five fields of history offered regularly at New College: American history, East Asian history, medieval & Renaissance history, modern European history, and transnational history; the four chosen must include one premodern and one non-Western field. At least one course in each field should be an upper-level course. (Field and level designations are noted in each course description.) For students with interests outside these categories, the discipline will consider requests to substitute one related field such as ancient history or Latin American history for one of the fields normally required. Students are also expected to complete the discipline's course in Historical Methods, as well as three semesters of a foreign language (non-native to the student), or to demonstrate competence in one at an equivalent intermediate level. Students are encouraged to choose their advanced course work and tutorials with the goal of laying the foundations for future thesis work.

Students wishing to combine history with another discipline to complete a double AOC are required to complete the same requirements stated above. The student's thesis must contain some historical component, but a separate thesis is not required. Students concentrating in another field who wish to add History as a "slash" concentration are expected to fulfill two-thirds of the requirements for a full AOC, that is: a total of seven courses overall, with a required distribution of Historical Methods plus either (a) two courses in each of three fields, or (b) two courses in each of two fields, with one course in each of two more. The usual rules about distribution of lower- and upper-level courses apply. Slash concentrators must also fulfill the language requirement.

In addition to the formal disciplinary requirements for the AOC, students in history are strongly encouraged to take courses in related disciplines in the social sciences and humanities, to pursue relevant ISPs and/or internships and to make use of opportunities for off-campus study (whether in the US or abroad). Students considering graduate study in history should be aware that admission to doctoral programs is extremely competitive, and should consult early and often with their advisors to make their academic records as strong as possible. While individual plans of study will vary, a competitive record will normally include in-depth study of history and related disciplines, advanced mastery of at least one (and preferably two) foreign languages, and a well-researched and well-written senior thesis that makes extensive use of both primary and secondary sources.

### Representative senior theses in history:

- A Costly Place in a Scorching Sun: The German Colonial Empire in Africa
- The Role of Law in Edward I's Conquests of Wales and Scotland, 1277-1307
- The Methodology of Discrimination: Development and Theory of Scientific Racism in the 18th and 19th Centuries
- Norsemen without a King: An Analysis of Executive Authority in the Icelandic Commonwealth
- Soldiers of Ink and Paper: American Intellectual Interpretations of the Spanish Civil War

### Faculty in History

[Carrie E. Beneš](#)  
[Brendan Goff](#)  
[David A. Harvey](#)  
[Thomas McCarthy](#)  
[Xia Shi](#)

## Political Science AOC

(See also Public Policy and Urban Studies)

Political Science is concerned with the study of politics in many settings. It is particularly useful to students who wish to go on to government service, law, diplomacy, and higher education. Central to the discipline is knowledge of the government and politics of nations and their sub-units; political philosophy, both classical and modern; international and comparative studies;

public organization and politics. Basic knowledge of cognate fields and methodologies is also important. Within general guidelines, however, students have considerable flexibility in planning their studies; some concentrate particularly on the politics of the United States, while others develop an interest in areas such as Latin America, Europe or Africa, and create their own interdisciplinary programs.

**Requirements for graduation with an area of concentration in Political Science:**

1. At least one introductory level class.
2. Overall distribution of Political Science classes should contain at least one class in three of the following subfields.
  - a. American Politics
  - b. Comparative Politics
  - c. International Relations
  - d. Political Theory
3. A minimum of two advanced seminars (at least one each in two different subfields).
4. Research Design (recommended for 2nd and 3rd year students).
5. Introduction to Statistics
6. Senior Thesis or Portfolio Project in Political Science.
7. Baccalaureate Exam and Oral Defense of the Thesis or Portfolio Project.

Total course minimum: 8 Political Science classes or tutorials (not counting thesis tutorials), plus statistics.

**Highly Recommended:**

Introductory work in Economics, History, Sociology, or Philosophy.

**Requirements for “double” area of concentration:**

Same as for “single” concentrators

**Requirements for “slash” with Political Science listed first:**

Same as for “single” concentrator

**Requirements for “slash” with Political Science listed second:**

A minimum of six courses covering at least three of the subfields listed above and including one introductory course and one advanced seminar.

NOTE: Political Science considers a secondary “slash” to be the equivalent of a minor.

Students are encouraged to obtain field experience through internships or other work experience with agencies of government, political parties, interest groups, etc. In recent years, students have interned with U.S. Congressmen, the Governor of Florida, the American Civil Liberties Union, and county planning agencies. They have helped in political campaigns, handled publicity for the Sarasota Peace and Justice Center, challenged decisions of the local Airport Authority, and become radio news announcers. Occasionally, students with highly specialized interests, such as Urban Studies, plan to spend a semester at another college or university; this is encouraged when appropriate. Those with interests in comparative politics and international relations are encouraged to spend a semester abroad.

Courses offered in Political Science range from American Government and Constitutional Theory to Western Political Theory; Comparative Politics; Transitions to Democracy in Comparative Perspective; Introduction to World Politics; Global Environmental Politics; and International Law and Politics.

**Representative senior theses:**

- The Moral Majority and the Interaction of Religion and Politics in America
- Islam and Politics in Egypt and Iran
- The Urban Policy of the Italian Communist Party
- Pluralism in the Defense Appropriations Process
- Small Local Governments in Florida: Mayor vs. Manager
- What Must Remain Public? Essays on Privatization, the Constitution, and Public Administration
- Race Riots in the United States: Two Explanatory Models
- Tainted Transitions: The Historical Legacy of Imperialism and the Failure of Democratization in the Caucasus

### **Faculty in Political Science**

[Frank Alcock](#)

[Keith A. Fitzgerald](#)

[Barbara Hicks](#)

Jack Reilly

[Nat Colletta](#) (Adjunct)

## **Psychology AOC**

The Area of Concentration in psychology is designed both for students wishing to pursue graduate work in the field and for students who need to gain skills appropriate for meaningful work. The program includes courses often listed as prerequisites for graduate schools in the discipline as well as an emphasis on critical thinking, clear speaking and writing, project management, data analysis, and fruitful collaboration. The major also provides the breadth characteristic of a liberal arts education.

### **Courses regularly offered in psychology include:**

- Introductory Psychology
- Statistics
- Cognitive Psychology
- Social Psychology
- Developmental Psychology
- Abnormal Psychology
- Personality
- Biological Psychology
- Comparative Cognition
- Research Methods
- Social Psychology
- Close Relationships

- Analyzing Conversation

Labs include Developmental, Comparative, and Social Psychology; and Sensation and Perception

**Requirements:** For an Area of Concentration in psychology, eight specific courses are required (listed below). In addition, at least two advanced -level courses in psychology and the Psychology Senior Seminar are required to complete the Area of Concentration.

1. Introductory Psychology: a prerequisite for most other psychology courses
2. Statistics: provides the knowledge necessary to understand the experimental literature in psychology
3. Research Methods: develops the skills necessary to design, execute, and report empirical research
4. Four of the five following courses must be taken:
  - Developmental Psychology
  - Biological Psychology
  - Social Psychology
  - Cognitive Psychology
  - Personality
5. A laboratory course: Labs are taught in Cognitive/Comparative, Developmental, and Social Psychology; Animal Learning; and Sensation and Perception.
6. 2 Advanced Psychology Electives
7. Psychology Senior Seminar: normally completed as part of the student's final two contracts.

**Joint Disciplinary Area of Concentration in Psychology:** The requirements for the "slash" AOC in psych are 7-8 courses, including one modular "mini" lab. The 1-mod lab may be stand alone or embedded in a course. (See professors for options.)

1. Introductory Psychology
2. Statistics
3. Research Methods
4. Three of the five following courses must be taken:
  - Developmental Psychology
  - Biological Psychology
  - Social Psychology
  - Cognitive Psychology
  - Personality
5. ONE advanced-level Psychology course or tutorial (must be full term or equivalent activity)
6. A "mini" laboratory course (See psych faculty for appropriate mini-labs.)

**Other Recommended Courses:**



In order to provide some breadth and perspective, psychology students are encouraged to take courses in other disciplines that will complement their programs. Recommended courses include those from the general areas of philosophy, mathematics, computer science, biology, physics, anthropology, sociology, political science, and religion.

**Representative senior theses titles:**

- Academic Satisfaction in College Students and Relatedness to Instructors, Parents, and Peers
- Do Children Who Know More, Care More? Environmental Knowledge and Scope of Justice
- Serial Position Learning in Honeybees
- Recovery From Rape-Related Post-Traumatic Stress Disorder
- Synchrony Between a Mother-Calf Pair of Bottlenose Dolphins (*Tursiops truncatus*)
- Rhythm Discrimination in the Bottlenose Dolphin
- The Strong and the Silent: Young Men and Emotional Intimacy
- Basic Husbandry Training of Two West Indian Manatees (*Trichechus manatus latirostris*)
- Exploring the Influence of Language on Pitch Perception: The Tritone Paradox in Spanish-Speaking, English-Speaking and Bilingual Populations

**Faculty in Psychology**

[Michelle E. Barton](#)

[Gordon B. Bauer](#)

[Catherine Cottrell](#)

[Heidi E. Harley](#)

[Stephen Graham](#)

## Social Sciences AOC

Students wishing to combine study in several social science disciplines may consider a “Social Sciences” Divisional Area of Concentration.

Course requirements for this concentration include: one introductory and two or more advanced courses and/or tutorials in at least three social science disciplines. This would mean a minimum of nine courses or tutorials in the social sciences.

A social sciences concentration also involves a senior thesis that uses social scientific research methods. Students are encouraged to familiarize themselves with the various methodologies employed by social scientists.

The program of study will be worked out by student and sponsor. The Area of Concentration form must be signed by at least two social science faculty who are in agreement on the student's plan of study. The senior thesis must be sponsored by a social science faculty member. The Baccalaureate Committee must also include two other members of the social science faculty.

**Representative senior theses in the Social Sciences Divisional Area of Concentration:**

- The Support Networks of the Elderly in an Adult Congregate Living Facility
- Exploring the Making of the Modern World
- Habermas: Marxist and Moralist
- Aging and Attitudinal Conservatism

## Faculty in Social Sciences

[Frank Alcock](#)  
[Anthony P. Andrews](#)  
[Uzi Baram](#)  
[Michelle E. Barton](#)  
[Gordon B. Bauer](#)  
[Carrie Beneš](#)  
[David Brain](#)  
[Richard D. Coe](#)  
[Nat Colletta](#) (Adjunct)  
[Tracy Collins](#)  
[Duff Cooper](#) (Adjunct)  
[Catherine Cottrell](#)  
[Erin Dean](#)  
[Keith A. Fitzgerald](#)  
[Brendon Goff](#)  
[Heidi E. Harley](#)  
[David A. Harvey](#)  
[Sarah Hernandez](#)  
[Barbara Hicks](#)  
[Tarron Khemraj](#)  
Alicia Mercado-Harvey (Visiting)  
Jack Reilly  
[Xia Shi](#)  
[Gabrielle Vail](#) (Visiting)  
[Maria Vesperi](#)  
Sherry Yu  
[Mecca Zabriskie](#)

## Sociology AOC

The discipline of sociology encompasses a broad terrain of sub-fields and specialties exploring various aspects of the social world. At the center is an interest in developing a systematic and theoretically informed understanding of the patterns, tendencies, and possibilities that characterize contemporary social life. Although we are often unaware of its influences on us, the social world structures our opportunities, shapes our aspirations, and provides the stage for our actions. As individuals, we are both sustained and constrained by the web of social relations in which our lives are embedded. Even our perceptions are affected by the way we are situated in the social world, and by our participation in the construction of social reality.

We don't live in "society" in the abstract, of course, but in a particular society with particular characteristics and a specific history. What kind of society do we live in? What are its distinctive characteristics and problems? Where is it headed? Sociological analyses illuminate the effects of social interactions, structures, institutions, and processes on the character and quality of our lives. As part of a liberal arts education, sociology offers theories and research relevant to our ability both to make sense of our circumstances as individuals in contemporary society, and to act efficaciously and constructively in shaping the modern world.

At New College, courses in sociology draw on a range of theoretical perspectives and research traditions. Key themes and topics include: the causes and consequences of particular distributions of power, wealth, and prestige; the significance of class, ethnic, and gender differences in modern societies; social organization at the level of small groups, complex organizations, and whole societies; the sociology of development; social movements and change; the organization of work; cultural production and consumption in both popular and elite arts; the processes of face-to-face social interaction; socialization and social construction; the social production of the urban environment.

A student majoring in sociology is required to acquire competence in content knowledge, written and oral communication skills and critical thinking skills. These are gained by mastering the fundamental tools of the discipline through five required courses, one empirical ISP, and five elective courses. The required courses include: Introduction to Sociology, Social Theory, Sociological Research Methods, Statistics, and the Senior Thesis Seminar. The five elective courses must include at least one course in each of the three broad subfields: Social Organization/ Institutions, Change, and Persons and Society. The empirical Independent Study Project should be done after completing the methods course.

One might expect to find the following sociology courses on a regular basis: Introductory Sociology, Sociological Research Methods, Social Theory, Race and Ethnicity, Sociology of Culture, Urban Sociology, Social Movements, Sociology of Gender, Work Organization and Its Alternatives, Sociology of Development, Social Psychology, Sociology of Sustainable Communities, Advanced Qualitative Methods, and Queer Studies. To some extent, courses, tutorials, and independent projects will change in accordance with current student and faculty interests.

Independent study projects, group research projects, and off-campus contracts provide important opportunities to gain direct experience of social issues explored in courses and tutorials. Students are encouraged to do field research, particularly in the local community.

Representative senior theses in sociology:

- City, Sweet City: A Study of the Implementation of New Urbanism and the Public Process
- What I Call Myself: Exploring Ethnic Identities And Selections Of Ethnic Labels For Hispanic/Latino.
- Marketing Masculinity: A Content Analysis of Gender Role Presentations in Super Bowl Commercials at the Turn of the 21st Century
- Food, Family, and the Factors Influencing the Frequencies and Characteristics of Family Dinners
- Stirring Up The Hive: Ngo Discourse And Indigenous Subalternity The Case Of Las Abejas Chiapas, Mexico
- Two Jails in One: Impediments to Professionalism for Modern Jail Corrections Officers
- Maintaining Inequality: A Comparative Study of Educational Stratification in Argentina and The United States
- Predicting Graduation Rates at Liberal Arts Colleges
- All the News That's Fit to Print?: A Comparison of News Narratives of the 2009 Honduran Coup
- Shared Spaces: Residence Hall Architecture and Sense of Community

Our program builds the skills that the employers today seek: people who have creativity and innovation, multi-cultural and global understandings, critical thinking skills, math and science skills, and excellent written expression. Sociology concentrators have gone into a variety of fields after New College, ranging from PhD programs and subsequent employment in academe (in Sociology and other fields), Law School, International NGOs addressing Human and Refugee Rights, Public Health, Education, Social Work, Public Relations, Media and Communication, among others.

## Sociology AOC Requirements

As a student majoring in Sociology at New College, you will be required to acquire competence in content knowledge, written and oral communication skills and critical thinking skills. These are gained by mastering the fundamental tools of the discipline through a set of core courses, one empirical Independent Study Project (ISP) and five elective courses.

In addition to traditional classes, you will also engage in ISPs, group research projects and off-campus contracts that provide important opportunities to gain direct experience of social issues explored in courses and tutorials. Students are encouraged to do field research, particularly in the local community.

**The five required courses for Sociology AOC and Joint-Disciplinary with Sociology listed first are:**

1. Introduction to Sociology
2. Social Theory
3. Sociological Research Methods
4. Statistics
5. Senior Thesis Seminar

**In addition students are required to complete:**

1. One empirical ISP (students must complete the Methods course prior to doing this ISP, and must go through the IRB process)
2. Five (5) Electives (at least one from each analytical area: Social Organizations/Institutions; Change; and Persons and Society).
3. A Senior Project or Thesis, which should make full use of sociological theory, literature, and analysis.

**The Joint-Disciplinary (Slash) AOC with Sociology listed second has a slightly reduced set of requirements:**

1. Social Theory
2. Sociological Research Methods□ (In special circumstances, with prior approval by Sociology faculty, we will recognize this course when taken in Psychology)
3. Statistics
4. Senior Thesis Seminar
5. Empirical ISP is encouraged but not required.
6. Three (3) Electives (one from each analytical area: Social Organizations/Institutions; Change; and Persons and Society)

Note: In accordance with regulations in the Faculty Handbook, students with a joint -disciplinary AOC where Sociology is listed second must have one faculty member from the Sociology discipline in their thesis committee. Furthermore, the thesis should make substantive use of sociological theory, literature, and analysis.

**Double AOC:**

Students must complete the same requirements as the Disciplinary AOC. In accordance with regulations in the Faculty Handbook, double AOC with Sociology must have two faculty members from the Sociology discipline in their thesis committee. Ideally, one of the sociology faculty would serve as co-sponsor with the faculty from the other discipline, or be consistently consulted by the student to ascertain progress in the thesis qualifies for a Sociology AOC. The thesis should make substantive use of sociological theory, literature, and analysis.

## **Analytical Areas**

**Our elective courses address three broad subfields in sociology:** 1) Social Organizations/Institutions, 2) Social Change, and 3) Persons and Society. We require you to take at least one course in each of the three. Below are examples of electives regularly offered that fall within each subfield. Some courses fit more than one category.

**1) Social Organization/Institutions**

Sociology of Race and Ethnicity  
Space, Place & Community  
Queer Studies  
Sociology of Development  
Contemporary Gender Seminar  
Practicum in Community Building  
Work Organization and Its Alternatives  
Social Inequality: Race, Class, Gender, and Power  
The Sociology of the Arts and Performance  
Intersectionality

**2) Social Change**

Social Movements  
Sociology of Development  
Sociology of Sustainable Communities  
Social Inequality: Race, Class, Gender, and Power  
Intersectionality

**3) Persons and Society**

Introduction to Sociology through Social Psychology□  
Sociology of Gender and the Body  
Contemporary Gender Seminar  
Queer Studies  
Social Inequality: Race, Class, Gender, and Power  
The Sociology of the Arts and Performance  
Intersectionality

## Declaring a Sociology Area of Concentration

In order to declare a Sociology AOC, students are required to submit a portfolio. Prior to submitting a portfolio students must have satisfactorily completed four sociology courses. The portfolio must include 2-3 papers that you've written for sociology courses, a print-out of your unofficial transcript (you can get these reports from the Student Evaluation System), the signed "Provisional Area of Concentration" form and a plan for completing the remaining sociology requirements.

## Faculty in Sociology

David K. Brain  
Sarah Hernandez  
Emily Fairchild  
Mecca Zabriskie

## Interdisciplinary Studies

### Biopsychology

*Affiliated Faculty: Al Beulig (Biology), Gordon Bauer (Psychology), Heidi Harley (Psychology), Sandra Gilchrist (Biology).*

Students who are interested in studying whole organisms often want to learn about many aspects of those organisms including behavior, physiology, sensory systems, learning, cognition, neuroscience, communication, etc. Because these areas of focus occur in both biology and psychology and animal model systems are used by both biologists and psychologists in research, students pursuing this interdisciplinary AOC integrate work across these disciplines. Common paths for students who graduate in this area include animal training, veterinary school, graduate school in biology or psychology, zoo or aquarium technicians or managers, animal lab technicians, and medical school.

Typically, a student concentrating in Biopsychology emphasizes biology or psychology but takes a significant number of courses in the second discipline. Core courses include General Biology, Introductory Psychology, Animal Behavior, Cognitive Psychology, Statistics, and Biological Psychology after which students can select among advanced classes in Animal Learning, Comparative Cognition, Sensation and Perception, Neurobiology, Neuroanatomy, Coral Reef Ecology, and more. All students should also take a lab or methods course that provides them with the skills to work with their thesis sponsor; most students take labs in both disciplines. Labs offered in biology include Animal Behaviour, Neurobiology, Invertebrate Zoology, and Neuroanatomy; labs offered in psychology include Comparative Cognition, Introduction to Comparative Cognition, and Animal Behavior Processes. Most students also participate in internships. Other courses reflect a student's specific interests and are determined in consultation with the Biopsychology faculty.

Representative senior theses:

- An Overview of the Psychology and Biology of Schizophrenia
- Cognition and Memory in the Goldfish (*Carassius auratus*): A Study Exploring the Novel Serotonin Antagonist
- Optimal Metacontrast Masking of Chromatic Stimuli with and without Luminance Cues
- Sex and Age-based Differences in the Hunting Behaviors of Schizocosa Spiders (*Araneae: Lycosidae*)
- Vocal Productions of Rhythms by the Bottlenose Dolphin (*Tursiops truncatus*)
- Whistle Production Rates in a Group of Male Bottlenose Dolphins (*Tursiops truncatus*) Over Changes in Composition
- The Identification of Cocaine-Induced Changes in the Human Monocyte Proteome Using Isotope-Coded Amino Acids
- Human Reproduction
- Localization of Relaxin in the Reproductive System of the Male Bonnethead Shark, *Sphyrna tiburo*

- Qualifying and Quantifying Reintroduction Success: A Discussion of Three Influential Interdisciplinary Criteria
- Tool Use in River Otters (*Lutra canadensis*)
- On the Delayed Maturation of the Adolescent Brain: Cognitive Refinement and Social Development
- Studies in Ocular Dominance in Optokinetic Nystagmus

## Environmental Studies

*Faculty are drawn from throughout the College. The Environmental Studies Area of Concentration is coordinated by the Environmental Studies Steering Committee.*

An interdisciplinary program, Environmental Studies draws students from varied backgrounds. Ideally students bring skills from several disciplines to bear on questions regarding the relationship between people and the environment. The program is built around five key concepts: scale, systems, place, values, and change. Environmental problems (and solutions) occur at different scales from local to global. Ecological systems, political systems, and social systems interact in complicated ways. Sense of place, place attachment and values are key factors that must be incorporated in successful solutions to environmental problems. Understanding change, and effecting change, are key skills for anyone working in the environmental field.

There has always been a risk in liberal arts education that knowledge will become detached from practice, that students will become intellectual jugglers of arcana, unable to affect the world. Recently undergraduate education has been criticized for disconnecting academic ideas and scholarship from social and environmental settings. The Environmental Studies Program seeks to "ground" students in two ways - first, by emphasizing demonstrated competence in real-world skills and second, by attempting to connect students with a landscape or community.

The Environmental Studies Program emphasizes demonstrated competence in these areas: understanding of ecological theory; skill in descriptive observation; skill in quantitative measurement and statistical analysis; computer literacy and comfort with several types of software; communication skill in both writing and public speaking; service to the community; and local sense of place.

Environmental Studies students are drawn out of the classroom to consider complex issues that require multi-track thinking - analysis from the natural sciences and solutions from the social sciences and humanities. Students are encouraged to find a site or a community, distant or close at hand, that they will seek to understand, communicate about, and possibly improve. Naturally enough, many students find research topics or sites in southwest Florida, a provocative mix of burgeoning sprawl and shrinking natural areas. In addition, the campus itself has become an object of recent study, as the focus of several classes and tutorials. For example, one recent student project turned expanse of lawn into educational gardens.

The most successful students are able to align their personal academic interests with the needs of some community, asking and answering questions that have real application. While most choose the Environmental Studies Area of Concentration, students can meet requirements in two areas for a double Area of Concentration such as Environmental Studies and psychology.

There are 9 courses/activities that are core requirements for all Environmental Studies Area of Concentration students:

1. Introduction to ES
2. An Ecology course – e.g., Coral Reef Ecology, Ecology, or equivalent
3. A Chemistry course– e.g., Chemistry and the Environment, General Chemistry 1, or equivalent
4. Psychology (Social, Cognitive, or Environmental Psychology) (Intro Psych will be waived for ES students)
5. An environmentally-oriented Political Science or Economics course - e.g., Sustainable Development, Environmental Economics, or equivalent.
6. An environmentally-oriented Anthropology, History, or Urban Studies course – e.g., Urban Sociology, Ecological Anthropology, or equivalent
7. An environmentally-oriented Ethics, Literature, Music, or Religion course – e.g., Judaism and Ecology, Environmental Ethics, Violence and Environmentalism in American Literature and Film, Music and the Environment, or equivalent

8. ES Practicum: This can be either an ISP or course and involves teamwork with other students to complete a local environmental project.

9. A Capstone Seminar focusing on group discussion of core environmental readings and typically taken in the 4th year – e.g., Environmental Issues

In addition to the Environmental Studies Core, Environmental Studies Students are required to complete 5 additional courses or activities in one of five environmental studies tracks. The four tracks are: Environmental Anthropology; Environmental Science; Urban Studies and the Environment; Environmental Literature, Religion, and Philosophy; and Environmental Policy.

Finally, all Environmental Studies Area of Concentration Students are required to prepare of a research grant proposal approved by their senior thesis sponsor and Environmental Studies Steering Committee. They must satisfactorily complete a senior thesis or project related to the environment. And, they must satisfactorily complete a baccalaureate exam with a faculty member of the Environmental Studies Steering Committee serving as a member of the committee.

Representative senior theses:

- Garbage and Government: Recycle Now, Sarasota County, and the Politicalization of Urban Waste
- Managing Fisheries: a Case Study of Conceptual Frameworks for Policy Design
- Sea Level Rise in Southwest Florida: An Economic Benefit-Cost Analysis of Policy Alternatives
- Herbicide Resistant Crops: Can Genetic Engineering Contribute to Sustainable Agriculture?
- Longleaf Pine: Florida's Sunflower Forest
- An Ecological Assessment of the Caples Stormwater Detention Pond
- Spiraling Toward Sustainability: Permaculture Design at New College

## Gender Studies

Gender Studies, recognized as an interdisciplinary academic program at New College since 1995, draws on curricula across the campus (and beyond) to serve students pursuing the Area of Concentration and to introduce students working in other AOCs to the complex focal problem of “gender.” Faculty throughout the College address issues related to Gender Studies in their courses, research and creative work, and tutorials. They also offer courses explicitly crosslisted under Gender Studies, and in some cases may be willing to allow a particularly interested student to use the lens of gender and related issues to adapt non-crosslisted coursework for credit in the Gender Studies Program. For a complete list of faculty members affiliated with the Gender Studies Program, along with specific fields of interest, please click [here](#).

The AOC in Gender Studies complies with the New College Academic Learning Compact, which ensures that graduates have demonstrated the requisite levels of ability in oral and written communication, appropriate content knowledge, and creative and critical thinking skills for the Bachelor of Arts degree. These skills are assessed in each academic and service-learning component. The senior thesis project and the baccalaureate examination are the final capstone requirement, demonstrating the student’s achievement of the required skills and abilities for the Gender Studies portion of the AOC.

At New College, students may choose either 1) a “Joint Disciplinary” Area of Concentration in which they combine their work in Gender Studies with work in another disciplinary AOC, or 2) a full AOC in Gender Studies, which has more extensive expectations. Gender Studies offers a Worksheet (download [here](#)) to help students track their interest and progress. We require that students complete the **Gender Studies AOC Application form** before being formally recognized as Gender Studies concentrators. For guidance in Gender Studies, they can turn to our Program Advisor.

A good choice for many, **the Joint-Disciplinary option** enhances students’ interdisciplinary focus on gender and its intersections with a solid grounding in a complementary discipline (e.g. biology, literature, sociology, etc.). In addition to the requirements laid out by the Gender Studies Program students are responsible for fulfilling the AOC requirements of their paired discipline in consultation with appropriate faculty in that field. Students wishing to pair their work in Gender Studies with a Divisional AOC (Humanities, Natural or Social Sciences) must file for a “Special Area of Concentration” (i.e., “Gender

Studies in the Humanities”) and complete both the requirements for the Joint-Disciplinary Gender Studies AOC and all the requirements for the Divisional AOC.

For more explicitly focused students, especially those who want to complete a senior project that is solidly within the interdisciplinary fields of Gender Studies, **the stand-alone AOC** may be a better choice. (Requirements for both the Gender Studies AOC and the Joint-Disciplinary option may be found below.)

### Course of study:

In what follows, a “course-equivalent” is defined as an activity equivalent to a full term of work (i.e., a semester-long course, Tutorial, or IRP, or alternatively, a January term ISP, which consists of an intensive month-long single activity). The Course Schedule identifies two kinds of cross-listed classes: 1) those that are automatically counted towards fulfilling the requirements and 2) those that are cross-listed as “Gender Studies eligible” courses, for which the instructor’s permission must be requested and granted early in that term. Additional or specialized coursework in Gender Studies may take the form of group Tutorials or Independent Research Projects, January Interterm Projects, volunteer work or internships and other practical experiences, and of course Senior Projects including Theses. The Senior Project may be sponsored by any member of the faculty, but least one committee member should be affiliated or core faculty in Gender Studies.

Internships and volunteer service-learning opportunities are recommended for students completing the Joint-Disciplinary AOC and required for the full AOC. Faculty and the Internship Coordinator can help students find local or national placements. We also encourage students to pursue Gender Studies in an international context; students would be well-advised to study a foreign language or undertake a semester of study abroad to enhance their understanding of gender beyond the U. S. Some cross-cultural or intersectional work is required for both Joint-Disciplinary and full AOCs.

Joint-Disciplinary Gender Studies AOC students need to complete at least:

- Two course-equivalents each in the Humanities and in the Social Sciences with papers or projects focused on gender;
- One course-equivalent in the Natural Sciences with papers or projects focused on gender;
- A course-equivalent on theories of gender and/or sexuality, or feminist theory;
- A senior project/thesis that substantially engages gender-related issues, or on special appeal, an advanced-level project that is not the thesis;
- One course-equivalent that is explicitly cross-cultural or addresses gender as it intersects with race, ethnicity, and/or social class (i.e. intersectional).

The following are REQUIRED for the full Gender Studies AOC, but RECOMMENDED for the Joint-Disciplinary AOC:

- An Introduction to the field;

NOTE: This may be fulfilled by 1) a stand-alone introduction to the field if offered; 2) an approved introduction from another institution; 3) petitioning to count 2 introductory courses cross-listed with Gender Studies from different disciplines. For options 2 and 3 the Program Advisor has final jurisdiction.

- One broadly interdisciplinary course-equivalent;

NOTE: Although a specifically interdisciplinary course may not be offered regularly, an interdisciplinary undertaking may draw upon prior disciplinary coursework to augment new work in a course, tutorial, or Independent Study Project on a related topic in another disciplinary field with faculty consent.

- A course in Methods, ideally surveying both qualitative and quantitative methods.

NOTE: Regularly offered courses in the Social and Natural Sciences in methods may, at the discretion of the instructor, fulfill this requirement. Courses in interdisciplinary feminist or sexuality studies methods would also be good choices.

- An internship, volunteer project, service-learning, or other ‘from theory to practice’ experience in gender-



related areas.

When undertaking courses or projects not cross-listed under Gender Studies, students must ask faculty to indicate on their term evaluation that their work fulfills Gender Studies requirements and alert the Program Advisor of this arrangement. They may then list the course on their Gender Studies Worksheet and get it approved.

**Core Courses** (these courses are regularly offered and students may be reasonably sure of being able to enroll in and complete some of the following):

**HUMANITIES:**

African American Literature; American Masculinities; An-"Other" Story: The Art of Women through the Ages; Embodiment; Feminist Philosophy; Jewish Scriptures; Heroism and Chinese Narratives; Literary Movements of 19th-Century France; Medieval Women: Art, Gender and Spirituality; Motherhood: Image and Experience; Modernism and Madness; Nineteenth-Century British and American Women Writers; Sex in the Ancient World; Theory of Knowledge; Theory and Visual Culture; Transvestite Theatre; Women and Religion; Virginia Woolf; Women in Russian Literature; Women and Seduction in 18th- and Early 19th-Century German Drama; World War II in Film and Fiction.

**NATURAL SCIENCES:**

Current Issues in Human Genetics; General Biology in a Cultural Context; Public Health Disparities; Role of Women in Natural History; Science of Science Fiction

**SOCIAL SCIENCES:**

Ancient North America; Anthropology and Development; Colonial Encounter; Consumerism in America; Contemporary Anthropology of Africa; Contemporary Gender Seminar; Developmental Economics; Ethnography: Theory and Practice; Peoples and Cultures of the Middle East; Introduction to Sociological Methods; Queer Studies; Social Movements; Sociology of Gender and the Body; Sustainable Development; Women and Gender in China.

**INTERDIVISIONAL:** Anglo-American Feminist Theory; Homographesis: Queer Theory and LGBTQ Writing; Same, Equal, Different: Introduction to Gender Studies in the U. S.

Many other courses are cross-listed, particularly under the "eligible" category, and make great additions to a Gender Studies program of study. Students are invited to work with their professors to ensure that these courses fulfill requirements and help them develop the broad base in the field that students will need to develop a successful senior project.

**Sample senior thesis titles:**

- Promoted Gender Roles in Heterosexual Teenage Dating: 1950s and 2000s (Special Program)
- "Where We've Been, Where We're Going": Feminist Voices in Anthropology (Anthropology/Gender Studies)
- "'Mirror, Mirror on the Wall, Who is the Queerest of Them All?' A Crip Perspective on Fairy Tale Intertextuality" (Literature/Gender Studies)
- Masculinity, Sexuality, and Identity in Three Queer Texts, 1900-1910 (History/Gender Studies)
- Gender Bias in Physiological Stress Research (Biology/Gender Studies)
- The Construction and Enactment of Queer and Jewish Identity (Sociology/Gender Studies)
- Strange Fruits: An Academic Journal on Issues of Gender and Race (Special Area of Concentration: Gender in the Humanities)
- "Whose Development in 'Theatre for Development'? Donors, Directors, and Local Participation in a South African Non-Governmental Organization" (Theatre/Gender Studies)
- "The Fiction of Choice: Abortion Plots, Gender and Patriarchy in Four Twentieth-Century Texts" (English/Gender Studies)
- The Shifting Margins of Whiteness and Otherness: Hispanic American Women and the Social Construction

of Race (Sociology/Gender Studies)

- Relational Aggression in Gay Male Relationships: Examining the Role of Internalized Homophobia (Psychology/Gender Studies)

## International & Area Studies

*Affiliated Faculty (Faculty that teach courses related to International and Area Studies): Frank Alcock (Political Science), Anthony Andrews (Anthropology), Uzi Baram (Anthropology), Carrie Beneš (History), Tracy Collins (Economics), Glenn Cuomo (German Language and Literature), Erin Dean (Anthropology), David Harvey (History), Sarah Hernandez (Sociology), Barbara Hicks (Political Science), Tarron Khemraj (Economics), Sonia Labrador -Rodriguez (Spanish Language and Literature), Susan Marks (Religion), Thomas McCarthy (History), John Newman (Religion), José Alberto Portugal (Spanish Language and Literature), Amy B. Reid (French Language and Literature), Xia Shi (History), Wendy Sutherland (German Language and Literature), Jocelyn van Tuyl (French Language and Literature), Alina Wyman (Russian Language and Literature), Sherry Yu (Economics), Jing Zhang (Chinese Language and Culture), Meccasiah Zabriski (Sociology), Aijun Zhu (Chinese Language and Culture)*

In response to the unique challenges of global interdependence, the International and Area Studies (IAS) concentration is designed to meet the need for a new generation trained to enter the international arena with a more comprehensive view of the international system and an in-depth understanding of a major region or issue in world affairs.

The IAS area of concentration offers three tracks to meet a range of student interests and still provide solid training for future study or work in the area. The “area studies” track combines fundamental courses on the international political and economic systems with the student’s choice of specialization in a regional area; the “systemic track” focuses on a deeper understanding of the international political and economic systems; and the “issue” track is designed for students with a specific interest in a major international issue that affects more than one region, e.g. global health issues or peace and conflict.

In addition to these three tracks in the IAS AOC, we offer a separate AOC in European Studies. This AOC is designed for students with intensive interests in this region and less of a focus on the international system. Students are free to concentrate in other regional areas either under the IAS area studies track or as an individually designed major. International and Area Studies and European Studies are also very appropriate “slashes” for students combining them with disciplinary AOCs, so we offer a reduced set of requirements for those options.

The requirements listed below are the minimum expected; students are encouraged to take more classes and do ISPs and tutorials in areas that interest them. In exceptional cases, students may petition the International Studies Committee to substitute a different course for a requirement. (For example, a biology student doing fieldwork in Europe might count that experience toward the study abroad requirement or toward his or her “area course” requirements.) The student’s baccalaureate committee would also have to approve the substitution.

### Requirements for a single Area of Concentration or double major

**Note:** For the AOC in International and Area Studies, students should complete one of the following three tracks. Students interested in an AOC in European Studies should complete the requirements listed under that heading.

#### Area Studies Track

1. Completion of the 5th-semester course (or equivalent) of a language appropriate to your area of specialization
2. Intro to World Politics
3. 1 Comparative Politics course
4. Intro to Economic Analysis or Intro Macroeconomics
5. International Economics or Development Economics
6. At least 4 courses in your regional area of specialization, including the following:
  - a) 1 non -language Humanities course
  - b) 1 History course
  - c) 1 non -History Social Science course
  - d) 1 elective in any area

## Systemic Track

1. Completion of the 4th-semester course (or equivalent) of a foreign language
2. Intro to World Politics
3. 1 Comparative Politics course
4. Race and Ethnicity in Global Perspective
5. At least 3 of the following economics courses:
  - a) Intro to Economic Analysis
  - b) Intro Macroeconomics
  - c) International Economics
  - d) Development Economics
6. 2 Modern History courses
7. 1 Environmental Politics course covering international or cross-border issues
8. If possible, an ecology or science course dealing with a major global ecosystem (climate, oceans)

## Issue Track

1. Completion of the 4th-semester course (or equivalent) of a foreign language
2. Intro to World Politics
3. 1 Comparative Politics course
4. Intro to Economic Analysis or Intro Macroeconomics
5. International Economics or Development Economics
6. At least 4 courses in your issue of specialization, e.g. global health. The following activities may count for this course requirement:
  - a) Courses taught here (usually on an occasional basis)
  - b) Courses taken at other institutions, if they meet NCF standards
  - c) Courses taken abroad, if they meet NCF standards
  - d) Up to 2 tutorials

## European Studies

*Faculty: Carrie Beneš (History), Glenn Cuomo (German Language and Literature), April Flakne (Philosophy), David Harvey (History), Barbara Hicks (Political Science), Thomas McCarthy (History), Amy Reid (French Language and Literature), Alina Wyman (Russian Language and Literature), Wendy Sutherland (German Language and Literature), Jocelyn van Tuyl (French Language and Literature), Miriam Wallace (English)*

1. Completion of a 6th semester course (or equivalent) of a major European language (culture/literature in the original).
2. 1 other European literature, art, music, culture, or philosophy course
3. The 2-course core history sequence on Modern Europe
4. 1 Medieval or Renaissance course on Europe
5. 1 Politics course that addresses Europe
6. 1 Economics course that addresses Europe (e.g. International Economics or European Economic History - these courses require an intro level econ course)

7. 2 electives in any field covering Europe

### **African Studies, Asian Studies, Latin American Studies, Middle Eastern Studies**

Students wanting to complete an AOC in one of these areas are encouraged either to complete the International and Area Studies area track with a concentration in their regional area of choice or to design their own special combined majors with strong training in another discipline. They should consult with both their advisors and other International and Area Studies faculty in designing such special majors.

### **For All Students in the AOCs Listed Above**

Every student should study abroad for a semester or summer. (A full semester is preferable.) In unusual circumstances, another significant multicultural experience may be substituted for this requirement upon approval of the International Studies Committee and the student's own baccalaureate committee. Language courses taken abroad may be counted to your requirements if they lead to at least as much progress as we would expect in a semester here. You are also likely to be taking a few area courses, which can count toward your area course requirements if they are substantial. (Please bring home your syllabi and copies of your work for your committee to review.)

Students completing a double major should not count more than two classes toward both majors. The thesis or thesis project must be on an international or area studies topic.

At least two members of the affiliated faculty for your program must be on your baccalaureate committee.

### **Requirements for a combined Area of Concentration ("slash")**

#### **Area Studies Track**

1. Completion of 3rd-semester course (or equivalent) of a foreign language
2. Intro to World Politics or Comparative Politics course
3. Introductory Microeconomics or Introductory Macroeconomics
4. International Economics or Development Economics
5. 3 courses in your regional area of specialization, including at least one History course.

\*Students combining IAS with an AOC in Political Science, Economics, or History will have already met some of the requirements above and should take additional courses outside of their AOC as substitutes.

#### **Systemic Track**

1. Intro to World Politics
2. 1 Comparative Politics course
3. Intro to Economic Analysis or Intro Macroeconomics
4. International Economics or Development Economics
5. 2 Modern History courses

\*Students combining IAS with an AOC in Political Science, Economics, or History will have already met some of the requirements above and should take additional courses outside of their AOC as substitutes.

#### **Issue Track**

1. Intro to World Politics

2. 1 Comparative Politics course
3. Intro to Economic Analysis or Intro Macroeconomics
4. International Economics or Development Economics
5. 3 courses in your issue of specialization.

\*Students combining IAS with an AOC in Political Science or Economics will have already met some of the requirements above and should take additional courses outside of their AOC as substitutes.

## European Studies

If the disciplinary concentration you are combining is not in a European language and literature

1. Completion of the 3rd-semester course or equivalent of a major European language
2. 1 European Humanities elective outside of language
3. The 2-course core history sequence on Modern Europe  
(History AOCs should replace this requirement with 2 other electives, 1 of which is in Social Sciences)
4. 2 Social Science electives (outside of the other AOC you are combining) that address Europe or developed countries

If the disciplinary concentration you are combining is in a European language and literature

1. 1 European Humanities elective outside of your AOC
2. The 2-course core history sequence on Modern Europe
3. 3 Social Science electives that address Europe or developed countries (2 of them must be outside History)

## For All Students in the Combined AOCs Listed Above

Study abroad is highly recommended. Language courses taken abroad may be counted to your requirements if they lead to at least as much progress as we would expect in a semester here. You are also likely to be taking a few area courses, which can count toward your area course requirements if they are substantial. (Please bring home your syllabi and copies of your work for your committee to review.)

The thesis or thesis project should have some international or area studies content.

You must have at least one faculty member affiliated with your program on your baccalaureate committee.

## Faculty in International & Area Studies

Alicia Mercado-Harvey (Visiting)

Gabrielle Vail (Visiting)

## Medieval & Renaissance Studies

*Affiliated Faculty (Faculty that have offered courses related to the study of Medieval and Renaissance Studies): Carrie Beneš (History); Magdalena E. Carrasco (Art History), Douglas C. Langston (Philosophy/Religion), Thomas McCarthy (History), Nova Myhill (English), David S. Rohrbacher (Classics); Jing Zhang (Chinese Language and Culture).*

This interdisciplinary program is focused on the critical period in Western history between the end of antiquity and the birth of modernity (roughly, 400 to 1600 ce). The periods of the Middle Ages and Renaissance encompass vast and exciting transformations that saw the creation of many of the institutions and habits upon which our world and worldview rest. Study of the period will provide students with the valuable perspective on the contemporary scene that can only be acquired at a considerable distance.

In many cases, students will be best served by pursuing medieval and Renaissance interests in concentrations such as Literature or History. An interdisciplinary approach, however, recognizes that the modern division into academic disciplines does not adequately reflect premodern European culture, when theology might be argued in verse or in painting, and when history, literature, and religion were inextricably entwined.

**An Area of Concentration in Medieval and Renaissance Studies normally includes the following:**

**Acceptance:** Students may apply to one of the above faculty members to discuss requirements and evaluate previous work dealing with the period. Applications should be made in the second year but no later than the beginning of the third year. Acceptance is based on the student's demonstrated aptitude for the field. Students wishing to include Medieval & Renaissance Studies as part of a 'slash concentration' are generally expected to fulfill all requirements for the concentration; exceptions are considered on a case-by-case basis.

**Program:** Students are encouraged to seek both a broad historical and cultural knowledge of the period as a whole and knowledge in depth of some important segments of it, by taking appropriate courses and tutorials. To ensure breadth, students must take at least one relevant class in each of the following areas: (1) art history/music, (2) history, (3) literature, (4) philosophy/religion. At least three classes or tutorials should be in one of the four areas, to provide the student with a disciplinary "base." Students should also take at least two courses in related fields such as classical antiquity, early Judaism and Christianity, Byzantium, premodern China, or the seventeenth century. Students must take three semesters of a foreign language. Normally this will be Latin, but for some programs, at the sponsor's discretion, another language might be substituted. Finally, a senior thesis in some area of Medieval and Renaissance Studies is required.

**Representative senior theses:**

- For the Love of the Gods: The Rhetoric and Reality of Religious Authority in Late Antiquity
- Imagining Heaven and Earth: Cosmology and the Irish Tradition in the Saltair na Rann
- Bohemond and the Byzantines: The Political Career of Bohemond of Taranto, 1096-1108
- Romanization and Reform: Liturgy as a Mechanism of Change in Leon-Castile in the Eleventh and Early Twelfth Centuries
- Norsemen without a King: An Analysis of Executive Authority in the Icelandic Commonwealth
- Reconsidering Humanism: The Life and Works of Poggio Bracciolini

## Public Policy

(See also Political Science)

The Public Policy AOC is an interdisciplinary program designed to provide students with the knowledge and skills necessary to address the major public policy issues facing society. The goal is to allow students to examine policy problems within a non-partisan, objective framework, and to formulate effective policy solution to such problems. Policy issues are inherently multi-faceted, and, as a result, require an array of analytical tools to understand. Economic factors and the political process are fundamental to policy issues, and thus the disciplines of political science and economics constitute the core of the Public Policy AOC. But important insights into specific policy issues can be gained from a number of other fields, such as sociology, environmental studies, anthropology, international studies, and gender studies. Students, in consultation with a faculty mentor, are free to choose the issue that sparks their interest. In the past issues selected by students have included, among others, state constitutional balanced-budget requirements, local energy policy, coastal zone management, racial discrimination, bicycle pathways, and educational policy-making. Student will also have an opportunity to pursue internships designed to provide real-world experience in the way policy issues are approached at the local, state, national, and international level.

The course requirements for an Area of Concentration in Public Policy are detailed below. The usual beginning point for studying policy issues are the introductory theory course in economics and introductory courses on the American political system. Successful completion of these courses will result in a solid foundation on the economic principles that shape policy formation and analysis, and the political processes and influences that determine the actual adoption (or not) of policy

proposals. Students then build on this foundation by taking upper-level courses in political science, economics, and other fields that might inform the particular policy issue that they wish to analyze. The final step in the AOC is the Senior Thesis, in which students apply the analytical tools and insights they have learned into a comprehensive analysis of a specific issue of their choice.

### **Course Requirements for Public Policy AOC**

**Economics:** Introductory Microeconomics, Introductory Macroeconomics, Public Finance – Government Expenditures, and Public Finance – Taxation.

**Political Science:** Introduction to American Politics, Power and Public Policy, plus at least two other policy-related Political Science courses.

**Other:** In addition to the eight courses listed above, students are required to take two additional policy-related courses. Students are encouraged to consider policy-related courses in other disciplines. Sociology, in particular, offers several policy-related courses on a regular basis. Students may also take classes from Public Policy faculty members that address some specific policy domain, for example, health care policy, environmental policy, urban policy, or immigration policy.

Students pursuing an AOC in Public Policy are also required to take a course in basic statistics. While no additional courses in quantitative analysis are required, students are strongly encouraged to take additional courses of this nature if they plan on pursuing a career in some aspect of public policy.

In order to complete a Public Policy Area of Concentration, the Senior Thesis must be sponsored by a member of the Public Policy faculty, who are listed below. One other member of the Public Policy faculty must be on the Baccalaureate Committee.

### **Other AOC Options for Public Policy**

#### **Economics/Public Policy**

For this Joint Disciplinary AOC, the student must complete all the requirements for an Area of Concentration in Economics, including completion of both Public Finance Courses (Government Spending and Taxation). In addition, the student must satisfactorily complete Introduction to American Politics and Power and Public Policy, plus one other non-economics policy-related course. A non-economics member of the Public Policy faculty must be on the Baccalaureate Committee.

#### **Political Science/Public Policy**

For this Joint Disciplinary AOC, the student must complete all the requirements for an Area of Concentration in Political Science, including American Politics and Power and Public Policy. In addition, the student must satisfactorily complete Introductory Microeconomics and Introductory Macroeconomics, plus one other non-political science policy-related course. A non-Political Science member of the Public Policy faculty must be on the Baccalaureate Committee.

#### **Other Discipline(not Political Science or Economics)/Public Policy**

For this Joint Disciplinary AOC, the student must complete the requirements for the “Other Discipline” Joint Disciplinary Area of Concentration. In addition, the student must satisfactorily complete Introductory Microeconomics, Introductory Macroeconomics, American Political Development, Power and Public Policy, either Public Finance: Government Expenditures or Public Finance: Taxation, and one other course in Political Science. The student must also complete a course in quantitative methods. A member of the Public Policy faculty must be on the Baccalaureate Committee.

### **Public Policy Faculty**

Economics

Richard D. Coe, Tarron Khemraj and Tracy Collins

Political Science

Keith A. Fitzgerald, Frank Alcock and Barbara Hicks

Sociology

David Brain, Sarah Hernandez

## Theater

Currently it is not possible to graduate from New College with an Area of Concentration entirely in theater; the College has neither the faculty nor the facilities to support such a concentration. However, due in part to the College's collaborative relationship with the Florida State University/Asolo Conservatory of Actor Training, a highly selective graduate acting school located adjacent to the College campus in Sarasota, it is possible to include theater as a component within a "joint disciplinary" Area of Concentration: (e.g., Literature/Theater, Visual Arts/Theater, Anthropology/Theater, Psychology/Theater.)

A component in theater should be undertaken by students as part of their undergraduate liberal arts education. Theater of course lends itself to this context, having many conceptual and historical relations to other liberal arts disciplines. Although over the years a few New College students have gone on to graduate study or professional employment in theater, it should be understood that theater study at the College is not pre-professional training; and students should be aware that making a career in theater remains extremely difficult.

Students planning to declare an Area of Concentration combining theater with another discipline should first consult with one of the faculty members listed above, and also with a faculty member in the other discipline, about requirements for such combinations. A Provisional Area of Concentration form filled out in consultation with faculty from both disciplines, indicating any further work needed to complete the Area of Concentration for graduation, must be submitted no later than the semester of the student's fifth contract. The signature of one of the faculty members listed above must appear on the completed Provisional Area of Concentration form.

**Note:** the procedure above applies to combinations of theater with another discipline (e.g., literature, anthropology). Combining theater with a component of study covering an entire division, such as "Social Sciences/Theater," requires a different procedure - see the rules for "Special Programs" in the New College Faculty Handbook.

### Requirements for the theater component:

By graduation, students need to have taken the equivalent of 8-10 courses in theater or about half the total courses for their entire, joint -disciplinary Area of Concentration.

### Practical Study

Required Undertakings:

- Introduction to Acting (Module course or group ISP, taught by FSU/Asolo faculty)
- Advanced Acting (Module course or group ISP, taught by FSU/Asolo faculty.)
- Stagecraft Internship at the Asolo Conservatory (See a New College faculty member listed above to make arrangements; should be entered and evaluated as a semester or module Independent Reading Project on one of the student's New College contracts.)
- Production Involvement:

Normally after completing at least one of the required Asolo courses, students begin to take part in play production tutorials that have academic sponsorship from one of the faculty members listed above. The student's work in play productions should include not just acting, but also "behind the scenes" work (as stage manager, director, or in some other capacity).

### Literary, Historical, and Theoretical Study

Students need to take New College courses or tutorials involving study of the following kinds: literary analysis of dramatic texts; study of theater's historical development and social context; study of diverse theoretical approaches to theater. A student may be able to study more than one of these kinds within a single course: for instance, a course on Spanish Drama of the Golden Age may involve both analysis of play texts and study of performance practices of the period; a course on Brecht may involve analysis of his play texts and of his theoretical ideas. But the student must have done all three kinds of study by graduation. Interdisciplinary courses would be very appropriate here; thus, courses on Anthropology and Performance or on Aesthetics (Philosophy) of Performance would meet the requirement for theoretical work. A course or tutorial on playwriting might help meet the requirements for literary study, but should not be the only work in literary study the student undertakes.



The senior project may or may not involve theater.

### **Faculty in Theater**

Maribeth Clark (Music)

Glenn R. Cuomo (German Language & Literature)

Aron Z. Edidin (Philosophy)

Andrei Malaev-Babel (Theater, Adjunct)

Nova Myhill (English)

Amy B. Reid (French Language & Literature)

Jocelyn C. Van Tuyl (French Language & Literature)

Maria D. Vesperi (Anthropology)

## **Urban Studies**

*Affiliated Faculty (Faculty that have offered courses related to Urban Studies): Anthony P. Andrews (Anthropology), David Brain (Sociology), Maria D. Vesperi (Anthropology).*

The various academic disciplines define the city in differing ways, but they agree on one thing: the city is a revolutionary human achievement. At New College, the flexibility of the academic contract encourages students to use tools provided by several disciplines to understand cities and the role they play in the development and functioning of civilization.

The New College curriculum does not include a core of regular course offerings on Urban Studies. While courses on urbanism are occasionally offered in some disciplines, majors in this area may pursue their interests through tutorials with the above-listed faculty.

Students become interested in Urban Studies through introductions in any number of fields – anthropology, economics, history, art and architecture – or through their participation in urban projects in Sarasota and other cities. Faculty offer a variety of perspectives on urbanism, including the study of prehistoric and preindustrial cities, the history of urban architecture, urban sociology, contemporary urban cultures and ethnic groups in the United States, and urban politics. Students may also take advantage of internship opportunities in Sarasota – one of the nation's fastest-growing cities – and opportunities for off-campus study in the U.S. and abroad to develop their own senior thesis topics. Throughout students' preparation, this combination of a multi-disciplinary perspective and active involvement in urban affairs characterizes the Urban Studies concentration.

Students learn about cities throughout the world, as well as about a range of problems and solutions that shape modern cities. Whether planning recreational space for the Florida coast or dealing with the problems of the homeless in Sarasota, or examining the historic urbanization of Europe or Latin America, Urban Studies students learn from and contribute to the city as a vital part of modern human life.

### **Representative senior theses in Urban Studies:**

- The Homeless in Sarasota Housing: Policy and Practice
- Historic Preservation in Sarasota
- The City and Settlement

### **Faculty in Urban Studies**

Anthony P. Andrews

David Brain

Maria D. Vesperi

## **Academic Support Services**

### **Academic Resource Center**

The Academic Resource Center (ARC) is a place for study and collaboration on academic projects. Located on the first floor of the Jane Bancroft Cook Library, the ARC houses Educational Technology Services, the Language Resource Center, Quantitative Resource Center, Writing Resource Center, and an open-use computer lab. Additionally, students participate in TA sessions, foreign language conversation groups, and workshops in the ARC conference room and group study areas. Visit us at [www.ncf.edu/arc](http://www.ncf.edu/arc) for detailed information and links to the following services.

### **Educational Technology Service**

Educational Technology Services (ETS) provides faculty and student technology support for academic projects as well as an open-use computer lab and a media lab with video editing and scanning workstations. Electronic equipment (digital cameras, camcorders, projectors, and voice recorders) is available for checkout for course -related projects. Training and assistance are available for technology -related course projects, faculty website development, and use of NewDLE (New College's online course management system).

### **The Language Resource Center**

The Language Resource Center (LRC) is a social space where students are invited to work individually or in groups, relax, or interact with each other. The LRC provides resources to support students and enhance their foreign language experience in the 8 languages formally taught at New College (Chinese, French, German, Greek, Hebrew, Latin, Russian, and Spanish) as well as self-instructional materials for an additional 8 languages (Arabic, Dutch, Haitian Creole, Italian, Japanese, Portuguese, Tibetan, and Turkish). The LRC holds a collection of reference materials such as dictionaries, grammar, vocabulary, and conversation books, audio-visual resources, software for course-specific assignments and additional review, and table games. Several multimedia computer workstations and two private booths are set up for language practice, voice recording, and film viewing.

### **The Quantitative Resource Center**

The Quantitative Resource Center (QRC) is dedicated to aiding the New College community in working with quantitative matters. The QRC provides individual and small -group peer tutoring for students needing assistance with various quantitative methods (e.g. basic mathematics and statistics, SAS, SPSS, Excel, and other applications). The QRC is a solution-oriented organization. Through consultations, we seek to solve the particular quantitative problem posed to us.

### **The Writing Resource Center**

The Writing Resource Center (WRC) is open to all New College students who are interested in developing the skills and strategies associated with college-level writing. Trained student writing assistants (SWAs) listen and respond to the needs and concerns of student writers through focused, individualized conferences. Encouraging writers to direct the conference in ways that meet their particular needs and interests, SWAs provide helpful feedback and resources about all stages of the writing process. The WRC operates on the principle that, no matter their degree of skill, students can benefit from open and objective conversation about their writing.

The WRC has a commitment to serving student writers in all disciplines. The WRC has hired SWAs from specific disciplines, including economics, biology and chemistry as well as English and the humanities to assist students. Furthermore, those same SWAs have received training to support student writing across a variety of disciplines. Finally, in response to student demand, the WRC leads group workshops dealing with writing first college papers, graduate school application essays, and theses.

### **Center for Career Education and Off-Campus Study**

The Center for Career Education and Off -Campus Study is a resource center for students seeking information about jobs, internships, exchange programs, and off-campus study both locally and abroad. Students preparing for graduate school receive guidance and coaching in developing personal statements, curriculum vitae, and interviewing skills. Staff provides pre-law and pre-medical advising and assists with applications processes. Graduate school test bulletins (GRE, LSAT) and graduate school study guides are available in the Career Library. The library houses materials for loan along with reference manuals related to occupational outlooks, salary trends, study abroad, job guides, and special one-year teaching and scholarship programs for new graduates. Annually the office sponsors the on-campus internship and volunteer fair. All guidance and advising is directed in support of the academic experience to complement the student's unique academic contract and personal objectives.

### **Study Abroad**

The Study Abroad Office (located in the Academic Resource Center on the first floor of the Library) offers one-on-one advising to help students find the program that best fits their academic interest and need, and offers assistance with the application

process. Several times throughout the year, the Office also hosts general information sessions, discussion panels with students who have recently returned from abroad, and special events sponsored by selected study abroad providers. The Office maintains a library of brochures, pamphlets, and information booklets. For off-campus study within the United States and New College exchange programs, please contact the Center for Career Education.

### **Office of Research Programs & Services**

The mission of the Office of Research Programs & Services (ORPS) is to provide exceptional service and assistance to all faculty, administration and students in locating, applying for, obtaining and managing grants as a means to expand and enrich all types of research and educational experiences. In addition, ORPS strives to operate consistently at the highest level of integrity coupled with an enthusiastic responsiveness in all areas of sponsored research, including compliance, accounting, intellectual property, and oversight focusing on each grantee as distinctive and significant to New College as a whole.

#### **What ORPS does:**

- Funding Searches
- Internal Training and Workshops on Grants Application Preparation and Submission Budget Review and Assistance
- Grant Award Administration and Compliance
- Research Statistics
- Institutional Review Board (IRB) Administration
- Responsible Conduct in Research (RCR) Training

**Institutional Review Board (IRB)** New College of Florida is committed to protecting the rights and welfare of human subject participants in research. The ORPS provides a wealth of information about the protections and policies NCF has adopted and implemented to secure this goal.

**Responsible Conduct in Research (RCR)** New College of Florida is committed to the ethical conduct of research and is in compliance with Section 7009 of the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science (America COMPETES) Act which requires that an institutional plan be in place to provide appropriate training in the responsible and ethical conduct of research.

## **New College Faculty**

### **A**

Kim Anderson  
Associate Professor of Art

Frank Alcock  
Associate Professor of Political Science & Environmental Studies

Anthony P. Andrews  
Professor of Anthropology

### **B**

Uzi Baram  
Professor of Anthropology  
Director, New College Public Archaeology Lab

Michelle E. Barton  
Associate Professor of Psychology

Gordon B. Bauer  
Professor of Psychology

Peg Scripps Buzzelli Professorship Chair

Carrie Beneš

Associate Professor of History

Charla Bennaji

Instructor of Spanish Language & Literature

Douglas C. Berggren

Professor Emeritus of Philosophy

Alfred Beulig, Jr.

Professor of Biology

David K. Brain

Professor of Sociology & Environmental Studies

Virginia P. Bray

Adjunct Instructor of Piano

## **C**

Charlene Callahan

Professor Emerita of Psychology

Magdalena E. Carrasco

Professor of Art History

Maribeth Clark

Associate Professor of Music

Amy Clore

Associate Professor of Biology

Richard D. Coe

Professor of Economics

Don Colladay

Professor of Physics

Nat Colletta

Adjunct Assistant Professor of Political Science

Tracy Collins

Assistant Professor of Economics

Duff Cooper

Adjunct Assistant Professor of Quantitative Methods  
Director, Quantitative Resource Center

Catherine Cottrell

Assistant Professor of Psychology

Glenn R. Cuomo

Professor of German Studies

## **D**

Mark Dancigers

Visiting Assistant Professor of Music

Erin Dean

Associate Professor of Anthropology

Lazlo Deme

Professor Emeritus of History

Leo S. Demski  
Professor Emeritus of Biology

Andrea Dimino  
Associate Professor of English

Justus D. Doenecke  
Professor Emeritus of History

Rachel Dulin  
Adjunct Instructor of Hebrew

## **E**

Aron Edidin  
Professor of Philosophy

Margaret Eginton  
Adjunct Instructor of Theater

## **F**

Emily Fairchild  
Associate Professor of Sociology

Keith Fitzgerald  
Associate Professor of Political Science

April N. Flakne  
Associate Professor of Philosophy

## **G**

Jayne Gardiner  
Assistant Professor of Biology

Sandra L. Gilchrist  
Professor of Biology  
Director, Pritzker Marine Biology Research Center

David Gillman  
Assistant Professor of Computational Science

Brendan Goff  
Assistant Professor of History

Steven Graham  
Assistant Professor of Psychology

## **H**

Heidi Harley  
Professor of Psychology  
Director, Environmental Studies Program

David Harvey  
Professor of History  
Chair, Division of Social Sciences

Cris Hassold  
Professor of Art History

Karsten Henckell  
Professor of Mathematics

Sarah Hernandez  
Associate Professor of Sociology

Richard Herzog  
Assistant Professor of Sculpture

Barbara Hicks  
Professor of Political Science  
Director, International Studies Program

## **J**

## **K**

Gary Kalmanovich  
Visiting Assistant Professor of Computer Science

Tarron Khemraj  
Associate Professor of Economics  
Marie Selby Professorship Chair

Robert H. Knox, Jr.  
Professor Emeritus of English

Margaret Konkol  
Visiting Assistant Professor of English

## **L**

Sonia N. Labrador-Rodríguez  
Associate Professor of Spanish Language & Literature

Douglas C. Langston  
Professor of Philosophy and Religion

Travis Lee  
Visiting Assistant Professor of Mathematics

Eugene Lewis  
Professor Emeritus of Political Science

## **M**

Andrei Malaev-Babel  
Adjunct Instructor of Theater

Susan Marks  
Associate Professor of Judaic Studies  
Klingenstein Professorship Chair

T. J. H. McCarthy  
Associate Professor of History

John F. McDiarmid  
Professor Emeritus of British & American Literature

Patrick T. McDonald  
Professor of Mathematics

Alicia Mercado-Harvey  
Visiting Assistant Professor of International & Area Studies

Gordon E. Michalson, Jr.  
Professor of Humanities

Stephen T. Miles  
Professor of Music  
Provost

Arthur McA. Miller  
Professor Emeritus of British & American Literature

David T. Mullins  
Associate Professor of Mathematics

Nova Myhill  
Associate Professor of English

## **N**

John R. Newman  
Professor of Religion  
John D. and Catherine T. MacArthur Professor of Asian Religions

## **O**

Thomas Olshewsky  
Research Scholar, Humanities

Donal O'Shea  
President  
Professor of Mathematics

## **P**

Eirini Poimenidou  
Professor of Mathematics

José Alberto Portugal  
Professor of Spanish Language & Literature  
Pepsico Professorship Chair  
Chair, Division of Humanities

## **Q**

## **R**

Amy Reid  
Professor of French  
Director, Gender Studies Program

Jack Reilly  
Assistant Professor of Political Science

David S. Rohrbacher  
Associate Professor of Classics

George Ruppeiner  
Professor of Physics

Tyrone Ryba

Assistant Professor of Biology

## **S**

Emily Saarinen

Assistant Professor of Biology & Environmental Studies

Paul H. Scudder

Professor of Chemistry

Mariana Sendova

Professor of Physics

Carl Shaw

Associate Professor of Greek Language & Literature

Xia Shi

Assistant Professor of History

Marian Hoppin Chair of Asian Studies

Suzanne E. Sherman

Associate Professor of Chemistry

Steven Shipman

Associate Professor of Physical Chemistry

Lee D. Snyder

Professor Emeritus of History

Wendy Sutherland

Associate Professor of German Studies

## **T**

## **U**

## **V**

Gabrielle Vail

Visiting Assistant Professor of International & Area Studies

Jocelyn C. Van Tuyl

Professor of French

Maria Vesperi

Professor of Anthropology

## **W**

Miriam L. Wallace

Professor of English

Katherine M. Walstrom

Associate Professor of Biochemistry

Chair, Division of Natural Sciences

Leymis Wilmott

Adjunct Instructor of Dance

Alina Wyman

Assistant Professor of Russian Language & Literature



**X**

**Y**

Necmettin Yildirim  
Associate Professor of Mathematics  
Soo Bong Chae Professorship Chair

Sherry Yu  
Assistant Professor of Economics

**Z**

Mecca Zabriskie  
Assistant Professor of Sociology

Robert Zamsky  
Associate Professor of English  
Dean of Studies

Jing Zhang  
Associate Professor of Chinese Language & Culture

Aijun Zhu  
Assistant Professor of Chinese Language & Culture

## **Student Life**

The Office of Student Affairs works to provide students with opportunities to expand their education beyond classrooms, laboratories, and studios. In concert with our efforts to enhance the academic mission of the College, the student affairs staff offers students a variety of innovative and creative programs, activities, and educational initiatives to promote personal growth, leadership, and development.

In collaboration with the academic mission of New College, the Office of Student Affairs is committed to offering students opportunities to take responsibility for their living and for their co- curricular learning. The professional staff members are educators, programmers, counselors, and facilitators, and are actively

The principal goals of Student Affairs are:

1. To work with faculty, students, and staff to incorporate co-curricular learning and involvement into the overall academic mission of the College.
2. To maintain active involvement in the lives of our students as mentors and educators.
3. To celebrate and support the diversity of our community, and the uniqueness of each individual.
4. To create opportunities for learning that promote leadership, community engagement, and citizenship.

### **Services of the Office of Student Affairs**

Student Affairs at New College aims to provide a safe, intellectual, physical and emotional space for students to engage in the liberal arts beyond the classroom. Their goal is to complement the classroom experiences, inspire students so that they become passionate about what they learn, and develop life skills so that they can become positive members of their community. Student Affairs offers a variety of innovative and creative programs, activities, and educational initiatives to promote personal growth, leadership, and development. They work with students, staff, the community and faculty to incorporate co-curricular learning and involvement into the overall mission of the college.

Student Affairs oversees the student union (Hamilton Center) and the Residential Life office, which manages the residential areas and food services. The Gender & Diversity Center, a division of Student Affairs, works with students and staff to arrange

educational events celebrating different cultures. The Counseling and Wellness Center offers personal counseling, health services, wellness education and disabled student assistance and is also administered by counselors who are on the student affairs staff. Furthermore, the Registrar, and the Office of Financial Aid work closely with Student Affairs to support students.

### **Student Ombudsman**

The New College Dean of Students serves as Ombudsman to assist students with decisions related to successful academic progress towards their degree. Students can contact the Ombuds Office regarding a decision that is related to students' access to courses or to issues with contract credit that slow access to their degree. The office will review the concern and discuss options with the student, providing guidance through any appeals process and identifying appropriate channels. A student aggrieved by a decision may informally mediate his or her grievance. If mediation is unsuccessful, the student has the right to appeal that decision at a hearing before the President of New College. Information may be obtained by contacting the Office of Student Affairs, HCL 001.

For information on complaints regarding New College to external agencies, please see the section on Accreditation.

### **Residential Life**

Currently, 75 percent of New College's students live in the residence halls. First-year students are required to live on campus. The residency requirement insures that beginning college students can be part of the living-learning experience that is central to New College's mission. In the spring, upper level students are required to go through the room draw process. The process allows students to draw rooms both off- and on-campus. Not all students are granted their first choice. Non - residential students generally share houses and apartments near campus.

The College completed, in 2007, five new residential halls. Four of them provide apartment -style living for about 100 students, total. Each apartment offers common space, a full bathroom, a small kitchenette and 3-4 single bedrooms. A few studio singles are also available, mainly to offer more privacy and quiet for thesis students. These halls feature some beautiful architecture, including high timbered roofs with arched windows and an abundance of natural light. The fifth hall, The Rhoda Pritzker Residence Hall, provides housing for 90 students. It too provides apartments, full bathrooms, small kitchenettes and 4 single bedrooms. Residents share balconies, lounges, full kitchens and laundry facilities. The hall also features a third story, open-air lounge, and a central courtyard.

The cluster of residence halls, built around Palm Court near Hamilton Center, was designed by the internationally acclaimed I. M. Pei. Each room accommodates two or three students and is climate -controlled. All rooms have a private entrance and private bath. Supplementing the Pei- designed cluster is B -Dorm, which houses 32 students in traditional residential-hall style. Here, a more communal residential life develops around shared facilities.

Finally, the Dallas and Elizabeth Dort and the Ann and Alfred Goldstein Residence Halls provide apartment -style accommodation. Each apartment has four single bedrooms and two bathrooms that open to a shared living area and a partial kitchen. These two halls, constructed in 1998 and 1999, house 142 students.

Supporting Residential Life is a staff that includes the Director of Residential Life, three Residential Directors, the Coordinator of Residential Facilities, and 15-20 student Resident Assistants. Other student affairs staff members work in support of the residential life program.

### **Food Service**

The food service plan at New College combines the convenience and collegiality of the traditional college dining hall with opportunity for self-catering that allows students to pursue their own styles of cooking and dining. In Hamilton Center a full-service cafeteria provides brunch and dinner seven days a week. Cafeteria selections include a salad bar, and a vegetarian and vegan entree. A sub shop operated by the campus food service vendor complements the cafeteria hours. All students participate in at least a partial dining plan based on the cafeteria service.

Separate from the food service plan but also located on campus, the Four Winds Café is a student-run business that provides a wide variety of coffee drinks as well as tea, smoothies, bagel sandwiches, and other fare.

The Four Winds Café is a popular spot with students and staff alike, and occasionally hosts tutorials, poetry readings, and open-mic nights.

Many students choose to combine college dining with some self-catering. A fish market/restaurant is within walking distance of campus; supermarkets are within a mile-and-a-half radius. In addition, the cafeteria service offers access to ordering food and supplies from a variety of catalogues.

## **Student Activities**

Drawing on the "A & S" (Activity and Service) fees paid by all students with tuition, students organize and sponsor fine arts exhibits, plays, music performances, film series, an annual "semi-formal" dance, Palm Court Parties (a New College tradition), fitness courses, sports programs, and student publications. Adding to student-funded and student-initiated activities are programs sponsored by Student Affairs, such as volunteer and community activities, gender awareness events, field trips to support out-of-classroom experiences and Family Weekend. The President of the College and the academic divisions invite visiting scholars to campus and sponsor academic forums and community conferences. The Campus Ministry and the Gender and Diversity Center also contribute to activities on campus.

In sum, a variety of campus organizations, groups, individuals, and offices create a range of activities of surprising depth and breadth for a small college.

## **Recreation**

New College has impressive recreation facilities for a small liberal arts college. The campus has ample space for field sports, games, jogging, and cycling. Facilities include a 25-meter swimming pool, spa, large and professionally staffed indoor fitness center, lighted basketball and tennis courts, softball diamond, bike shop, fitness path, multipurpose playing field, and waterfront facilities for sailing, kayaking, fishing, and other outdoor adventures.

New College recreation offers the best of both worlds in that students are encouraged to come up with their own clubs, yet there is staff help available for the development of intramural and inter-collegiate athletic and other fitness and sports-related activities.

### **New College Student Organizations currently include:**

- Alliance for On-Campus Justice & Equality
- Amnesty International
- Basketball (Men's)
- Ben and Jerry's Devotional Society
- Best Buddies Colleges
- Brazilian Jiu-Jitsu Club
- Circle K / Volunteerism Club
- College Bowl
- Dance Tutorial
- Debate Club
- Fencing Club
- Flag Football Club
- FMLA (Feminist Majority Leadership Alliance)
- Food Not Bombs
- Golf Club
- German Club
- Governor's Opportunity Alliance (tutoring)
- Hispanic Achievers (tutoring)
- Jesus Club (Christian Fellowship)
- Keys to the Future (tutoring)
- Math Clinic
- Memoirs of Ibid: nonfiction literary magazine
- Multifaith Council
- Muslim Student Association
- New College Athletics Association
- New College Crew
- New College Democrats
- New College Greens Hillel
- New College Republicans
- Nice RAK (Random Acts of Kindness)
- Origami Club
- Organic Gardening
- Photography Club
- PRIDE
- Psychology Club
- Quidditch Club
- Racquetball Club

- SCUBA Club
- Soccer Club (Men's)
- Soccer Club (Women's)
- Swimming Club
- Tennis club
- Thespia
- Triathlon Club
- VOX: Voices for Planned Parenthood
- Ultimate Frisbee

If you don't see an organization in this list that suits you, we invite you to come and get it started.

### **New Student Information**

New students, including transfers, take part in an orientation program prior to the first week of classes in the fall semester. This familiarizes students with New College's unique academic environment and introduces them to faculty, staff, and returning students. A one -day orientation is held prior to the start of spring semester for students entering at mid-year.

### **Gender & Diversity Center**

Located in Hamilton Center, the [Gender & Diversity Center](#) provides programming and services to the campus focused on issues of tolerance, understanding, multi-culturalism, and gender related issues. The Resident Director of Diversity and Gender serves as the College's resource person for any student, faculty, or staff wishing to explore related issues and topics.

### **Counseling & Wellness Center**

The [Counseling and Wellness Center](#) offers a wide range of services to aid in student development and achieve both personal and academic success. The Center offers comprehensive, professionally-staffed programs including counseling services, health services, and disability services. The Counseling and Wellness Center strives to provide services related to the development of the whole person; emotional and physical well-being, as well as academic concerns. A Wellness philosophy is the foundation for all services and programs.

### **Counseling Services**

The Center provides confidential individual therapy to current students. Counseling is designed to address a wide variety of student concerns ranging from time management, personal development, and on-going mental health needs. The Center utilizes a consulting psychiatrist for medication management with active on-going clients, if warranted. In addition to individual therapy, the Center also offers couples counseling, crisis intervention, psycho -education groups and outreach programming. For more detailed information regarding the process of counseling services, please visit our website.

### **Health Services**

Health Services address a wide range of medical needs including primary care, referral, and educational services. A Physician or Physician Assistant is available Monday through Friday 1 PM to 5 PM during the fall and spring semesters. Standard office visits at the Counseling and Wellness Center are free. Specialized services such as gynecological visits and immunizations are also available at cost. For specific cost information or an appointment, call (941) 487-4254.

Students have the option to purchase health insurance through United Healthcare, and information can be found on-line or you can pick up a brochure at the Center.

### **Disability and Discrimination**

New College of Florida strives to afford people with disabilities equal opportunity and full participation in all aspects of College life. To that end, it is the policy of New College of Florida to provide equal admission opportunity to make reasonable accommodation to employ and admit the disabled, and assist disabled students in independent living and self- sufficiency as required by law.

The Office of Student Disability Services, located at the Counseling and Wellness Center, determines the disability status of, arranges accommodations for, and, in conjunction with staff and faculty, identifies successful strategies for disabled students. The Director can be contacted at the Counseling and Wellness Center. Success strategies and accommodations include but are not limited to, extended time on examinations, alternate formats for printed materials, and the services of interpreters.

Students with disabilities are eligible to apply for annual financial awards from the Johnson Scholarship Foundation.

### **Religious Life/Interfaith Activities**

New College of Florida, a public institution, does not endorse any religious affiliation or practice, and does not offer religious services or doctrinal instruction. However, religion occupies an important place in the lives of many New College students, and numerous local congregations and religious organizations welcome the participation and membership of New College students. Moreover, private organizations assist students in establishing relationships with local congregations, provide pastoral counseling, offer religious study groups, and conduct faith-based programs and activities. The Association for Campus Ministry, supported by local churches and denominational groups, provides a part-time campus minister. Hillel, supported by an independent board based in Tampa and Sarasota, operates from the Gender and Diversity Center.

### **Veterans Affairs**

Questions or concerns regarding VA educational benefits may be directed to the New College VA liaison in the Office of the registrar, at [records@ncf.edu](mailto:records@ncf.edu) or (941) 487-4230. All veterans, veterans' dependents, and active duty military personnel may request assistance with pre-admission counseling, pre-registration advising, and veterans' benefit resources.

### **Book Store**

The Campus Bookshop, operated by Barnes and Noble, carries textbooks and related educational materials as well as general supplies, stationery, casual clothing, and sundry items.

### **Mail Service**

The student mail service provides a mailbox in Hamilton Center for each New College student. Arrangements for package pick-up are available. Packages less than one pound can be mailed at the campus mailroom. Heavier packages can be mailed from the Tallevast Post Office, a few miles north and east of the airport.

### **Student Governance**

Students are the primary focus at New College, and every student has access to any member of the faculty and staff. But access alone does not insure an effective voice in governance. The student body has a governance structure that results in considerable student input into student life, while also insuring a student voice in academic affairs. The New College Student Alliance operates under its own constitution, and any student may call a Town Meeting to discuss issues of importance to the campus community.

Elected student representatives sit as voting members on the New College faculty and its constituent divisions (Humanities, Natural Sciences, and Social Sciences). Elected student representatives also serve on standing committees of the faculty, helping the faculty frame academic policies in such areas as admissions, curriculum, and library services. Moreover, all students are invited to comment on the strengths and weaknesses of professors; student input is a part of the formal record of performance on which the hiring, promotion, and retention of professors is based.

### **Community Conduct Procedures**

New College expects each student to act with maturity and to assume responsibility for individual actions. Within this context, students can develop individual life styles (consistent with established law and regulations), while respecting the rights and property of others. New College judicial procedures have been established in accordance with State of Florida regulations.

In their student government constitution and student code, New College students have formulated guidelines for self-regulation in disciplinary matters in concert with the Dean of Students. These measures aim toward constructive settlement of cases under dispute. The New College Student Court is recognized by, and under the review of, the Office of Student Affairs. Its proceedings respect the rights of the accused in the settlement of disputes.

In addition to the Student Court, there is a Campus Conduct/Mediation Board, composed of staff and students, which may hear cases that could result in suspension or expulsion from the College. Procedures for implementing the judicial board are outlined in the Code of Conduct. All in all, the aim is to encourage student participation and ownership in a framework that preserves College responsibility and authority.

## The Campus and Facilities

New College's home is a 118-acre bayfront campus, stretching from the intertidal shores of Sarasota Bay to the edge of the Sarasota-Bradenton airfield. There are three named sub-units of the campus - Palmer, Pei, and Caples. The College lies within a public educational, cultural, and historic district that includes the John and Mable Ringling Museum of Art and the Asolo Theatre, now part of Florida State University. The district's four Gilded Age Mansions, three on the campus and one on the museum grounds, are listed in the National Register of Historic Places. The campus mansions are in regular use as classrooms, offices, and reception areas.

The campus is also home to boldly modern buildings designed by I.M. Pei. These include a complex of student residences, a cafeteria and student center, and classrooms/offices.

Most first-year students live in the Pei-designed residences which border a large quadrangle planted with stately royal palms and is a popular gathering spot for New College students. Dort and Goldstein Residence Halls are connected to the Pei dorms by a walkway lined with Washingtonia Palms.

The College completed, in 2007, five new residential halls. Four of them provide apartment -style living for about 100 students. These halls feature some beautiful architecture, including high timbered roofs with arched windows and an abundance of natural light. The fifth hall, The Rhoda Pritzker Residence Hall, provides housing for 90 students. The hall features a third story, open-air lounge, and a central courtyard.

The Harry Sudakoff Lecture and Conference Center and the Jane Bancroft Cook Library were added to the campus in the 1980's. The flexible plan of Sudakoff Center allows its 600 -seat auditorium to be subdivided into meeting rooms for groups of 50 to 400. A pedestrian bridge between Sudakoff Center and Cook Library spans the highway that bisects the campus. As a group, the bridge, Sudakoff Center, and Cook Library harmonize I.M. Pei's modernist buildings to the east with the traditional estate architecture on the campus bayfront. A professionally-managed indoor fitness center with racquetball courts, Nautilus room, dance/exercise room, and lockers is the centerpiece of a campus recreation area that includes lighted tennis and basketball courts, a 25-meter swimming pool, a whirlpool, and a multipurpose playing field (softball, soccer, Frisbee, etc). The Caples bayfront (lying south of the Ringling Museum) provides launching for canoes and small sailboats, available on a checkout basis.

Since 1993, the campus has seen the construction of a comprehensive music and art quadrangle at Caples, the R.V. Heiser Natural Sciences Complex, and the Rhoda and Jack Pritzker Marine Biology Research Center.

New College and USF Sarasota-Manatee share some campus facilities and services. Only New College students reside on campus.

### Academic Center and Plaza

New College completed construction in 2011 on an \$11 million signature Academic Center and Plaza that boldly announces the entrance to the state's honors college for the arts and sciences. The new building and its spacious interior plaza form the cornerstone of the College's Campus Master Plan and the building has attained LEED gold certification.

Located immediately north of the Jane Bancroft Cook Library, the 35,000 square-foot facility is home to the Division of Humanities. It also houses faculty offices, classrooms, computer labs and a small student lounge. The Center, together with a large plaza connecting it with Cook Library, has become the campus hub, the natural meeting point throughout the week for students, faculty and staff. Its location enables the College to maximize the benefits associated with the organizational and technological changes occurring at the library under the direction of its Dean, Dr. Brian Doherty.

### The Jane Bancroft Cook Library

The Jane Bancroft Cook Library, completed in 1986 and honored by the American Institute of Architects for its outstanding design, is central to the academic life of New College of Florida. Its diverse resources, congenial atmosphere, and distinguished collections and programs have all been structured to foster independent work. The Cook Library collections contain several hundred thousand items while access to over 10 million items through the State University Libraries system is available to students, faculty and staff. A research-level e-resource collection of books, journals, and databases is accessible via the Library website. Most print materials are arranged by Library of Congress classification in an open stack format making materials readily accessible to users. An online catalog and discovery tool of the holdings of the State University System of Florida libraries enables users to borrow materials directly from other SUS libraries. The library offers both traditional and electronic reserve services to students.

Cook Library receives many daily and weekly local, national, and international print and electronic newspapers. The library has numerous current subscriptions to scholarly journals in print and electronic format. Internet access is provided through multiple computer workstations and through wireless connection. Remote access to all electronic resources is available to currently enrolled students, faculty, and staff. Librarians offer extensive instruction to students, both individually and in-group settings, to assist them in learning to navigate the extensive resources that are available. Online Research Guides assist in the location of available reference tools. Librarians are available to assist students, faculty and staff with library resources. To "Meet the Librarians" go to <http://libguides.ncf.edu/meetlibrarians>.

Seating adequate to accommodate in excess of 500 persons is available in Cook Library. These areas include a variety of settings such as lounges, display areas, and research carrels. The Helen N. Fagin Holocaust Collection, a special collection of Holocaust and genocide materials, is located on the first floor of the library, while the Keating Special Collections Room is located on the second floor. The College Archives are housed in the Library with many items available online through the digital repository. Two group study rooms and the Thesis Room are also on the first floor of Cook Library along with other designated areas for individual and collaborative study. The Library also houses a microfilm/microfiche collection and a reader with the ability to save images to a USB drive is available for use. There are card-operated printers and photocopiers available on the first floor. A machine for the visually impaired is available on the first floor as well.

The Writing Resource Center, Educational Technology Services, Language Resource Center/Study Abroad, and the Quantitative Resource Center are located in the Academic Resource Center on the first floor of Cook Library.

Cook Library staff welcomes the opportunity to serve students at every level of their research need and education process

### **Information Technologies**

The Office of Information Technologies (IT) exists to provide excellent customer service to New College of Florida. This includes, but is not limited to: campus data and voice networks, whether wired or wireless; local and hosted applications, whether on campus or off-campus; internet and intranet; classroom, administrative, and dormitory technology; and media and multimedia services. Our constituents include staff, faculty, students and alumni. Different services are offered to each group and we strive to provide each with timely, complete solutions. The office provides strategic direction, vision and leadership for all Information Technology affecting New College of Florida.

IT provides free Internet access and email accounts to all on-campus students. Each residence hall room has campus network access. IT also provides training to the campus community. Our software services range from word processing, spreadsheet and database applications to full Internet access.

The Information Technologies Open Use Laboratory is located on the first floor of the library in the Academic Resource Center. The Help Desk office is located in PMA 129.

### **Services Offered by Information Technologies**

**Assistance:** If you need assistance with a computer, you can enter your request on our help desk system or you can send an email to [itsupport@ncf.edu](mailto:itsupport@ncf.edu). Responses will be sent directly back to your email account.

**Computer Access:** The Open Use computer lab (LBR 223) is available for all currently enrolled students, staff and faculty. Microsoft Office, Internet browsers, and other appropriate applications are available on these computers. You can consult the listing of lab hours located on our website for details on availability.

**Email Accounts:** Email Accounts are available for all faculty, staff, and currently enrolled students. Faculty and staff accounts will be requested by the department or division office manager. Student can apply on line for there accounts through NewCLEIS.

**Mailman List Serv:** A mailing list is simply a list of addresses to which a given communication is being sent. In the case of an electronic mailing list like Mailman, we use a list of email addresses from people interested in hearing about or discussing a given topic.

**MyNCF:** The New College of Florida Campus Portal. MyNCF, gives you access to online services including your e-mail, course registration through NewCLEIS, a calendar system, College announcements, Banner, a course collaboration tool, etc.

**Personal Web Pages:** Faculty, staff and currently enrolled students can have their own personal website on our server. For students, all the information you need to get and maintain a personal student website is available on the student web server page. Please remember that you are responsible for any information published on your web page.

## **Application Support and Development (Banner Group)**

The IT Application Support and Development Group provide a full suite of administrative applications for staff, students and faculty. These application tools provide business office functions for general accounting, purchasing, accounts payable, budgeting, accounts receivable, parking, HR, payroll as well as student administrative needs for admissions, housing, financial aid, registration, scheduling, billing and evaluation. A number of automated interfaces also have been developed and implemented to enable New College to leverage the most effective and efficient means to transmit and receive information critical to processing campus wide transactions and reporting.

## **Computing Facilities**

The Open Use Computer Laboratory is open daily (except for official College holidays) and contains ten computers and networked to "pay for print" laser printers. All computers are linked to the Internet, are running Windows, and have Microsoft Office installed along with a variety of software used on campus. All residence hall rooms have access to the campus network and the Internet through a 100MB Ethernet network.

The New College student government provides a Macintosh equipped lab located in HCL 6, staffed by a Teaching Assistant. Sophisticated applications software, printing, desktop publishing and advanced digital video equipment are available in the lab. This lab is operated by students for students, in response to student-expressed needs and preferences.

## **Humanities Facilities**

The Mildred Sainer Music and Arts Pavilion, also known as the Caples Fine Arts Complex, is comprised of buildings and spaces dedicated to the study of art, music, and theater. Sainer Auditorium (257 seats plus 3 wheelchair positions) is suitable for chamber music recitals, lectures and small dramatic productions, and houses a 7-foot Steinway B grand piano. The lobby doubles as a reception area and a space for art exhibits. The Christiane Felsmann Fine Arts Building features studio space for faculty and advanced art students, and a printmaking studio/arts lab, which includes eight Macintosh computers and peripherals that support the art and music programs. The Betty Isermann Fine Arts Building provides gallery space for the display of work by New College students alongside work of the artist for whom the building is named, Betty Isermann. The Isermann Building also includes a drawing and a painting studio, and a small seminar room for slide lectures and discussions. The Sculpture Building features woodworking and welding facilities, a four-foot high kiln, a tool room, an outdoor slab, and a sculpture studio with a 21-foot ceiling. Practice rooms, classrooms, and storage space for students' instruments can be found in the Lota Mundy Music Building, which also makes available three Kawai upright and two Kawai grand pianos to students for practice. These buildings enclose a large grassy area that can serve as a unique teaching space, as well as an outdoor exhibition space. A small outdoor stage constructed in back of Sainer Auditorium provides an additional place for informal gatherings, class meetings, practice, concerts, lectures, or theatrical performances. Students are required to get permission from a faculty member to use these facilities after hours.

In 2010, a 1,820 square-foot black box theater was constructed in Hamilton Center to support student and college-based performances and instructional offerings in theater and dance.

## **Natural Sciences Facilities**

The Natural Sciences Division is housed in the 34,000 square foot Heiser Natural Sciences Complex, which was completed in 2000. The Heiser Natural Sciences Complex consists of the William G. Selby and Marie Selby Building for Biology and Chemistry, the Paul H. Hanson Building for Mathematics and Physics, and the Soo Bong Chae Memorial Auditorium. The Selby and Hanson buildings were designed to enhance the close collaboration between teacher-scholars and undergraduate student-scholars crucial to the mission of New College. They contain 20 well-equipped research and teaching laboratories, including a 15-station computer laboratory and instrument rooms. Research and teaching laboratory spaces are either combined or directly connected by doorways, and faculty offices in the laboratory sciences have windows with views into the laboratories, closely connecting faculty with student work at all times. A highlighted feature is the 24-station chemistry teaching laboratory with twelve transparent fume hoods. Situated at the vertex of the complex, the Soo Bong Chae Memorial Auditorium is a multi-media lecture and demonstration space with three tiers of seating for nearly 90 participants. In keeping with the New College policy of actively engaging students in research projects, research education is emphasized, and students learn to use instruments early in their program. Highly sophisticated equipment is available to research students in biology, chemistry, biochemistry, mathematics and physics.

## **Biology**

The biology laboratories are equipped with a variety of microscopes including research-grade analytical light microscopes, a fluorescence microscope, and a scanning electron microscope, to offer an unusually rich experience. In addition, the biology laboratories have a photographic darkroom, incubators for culturing organisms and testing animal behavior, controlled



temperature chambers, digital imaging computers, and analytical instrumentation including an HPLC. A new program in toxicology gives students the opportunity to combine interests in chemistry and biology. A greenhouse and a herbarium of regional plants are available. Students interested in field ecology have access to a variety of sampling equipment including secchi discs, DO meters, nephelometers, salinometer/conductivity meters, Nansen bottles and nets.

In both biology and biochemistry laboratories, extensive equipment is available for molecular biology projects. Equipment for analyzing DNA, RNA, and proteins includes vertical (large and small) and horizontal gel boxes for electrophoresis, high voltage power supplies, western transfer boxes, and automatic pipetters. Temperature cyclers for performing the polymerase chain reaction (PCR), as well as a laminar flow hood for eukaryotic cell culture, are also available. A real-time PCR instrument for quantitative gene expression analysis and genetic variation detection was recently purchased with a grant from the National Science Foundation.

The Jack and Rhoda Pritzker Marine Biology Research Center (PMBRC) provides aquaria and holding facilities for marine organisms, laboratories, and tools that facilitate scientific experimentation. Seawater is pumped from Sarasota Bay, then preconditioned and treated prior to entering research aquaria. The Living Ecosystem Teaching and Research Aquarium includes five medium-sized aquaria, one large aquarium, and a single shallow tank. Each aquarium features a different captive ecosystem. Included are bay shore and local water ecosystems, and a diversity of near shore systems from non-local tropical to temperate regions. Cameras have been installed in the large aquarium and the medium live coral aquarium and send images to a streaming video server. This allows sharing of data on the web and permits detailed analysis of animal behavior in the tanks. Another camera in the invertebrate tank will be equipped with infrared capabilities for observations in near dark conditions, for expanded research opportunities. Faculty research laboratories, student research laboratories, and ground level tanks provide holding and culture facilities for maintaining organisms (both fish and marine invertebrates) for research and research education. The PMBRC's classroom contains a "wet" section with holding tanks and shallow sea tables. The sea tables are well suited to handling and observing small marine organisms. We have recently acquired a new stereomicroscope with pixel shift technology to produce high resolution images. We have recently acquired a new stereomicroscope with pixel shift technology to produce high resolution images.

## **Chemistry**

Chemistry laboratories provide excellent research and teaching facilities for chemical synthesis, separation and structure determination, and for a variety of studies of structure, bonding and reactivity. Specialized glassware, photochemical apparatus, and glove boxes for work in controlled atmospheres allow many different synthetic methods to be used. A spin-coater is available for constructing ultra-thin organic films down to a fraction of a nanometer. Gas and high-pressure liquid chromatography are available for separations, and structure determination can be carried out by use of nuclear magnetic resonance, infrared, ultraviolet-visible spectroscopy, and mass spectrometry. In addition to the recently upgraded 60 MHz nuclear magnetic resonance spectrometer used in the introductory labs, there is a research grade 250 MHz nuclear magnetic resonance spectrometer. A sensitive, new gas chromatograph – mass spectrometer was purchased with a grant from the EPA.

A research-grade electrochemical apparatus allows study of fast electrochemical reactions, and chemical kinetics can be studied using computer-controlled ultraviolet-visible spectrophotometers. Three Fourier transform infrared spectrophotometers are used for teaching and research as well as for characterization of inorganic and organic molecules and for experiments in physical chemistry.

The physical chemistry laboratory is also equipped with tools for modern surface characterization techniques, which include a state-of-the-art dynamic surface tensiometer, a single wavelength ellipsometer, and a static tensiometer. Most of the more specialized instruments for teaching and research are computer-controlled through LabView. Our PTI fluorescence research instrument is the most sensitive bench-top fluorometer available and is used in the physical chemistry laboratory for energy transfer and kinetics studies.

## **Mathematics**

The mathematics program at New College has built a strong sense of community, resting in part on the existence of a place for faculty and students to gather and do mathematics—the Math Reading Room. This large seminar/study room is used for an active schedule of seminars, presentations, workshops, problem sessions, tutoring, and discussions. This stimulating interaction is highly valued by students, and contributes greatly to their growth and development in mathematics. The Math Reading Room is equipped with a computer that supports many different types of software (Mathematica, Maple, Illustrator, and others) and provides Internet access. Beginning and advanced laboratories are equipped with a variety of microcomputers, with additional workspace for upper-level students. Recent additions in the areas of computational science and applied mathematics complement the theoretical areas of algebra, geometry, topology, analysis, and theoretical computer science, allowing the faculty to offer a variety of courses and tutorials to challenge students with different backgrounds.

## **Physics**

The physics program has space for laboratory work at all levels, including a specially equipped laser lab with vibration-sensitive equipment mounted on Newport pneumatic isolation tables. In addition, the physics program contains a computer lab as part of its dedicated introductory lab, allowing access to software such as Maple.

The physics labs are equipped to support full semester courses in Introductory Lab (2 semesters), Modern Physics Lab, Electronics Lab, and Optics Lab. The introductory physics lab is fully computerized to allow interfacing of equipment to computers, and instant analysis and display of results. Beyond the regular course level, there are laboratories for doing advanced projects. These include measuring the speed of light with a rotating mirror apparatus, measuring the strength of gravity with a Cavendish setup, studying crystal structure with X-rays, making electronic measurements on semiconductors, performing optical experiments with lasers, doing precision optical interferometry, analyzing acoustical signals with a spectrum analyzer, making nuclear counts with a multichannel analyzer, and measuring optical spectra with a UV-VIS miniature fiber optic apparatus. Physics has two computer-controlled optical telescopes, a Meade 10.5" LX200, and a Meade 127ED 5" refractor.

At the research level, the labs have a Quesant Q-scope 250 Atomic Force Microscope, a micro-Raman spectrometer, an X Ray diffractometer, an X ray fluorescence spectrometer, a micro-spectrophotometer, a Q switched Nd:YAG laser with second and fourth harmonic emission, lock-in amplifiers, an FFT signal analyzer, a motorized micropositioning stage and pyroelectric energy meter, a 1000X LOMO Multiscope optical microscope with a trinocular head and attached Nikon digital camera, and a spin-coating apparatus for thin film preparation.

### **Social Sciences Facilities**

The Social Science Research Laboratory (SSRL) is a resource dedicated to aiding advanced and thesis students in the Social Sciences with empirical data analyses and research design. It is staffed by a part-time director. The SSRL is available to Social Science AOC students needing resources to do research and to work on their theses. The facility, located in the newly constructed Academic Center, has seven computers (6 PCs and 1 Macintosh) and a laser printer all of which are connected to the campus network and the Internet. Software available includes Microsoft Office, Adobe Creative Suite, Maple, SAS, SPSS, EViews, Stata, R, HypeResearch, NVivo and MicroCase ExploreIt. As a member of the Inter-University Consortium for Political and Social Research, access to over 500,000 on-line databases is available.

The Hal C. Ball Anthropology Laboratory and Seminar room houses a 2,000-volume library on Mesoamerican anthropology. It also contains a collection of anthropology texts and manuals, a series of hominid and primate skulls, a slide collection, an oral history archive, audio-visual and photographic equipment, and a computer workstation for student use.

The New College Public Archaeology Lab (NCPAL) serves to facilitate student learning in archaeological methods and techniques by providing workspace for student projects. NCPAL features laboratory space for processing and interpreting artifacts, an office for archaeological site reports and geographic information systems, and storage space for excavated finds. The Lab will facilitate faculty and student research on local history and regional heritage.

## **Admission to New College**

### **Mission**

In keeping with our mission to provide a liberal arts education of the highest quality in the context of a small, residential public honors college, enrollment at New College is limited by space available. We practice selective admission, seeking those students who are able and eager to take responsibility for their own education, and who will benefit from the College's demanding academic program and flexible curriculum. In addition to meeting the basic qualifications for admission into the State University System of Florida, successful applicants should demonstrate evidence of the following:

1. intellectual potential
2. strong academic preparation
3. self-motivation
4. initiative
5. tenacity
6. curiosity

7. concern for others
8. above average ability, academic motivation, and self-discipline

New College encourages applications from all qualified applicants, and does not discriminate in admission decisions on the basis of race, color, religion, age, disability, gender, marital status, national origin, or veteran status.

### **Admission Factors**

To fulfill enrollment goals as set forth by the President and the Board of Trustees, and in keeping with the resources and philosophy of the College, the Dean of Enrollment Services limits the number of students who will be selected. Satisfaction of minimum State University System admission requirements does not guarantee acceptance; preference for admission is given to applicants who demonstrate great academic promise.

The Dean selects students on the basis of a broad range of factors, including the following:

- pattern of courses completed
- grades
- writing
- standardized exam scores
- class rank
- educational objectives
- past conduct
- letter(s) of recommendation
- family education background
- socioeconomic status
- family obligation
- extracurricular involvement

The Dean considers each application as objectively as possible, to determine whether applicants demonstrate the academic ability, creativity, and/or talent for success in the College's academic program, as well as the potential for positive contribution to the College community.

The Dean may consider an applicant's demonstrated interest in attending New College and allocation of limited guaranteed scholarship resources as criteria for admission to New College.

### **Part-Time Students**

The College does not accept applications from students who seek part-time study. All New College students enroll as full-time degree-seeking students.

### **Students Who Have Earned a Bachelor's Degree or Other Postsecondary Degree**

The College does not accept applications from students who would already hold the bachelor's degree, another four-year degree, or the master's or other advanced degree by the time of enrollment.

### **Admissions Counselor Assignment**

Each student is assigned to an admissions counselor, and is strongly encouraged to stay in touch with that person for additional information on the College, and for advice on how to present the strongest application possible. For admissions counselor contact information, go to [ncf.edu/admissions](http://ncf.edu/admissions), or contact the Office of Admissions and Financial Aid at [admissions@ncf.edu](mailto:admissions@ncf.edu) or (941) 487-5000.

### **Admission Deadlines and Decision Notification Dates**

All application file materials must be postmarked or electronically submitted by the deadline, and received by our office not more than 10 days later. Click [here](#) for the current Class Admission Cycle Deadlines.

The College reserves the right to close the class earlier than the date(s) specified if enrollment goals have already been met.

Click [here](#) for more information on admission deadlines and decision notification dates.

### **Applying Online**

The Office of Admissions and Financial Aid requires that students apply online, using the Common Application available at [www.commonapp.org](http://www.commonapp.org).

### **Application Parts**

**Common Application with essay and \$30 application fee:** Any student for whom the application fee presents a financial hardship is invited to submit a fee waiver request through the Common Application. New College will also accept a NACAC application fee waiver request (approved and signed by the school counselor) or an ECO or College Board application fee waiver request. A transfer applicant who is Pell-eligible may request a waiver of the application fee.

**Transcript(s):** Transcripts must be sent directly to the Office of Admissions and Financial Aid by each school for all work attempted in secondary or postsecondary school, whether or not credit was earned. Failure to provide this information may result in denial or revocation of an offer of admission. Students who seek to enroll without graduation from a regionally accredited secondary school program may be requested to provide curriculum information in addition to their transcripts. Students who completed high school by GED must file an official transcript of GED test scores and an official high school transcript of all work attempted. Transfer applicants earning the AA degree from a Florida State College System institution may request to have the high school transcript requirement waived unless the transcript documents the foreign language entry requirement.

**Standardized Test Results (SAT Reasoning Test or ACT with Writing):** Either exam is acceptable. Official SAT results should be sent to institution #5506. Official ACT with writing results should be sent to institution #0750. Any student for whom a test registration fee presents a financial hardship may wish to review SAT fee waiver information or ACT fee waiver information. Transfer applicants earning the AA degree from a Florida College System institution should request to have the exam requirement waived.

**Recommendation:** The recommendation should be sent via the Common Application or sent directly to the Office of Admissions and Financial Aid by the academic instructor, guidance counselor, or academic or PTK advisor. Substitutions should be approved by a member of the Admissions Committee.

**Additional Detail:** It is the responsibility of the individual to notify the Office of Admissions and Financial Aid of any new information or changes to information reported in the application (e.g., regarding contact information, school enrollment, course work, and/or conduct). An individual whose admission application materials, residency affidavit, or supplemental document(s) contain false, fraudulent, or incomplete statements may be subject to disciplinary action; this may include denial of admission, suspension of registration, invalidation of college credit, invalidation of degree, dismissal from New College, or other disciplinary action.

### **International Documents and Testing**

Applicants should take account of possible international mail delays to ensure that their materials arrive in time for deadlines. In addition to the items listed above, applicants from school systems abroad and all international applicants (students who are not US Citizens or Permanent Resident Aliens of the United States) should review the list of documents below for any additional requirements to complete the admission application file for review, and contact the Office of Admissions and Financial Aid regarding any request to waive materials that may not be necessary.

**Translation:** Documentation of secondary-level and any college or university-level studies presented in any language other

than English must be accompanied by a professional, certified English translation.

**Evaluation:** Documentation of secondary-level and any college or university-level studies that do not have US accreditation must be evaluated (course -by-course with grade and credit equivalents) by a NACES-member service such as [www.jsilny.com](http://www.jsilny.com) or [www.wes.org](http://www.wes.org). Translations and evaluations supplement, but do not replace, the original documents. **TOEFL Score:** Any international student who is a non-native speaker of English should arrange to submit an official score report from the TOEFL (Test of English as a Foreign Language). The TOEFL score must be no more than two years old and sent to institution #5506. The minimum TOEFL score required for admission to New College is 560 (paper test), or 83 (Internet-based test). If the TOEFL is not available, the College will accept a minimum score of 6.5 on the IELTS (International English Language Testing System) exam as a substitute; the IELTS score must be no more than two years old. Scores must be sent directly to the Office of Admissions and Financial Aid by the testing service. For more information see homepages [www.toefl.org](http://www.toefl.org) and [www.IELTS.org](http://www.IELTS.org).

**Any Additional Examination Results:** Results from any external secondary school exams, such as A -Levels, CXCs, etc., must be sent to the Office of Admissions and Financial Aid by the exam council. These official exam results may also be required by the NACES-member service that the student pays to evaluate educational credentials for the application.

**New College of Florida Financial Statement for International Students Seeking the F-1 Student Visa:** The Office of Admissions and Financial Aid will send this form to admitted international students no earlier than six months prior to the term of entry. International students are required to prove their ability to cover (after any assigned scholarship funding they may be offered) all educational and living expenses, and the required international student medical insurance coverage. Most international students are not eligible for need-based financial aid, and some categories of scholarship funding are not available to international students.

### **Minimum Admission Requirements for Florida's Public University System**

**Satisfaction of minimum State University System requirements does not guarantee acceptance.** The Florida State University System admission requirements (and updates to these) are listed in the Florida Counseling for Future Education Handbook. At [www.flvc.org](http://www.flvc.org), click on "Advising Manuals" and then on "Counseling for Future Education Handbook."

**High School Graduation and Course Requirements:** To be eligible to enroll, freshmen and lower-level transfers will need to have earned a standard high school diploma from a Florida public or regionally accredited high school or the equivalent, e.g., GED plus 2 years of formal study of the same foreign language while in high school. Students completing a home education program according to section 1002.41, Florida Statutes, meet this minimum admission requirement; however, we may require additional documentation to verify eligibility for home education students. Students admitted under early admission in accordance with college policy are exempted from this requirement during the time they are still classified as early admission students.

For students who entered high school as of July 1, 2007 or later, the high school record should include the following 18 units of college preparatory (core academic) course work:

- 4 years of English (3 of which must have included substantial writing requirements)
- 4 years of mathematics (Algebra I and higher)\*
- 3 years of science (including 2 years with substantial lab requirements)
- 3 years of social science
- 2 years of the same foreign language, or of American Sign Language
- 2 years of additional academic electives/credits\*

*\*For students who entered high school prior to July 1, 2007, 3 years of college preparatory (core academic) mathematics (Algebra I and higher) and 3 years of additional academic electives are required. Details on academic electives/credits are posted in the "Counseling for Future Education Handbook" (at [www.flvc.org](http://www.flvc.org), click on "Advising Manuals" and then on "Counseling for Future Education Handbook.")*

*\*For students who entered high school prior to July 1, 2007, 3 years of college preparatory (core academic) mathematics (Algebra I and higher) and 3 years of additional academic electives are required. Details on academic electives/credits are posted in the "Counseling for Future Education Handbook".*

**Minimum Performance Standards:** To be eligible to enroll, freshmen and lower-level transfers must meet the standards of one of these three SUS admission requirements:

1. GPA with a Score: 3.0 weighted high school GPA. SAT or ACT required, no minimum score with this GPA.
2. Talented Twenty with a Score: Graduating in the top 20% of a Florida public high school class and an SAT or ACT (no minimum).
3. GPA and Required Cut Score: 2.5 - 2.99 weighted high school GPA. Lowest scores permitted with GPA in this range:
  - SAT – Critical Reading  $\geq 460$  or ACT – Reading  $\geq 19$ , AND
  - SAT – Mathematics  $\geq 460$  or ACT – Mathematics  $\geq 19$ , AND
  - SAT – Writing  $\geq 440$  or ACT – English/Writing  $\geq 18$ .

Students who entered high school prior to July 1, 2007 may be considered as meeting SUS minimum requirements with the 18 core units but only 3 units of core academic mathematics, and if they meet these criteria:

1. GPA with a Score: 3.0 weighted high school GPA (as calculated by NCF). SAT or ACT required, but no minimum score with this GPA.
2. Talented Twenty with a Score: Graduating in the top 20% of a Florida public high school class and SAT or ACT (no minimum score).
3. SUS Sliding Scale: Meeting the SUS sliding scale minimum for corresponding high school GPA + scores. SAT= highest scores on Critical Reading+ Math+Writing. ACT=highest official composite score.

### **Home Education or Other Non-Traditional High School Program**

A student applying for admission who has participated in home education or other non-traditional high school program must present credentials determined to be equivalent to those already described. We may require additional documentation to verify eligibility for home education or non -traditional program students.

A student completing high school using a system other than Carnegie units must meet one of these four score minimums:

- 21 ACT composite
- 1010 on the SAT I
- 1010 on the SAT Reasoning Test Critical Reading + Math portions
- 1450 combined score on the SAT Reasoning Test

### **Transfer Applicants**

To be eligible to enroll, all transfer students must have a cumulative college GPA of at least 2.0 on a 4.0 system (on all college -level academic courses attempted), be in good standing, and be eligible to return as a degree-seeking student to the postsecondary school most recently attended.

### **Upper-Level Transfer Applicants**

Upper-level transfers are students who will have earned the AA from a Florida College System institution by the time of enrollment at New College (with the exception of dual enrollment students, as noted below). They are not required to submit SAT or ACT scores, and will only be required to submit the high school transcript if it documents the foreign language entry requirement.

Although completion of a Florida College System institution AA degree guarantees admission eligibility to at least one member institution of Florida's State University System, it does not guarantee admission to all programs or all member institutions. New College and some limited access SUS degree programs, due to design and/or limited size, have admission requirements

that are more selective than those of the general State University System.

### **Dual Enrollment Students**

A high school student who is enrolled in college courses should apply for admission as a freshman (first-time-in-college) candidate, unless planning to enroll in college credit course work during the summer after high school graduation and prior to the term of enrollment sought at New College. This holds true even for students earning the associate's degree concurrently with graduating high school. Note: this will not adversely affect transfer credit.

### **Applicants Who Do Not Meet Minimum Requirements**

The College will consider for admission an applicant who does not fully meet minimum admission requirements, but who has special attributes, special talents, or unique circumstances that may contribute to a representative and diverse student body.

These factors may include socioeconomic status, family education background, and family obligations. The Dean of Enrollment Services may admit the student if it is determined that the applicant can reasonably be expected to do satisfactory work at New College of Florida.

### **Conduct**

The College may refuse to admit or enroll a student whose record shows previous conduct not in the best interest of the College community. Review of misconduct may be done by the Dean of Enrollment Services (or the Dean's designee) or, in more serious cases, by the Student Affairs Judicial Coordinator.

### **Early Admission**

New College of Florida provides an early admission program for mature high school students to enter the College prior to graduation from high school. Applicants for early admission are evaluated on an individual basis and must demonstrate strong capability for academic work based on the high school record, writing sample, college entrance exam scores and recommendation(s).

### **Disability Accommodation**

In the case of applicants with disabilities, the College will grant reasonable substitution or modification of any admission requirement pursuant to Florida Board of Governors Regulation 6.018 where the Dean of Enrollment Services determines, based on evidence submitted by the applicant and through consultation with the College's Disabilities Services Coordinator, that the failure of the applicant to meet the requirement is due to his or her disability, and does not constitute a fundamental alteration in the nature of the College's academic program.

New College will consider this information within the following guidelines: (1) documentation regarding the disability will need to be provided on a voluntary basis, (2) all information will be kept confidential, (3) refusal to provide information will not subject the applicant to adverse treatment, and (4) information will only be used in conjunction with the College's voluntary efforts to overcome the effects of conditions that may have resulted in limited participation of persons with disabilities.

An applicant considering a request for special consideration for admission on the basis of a disability is encouraged to contact the Disabilities Services Coordinator to discuss documentation options for the admission process, and disabilities support services of the College. Contact (941) 487-4254 or [disabilitysvc@ncf.edu](mailto:disabilitysvc@ncf.edu).

### **Appeals by Denied Applicants**

Denied applicants may appeal the decision with a written petition. It is the responsibility of the applicant to identify the type of appeal requested (Conduct, Disability, or Other), and to ensure that any supporting materials (e.g., updated transcripts) are received by the Office of Admissions and Financial Aid by the deadline given.

**Conduct:** Applicants denied admission on the basis of previous misconduct may appeal with a letter addressed to the Dean of Enrollment Services, to be forwarded for review by the Dean of Students.

**Disability:** The President of New College of Florida will review the petition of any denied applicant appealing the Committee's decision regarding substitution or modification of an admission requirement on the basis of a disability; the President's decision on appeal shall constitute the College's final decision.

**Other:** The Provost of New College will review the petitions of all other denied applicants. The request must indicate extenuating circumstances and/or appropriate alternative evidence of academic ability and achievement, motivation, and responsibility, indicating potential for success at New College. (A petition that is denied by the Provost may be further appealed for review by the Academic Administrative Council; this second petition must be received by the Office of Admissions and Financial Aid within 6 days of the decision on the initial appeal.)

Admission Cycle	Deadline for Receipt of Appeal Petition and Supporting Material	Projected Decision Date
Fall 2014	May 23, 2014 (initial denial) June 25, 2014 (denial from Wait List)	July 9, 2014
Spring 2015	January X, 2015	January XX, 2015

### **Residency for Tuition Purposes**

The Office of Admissions and Financial Aid determines the initial residency classification for tuition purposes for each student, prior to enrollment.

### **Pre-Enrollment Tuition Deposit**

To accept the offer of admission, New College requires a \$200 tuition deposit by the deadline given in the letter of acceptance, unless an extension is approved by the Dean of Enrollment Services. If the deposit requirement poses a financial hardship, the student may request an exemption form for approval by the Director of Operations.

### **Retaining an Offer of Admission**

All offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school.

An offer of admission may be withdrawn or enrollment may be denied if any of the following apply:

- Final official transcripts were not received by the Office of Admissions and Financial Aid in a timely manner.
- Final official transcripts received did not document that the student successfully completed all courses previously reported by the student or school as planned or in progress.
- The student's GPA has fallen below an acceptable minimum for the State University System.
- New information has been received, regarding conduct of the student that may not be in the best interest of the community.
- An individual whose admission application materials, residency affidavit, or supplemental document(s) contain false, fraudulent, or incomplete statements may be subject to disciplinary action, which may include denial of admission, suspension of registration, invalidation of college credit, invalidation of degree, dismissal from the College, or other disciplinary action.

### **Immunization Requirements for Enrollment**

Each student is required to fill out and sign our Immunization Health History Form and provide with it documentation of immunity to the Measles, Mumps and Rubella (MMR) prior to registration. The form also includes information concerning Meningococcal meningitis and Hepatitis B vaccines. Students may choose either to provide documentation of immunity or to waive one or both of these vaccines on the form [BOG 6.007]. If a student waives a vaccine it is with the understanding that should an outbreak of the disease occur on our campus they will be asked to leave our campus until the outbreak is over. Immunization documentation should be submitted as soon as possible to avoid denial or cancellation of registration [BOG 6.001(9)].



## **Transfer Credit Policy**

The amount and types of college course work accepted toward the degree are outlined in the College's [transfer credit policy](#). To discuss transfer credit, contact the Office of Admissions and Financial Aid by email at [admissions@ncf.edu](mailto:admissions@ncf.edu), by phone at (941) 487-5000 or by mail at 5805 Bay Shore Road, Sarasota FL 34243-2109.

## **Placement**

Faculty decide all course placement. Once enrolled, the student should meet regularly with his or her faculty contract sponsor to negotiate the types of courses, tutorials, and projects to be pursued, in preparation for filing the Area of Concentration form in the fifth semester. Students seeking to finish their graduation requirements by the end of the seventh semester contract may choose to file the Thesis Prospectus in the fifth semester, to provide time for two full semesters of thesis work. Faculty normally conduct the baccalaureate exam in the final semester.

## **Evaluation of Transfer Credit toward the Bachelor's Degree**

Prior to a prospective student's admission decision or enrollment at the College, the Office of Admissions and Financial Aid may provide an unofficial preliminary transfer credit projection. For official award of transfer credit to an enrolling student, New College of Florida needs a final official transcript from each previous institution. (Grade reports and unofficial transcripts are not acceptable for this purpose.) All previous institutions should send final official transcripts directly to the New College of Florida Office of Admissions and Financial Aid.

Transfer credit for an enrolling student will be awarded in time toward the New College degree. The maximum credit possible for a student who enters New College of Florida with a Florida College System Associate in Arts (AA) degree is 3 semester contracts, 1 Independent Study Project, and 15 units (60 semester credit hour equivalents). The maximum credit possible for other transfer students is 3 semester contracts, 1 Independent Study Project, and 13 units (52 semester credit hour equivalents).

Please note that even should maximum credit be awarded, more than four semesters of study may be needed to complete the requirements of an Area of Concentration and senior thesis.

Transfer credit is not assigned for exam results, except when the exam credit been applied toward an earned Florida College System AA.

Partial contract or ISP credit is not assigned. Unit credit is assigned only in conjunction with contracts (4 units) and the Independent Study Project (1 unit), with the exception of 2 additional units assigned to students who have earned a Florida College System AA.

As with all other institutions, there may be differences between the consideration of course work for admission purposes and the applicability of credit for degree purposes. Exemptions from contracts, an ISP, or Liberal Arts Curriculum requirements do not guarantee exemptions from Area of Concentration requirements or other degree requirements.

*Additional information on transfer credit is available from the Office of the Registrar.*

## **Transfer Guarantee Appeal**

Should any transfer guarantee be denied, the student has the right to appeal through the Registrar and then the Provost [see Rule 6A-10.024(4), FAC].

## **Additional Information Regarding Admissions Criteria and Procedures**

Further details are available at [www.ncf.edu/admissions](http://www.ncf.edu/admissions). Any updates to General Catalog information regarding admission will be posted to the New College of Florida website.

## **Paying for a New College Education**

Tuition costs at New College are comparable to those of other schools in the State University System of Florida. While a college education is still a major expense for most families, New College works to assist students and their families who demonstrate financial need as determined by the federal financial aid application process. In addition, New College considers students who present backgrounds of exemplary achievement for scholarship awards. Information on financial aid and

scholarships follows the sections regarding fees.

### **Tuition & Fees Assessment and Registration**

All fees for New College students are due and payable by 5:00 p.m. on the last day (Friday) of the first week of classes. Fees are updated each year on the College website at [www.ncf.edu/tuition](http://www.ncf.edu/tuition).

Since all fees are subject to change without notice (by action of the Florida Legislature), the fees in this Catalog and on the NCF website should be used only as guidelines. New College will make every effort to advertise any fee changes as they occur, but students should be prepared for variations at the time of registration.

Invoices are available online through NewCLEIS. Invoices are not provided unless the student is cleared for registration. Payment may be made at the Cashier's Office during normal working hours, paid on-line via NewCLEIS, or mailed to New College of Florida, Cashier's Office (PMD-123), 5800 Bay Shore Road, Sarasota, FL 34243-2109. (Note that on Friday, the Cashier's Office closes at 5:00 p.m.)

Checks must be made payable to New College of Florida for the correct amount, and must include the student's name and New College Student Identification Number on the face of the check. When sending checks by mail, please ensure that they are postmarked on or before the payment deadline. (We recommend using certified or registered mail, and that you retain the receipt as proof of the mailing date.)

## **Tuition and Fees**

Tuition and associated fees are updated each year on the College website at [www.ncf.edu/tuition](http://www.ncf.edu/tuition).

For costs attached to enrollment in specific educational activities, consult the section titled "Material and Supply Fees, Including Laboratory Fees."

Non -Resident fees are charged on the basis of the student's residency classification for tuition purposes.

The Differential Tuition Fee will be waived for students with Florida Prepaid College Plan tuition contracts [pursuant to s. 1009.98(2)(b)] which were in effect on July 1, 2007, and which remain in effect; and any student who was in attendance at New College of Florida before July 1, 2007, and who maintains continuous enrollment.

All students, as a part of their tuition and fees, pay Activity and Service (A & S) fees. These fees are governed by the New College Student Alliance (student government), subject to approval by the New College of Florida Board of Trustees, and used only for student-related services and activities. A & S fees cover costs of operation and maintenance of Hamilton Center, the swimming pool, the Fitness Center, and other recreational facilities, plus programs, publications, theatrical events, student clubs and organizations, and other activities sponsored by the student government.

Access to a health and accident insurance plan with a private insurance underwriter is available to students who have paid the health fee (and to their dependents—the spouse and unmarried children under age 19). A current description of rates, enrollment procedures, and benefits is available at the Counseling and Wellness Center.

### **Housing and Meal Fees**

Housing rental rates, housing use fees, and food service plan rates are updated each year on the College website at [www.ncf.edu/tuition](http://www.ncf.edu/tuition). Consult the Office of Residential Life and Food Service for details on housing options and food service plans.

Students may make optional additions of \$50 (plus sales tax) increments to the food plan.

Students who register for fall semester, plan an off-campus ISP, and plan to return for spring semester, are required to pay the entire fee for fall semester plus the ISP. However, students not returning after the fall semester may request a partial refund of fall housing fees.

### **Special Fees, Fines, and Penalties**

For the 2013-2014 Academic Year, please take note of these special processing fees:

- Late Registration Fee
- Late Contract Fee
- Late Payment Fee for non-deferred registration fees unpaid at the end of the first week of classes (Friday).
- Late Payment Fee and Returned Check Charge will both be assessed if a check is returned by the bank.

### Collection Costs

In the event the student becomes delinquent or defaults in paying charges due to the college, the student will be liable for collection costs and any other costs incurred by the college in an effort to collect monies due from the student.

For information on these, other fines, penalties, and use fees, please go to [www.ncf.edu/tuition](http://www.ncf.edu/tuition).

### Excess Hour Surcharge

*This provision is effective for all Florida State University System undergraduates who entered a postsecondary undergraduate program at any Florida public institution of higher education for the first time in fall 2009 or thereafter. (See Florida Statute 1009.286 and amendment via 2011 Florida Senate Bill 2150.)*

Florida state government encourages students in Florida's public colleges and universities to plan for graduating in a timely manner. Florida's Excess Hour Surcharge raises the cost to attend college once you exceed a certain percentage of your graduation requirements.

**Does the Excess Hour Surcharge apply to me?** The surcharge applies only to students who entered New College or any other Florida public college (**any of the schools in the State University System of Florida or Florida College System/Florida public community colleges**) as a first-time-in-college student in fall 2009 or thereafter.

**How does the year affect the amount of the Excess Hour Surcharge?** As Florida state government continues to make timely graduation a higher priority, it has set stricter requirements. If you're subject to the Surcharge, the amount of it and when it will apply depends on when you entered as a first-time-in-college student at any of Florida's public colleges:

First-time-in-college entry (at any Florida public college, including NCF)	Point at which the surcharge applies	Amount of the surcharge
Prior to Fall 2009	Not Applicable	Not Applicable
Fall 2009 – Summer 2011	Any amount above 120% of the program	50% of the matriculation fee
Fall 2011 – Summer 2012	Any amount above 115% of the program	100% of the matriculation fee
Fall 2012 and thereafter  Note: any future change to excess hour surcharge rules will be applied to students in this group who leave and return after withdrawal or dismissal.	Any amount above 110% of the program	100% of the matriculation fee

The 100% point of New College's program is based on minimum billable graduation requirements: 7 semester contracts (billed at 16 credit hour equivalents per contract) and 3 ISPs (billed at 4 credit hour equivalents per ISP) for a total of 124 billable credit hour equivalents.

Statutory exemptions are provided, e.g. for dual enrollment as an acceleration mechanism, enrollment while on active military duty, withdrawal for reasons of medical or personal hardship, or additional enrollment required to complete a double Area of Concentration. Students are responsible for applying to the Office of the Registrar for any exemptions once enrolled. Please address any questions about the excess hour surcharge to the Office of the Registrar at 941-487-4230 or [records@ncf.edu](mailto:records@ncf.edu).

## Cancelation of Registration for Nonpayment of Fees

All fees are due and payable by 5:00 p.m. on the last day (Friday) of the first week of classes. Students who have not paid their fees in full by that deadline may have their registration canceled for that semester. Cancelation of a student's registration means that the student is no longer enrolled.

A student may request reinstatement only during the two weeks following the cancelation deadline, and all fees must be paid at the time of the request.

## Partial Refund of Fall Housing Fees

Students who register for fall semester, plan an off-campus ISP, and plan to return for spring semester, are required to pay the entire fee for fall semester plus the ISP. However, students not returning after the fall semester may request a partial refund of fall housing fees.

## Health and Accident Insurance

A health and accident insurance plan with a private insurance underwriter is available to students who have paid their health fee (and to their dependents, spouses and unmarried children under age 19). A current description of rates, enrollment procedures, and benefits is available at the Counseling and Wellness Center.

## Withdrawal and Tuition Refunds

Officially requested refunds will be made for appropriately documented withdrawals according to the following schedule:

Date of Withdrawal	Eligibility	Limitations of Allowable Refund
1st week of classes (Monday – Friday)	None	100% of tuition and fees
2nd through 4th week of classes	None	25% of tuition and fees (not including late registration, late payment and capital improvement fees)

You may withdraw from New College prior to graduation by completing a Withdrawal Request form (available on the Registrar's portal page), and obtaining the required signatures.

If withdrawing after the end of the semester, the official date of withdrawal will be the last day of classes of the semester. If withdrawing during the semester, the official date of withdrawal will be whichever of the following is earliest:

- the earliest date recorded on your Withdrawal Request form received by the Office of the Registrar
- the date that you provided notification to the Office of the Registrar of your intent to withdraw
- the last date of academically related activity that we document (if we determine that you stopped attending classes and tutorials prior to any of the dates above)

Financial aid and scholarship recipients, please note: If you withdraw, you may be responsible for repaying all or part of your aid. You may be liable for repaying a greater portion of your aid if you stop attending classes and tutorials prior to official withdrawal; in addition, if you hold a student loan, the start date of your repayment grace period may be backdated to the time you stop attending classes and tutorials.

\*To be eligible for a 100% refund of tuition and fees charged, you must withdraw prior to, or during, the first week of classes of a given semester. However, in accordance with Florida Statute 1009.24(14)(g), students who had been scheduled to enroll for their first semester at New College will forfeit the \$200 admission deposit received by the College that may have been applied toward their tuition and fees, if they otherwise meet this 100% refund requirement.

Students who withdraw during the 2nd to 4th week of classes can receive a 25% refund of tuition and fees, minus any late registration, late payment and capital improvement fees. Students who have prepaid for an ISP may be eligible for refund of the payment if they withdraw by the end of the semester preceding the ISP period for which the ISP was paid; however, Bright Futures funds (if any) must be repaid).

## Financial Aid Programs

New College of Florida's financial aid program sources include federal, state, and institutional funding. Financial aid may be provided in the form of scholarships, grants, loans, and/or employment opportunities. All grant assignments are based upon need. Scholarship funding may not be available to students who enter in the spring term.

### Scholarships

**New College of Florida Scholarship:** These scholarships are funded by New College of Florida and the New College Foundation. Prospective Students: Please note that renewable scholarship funding is automatically considered for eligible students—admitted students who are US Citizens or Permanent Resident Aliens, and admitted international students seeking the F-1 student visa. There is no separate application form for you to file. Scholarship funding typically is not available to students who enter in the spring term

**Florida Bright Futures Scholarship:** The Florida Bright Futures Scholarship (BFS) Program provides three types of lottery-funded scholarships to reward Florida high school graduates for academic achievement. The Florida BFS Program is administered by the State of Florida, and comprises the following three awards:

- Florida Academic Scholars Award
- Florida Medallion Scholars Award
- Florida Gold Seal Vocational Scholars Award

For further information on the Florida Bright Futures Scholarship Program, call 1-888-827-2004 (toll-free), or visit the BFS website for detailed eligibility information.

**Other State of Florida Scholarships:** For information on other State of Florida scholarships, visit the website for Florida's Office of Student Financial Assistance.

### Grants

If you are a US Citizen, US Permanent Resident Alien, or qualified non -resident alien, New College of Florida will meet a percentage of need, as defined by federal methodology, with gift aid. To help determine your eligibility, please complete the Free Application for Federal Student Aid (FAFSA); the priority deadline for need-based funding consideration is February 15 for new incoming students, March 1 for returning students. All grant assignments are based upon need.

**Federal Pell Grant:** This grant is funded by the federal government, with eligibility determined by the Department of Education on the basis of information provided on the FAFSA.

**Federal Supplemental Opportunity Grant:** This grant is funded by the federal government, with eligibility for all Pell Grant recipients.

**Florida Student Assistance Grant:** This grant is funded by the State of Florida and available to Florida students who demonstrate substantial financial need. Eligibility is determined by the Florida Office of Student Financial Assistance (OSFA) on the basis of information submitted on the FAFSA.

### Loans

**Federal Direct Student Loan:** Eligibility is determined by New College, based on the information provided on the FAFSA. Loan funds are provided by the US Department of Education. Entrance counseling and exit counseling are required for all federal direct student loans. Repayment begins six months after you cease to be enrolled in school at least half time. (All New College students enroll full time.) Loans are either subsidized or unsubsidized. A subsidized loan is awarded on the basis of need, and the federal government pays all interest on the loan until the student enters repayment. An unsubsidized loan is not based on financial need, and the student is responsible for all interest associated with the loan.

Federal regulations limit students' annual borrowing amount, as well as their aggregate (total) amount. Beginning in July 2013, federal regulations placed a limit on the total lifetime number of years a first-time borrower can receive Direct Loan funding (150% of the length of the student's current degree program). For example, a first-time borrower starts and finishes a two-year

AA program in three years, then transfers to a four-year degree program. The student could not borrow more than three more years of Direct Loans in the four-year degree program (6 years = 150%). If you are an independent student as determined by the FAFSA, or a dependent undergraduate whose parents are unable to borrow under the Parent Loan for Undergraduate Students (PLUS) program, you may be eligible to borrow additional amounts under the unsubsidized Federal Direct Student Loan program. Contact the Office of Admissions and Financial Aid for additional information.

**PLUS Loan:** The Parent Loan for Undergraduate Students (PLUS) is not included as a component of the financial aid package, but is available to families who wish to borrow to finance all or a portion of their Expected Family Contribution. The PLUS loan is a non -need based federal program that enables parents with good credit histories to borrow to pay the educational expenses of their dependent college students.

Parents may borrow up to the Cost of Attendance minus any other financial aid. Repayment begins within 60 days of disbursement with a maximum repayment period of 10 years. There is no federal interest subsidy on the PLUS Loan.

**Alternative Loan:** Alternative loans are loans from a lending institution; they are not a part of the federal government guaranteed loan programs. Alternative loans are more expensive than federal government loans and should be used only when all other options have been exhausted. It is important for you to check with a New College financial aid counselor for all federal loan programs and possibilities before you borrow from an alternative loan program. Most alternative loans require a good credit history and/or a credit worthy co-signer. An alternative loan is not based on need. Students may borrow up to the Cost of Attendance minus any other financial aid.

## Employment

**Work study is not included as part of an initial financial aid package; however, limited work study funds may be available. Students interested in work study should contact the Office of Admissions and Financial Aid to inquire about fund availability and their eligibility for this type of aid.**

**New College Work Study:** This employment program is administered by New College of Florida and awarded on the basis of financial need. Students may seek jobs on campus through a variety of offices. Eligibility is determined on the basis of information provided on the FAFSA.

**Federal College Work Study:** This employment program is administered by New College of Florida and awarded on the basis of financial need. The program is funded by the federal government and New College of Florida. Students may seek jobs on campus through a variety of offices. Eligibility is determined on the basis of information provided on the FAFSA.

## Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) is New College's application for need-based aid consideration.

For maximum eligibility, the ideal time to apply for need-based funding is January. Prospective students must receive an offer of admission to NCF before financial aid can be offered. The financial aid application process must be completed each academic year by continuing students. (Payment of fees will be required at the end of the first week of classes if the financial aid process is incomplete.)

**Priority Deadline** - February 15 for students applying to enter New College in the fall, March 1 for returning students. The application will remain in effect for both the fall and spring semesters. Students who did not apply for the fall semester may still apply for the spring.

1. **Register for a PIN at [www.pin.ed.gov](http://www.pin.ed.gov).** This must be done by the student (and at least one parent if the student is younger than 24 years of age) in order to provide an electronic signature on the FAFSA.
2. **Download the worksheet and complete the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov)** (NCF Code 039574).
3. **Review the Student Aid Report (SAR).** Within 1 week of submitting the FAFSA, the student should receive an email with instructions to logon to the FAFSA website and ensure that the SAR is correct. The Office of Admissions and Financial Aid will receive the same results electronically, provided the New College school code is listed.
4. **Verification Follow-up.** Students who are selected for a process called verification are required to submit IRS tax transcripts of parent and student federal tax returns and other documentation to determine award eligibility. If you are selected, the Office of Admissions and Financial Aid will notify you of all required documentation. For incoming

students, all need-based awards will be estimated and will not be credited to the student's account until all required documentation is received. (Returning students must complete the verification process before they can be awarded any need-based aid as part of a financial aid package.)

5. **Statement of Award.** This will be sent once the required documents are approved. Statements of Award are sent by April for incoming students and July for current students. All financial aid awards will be itemized on this Statement of Award. Be sure to review carefully the Financial Aid Award Letter Guide accompanying the Statement of Award. It provides the terms of your award and conditions for maintaining financial aid eligibility.

### **Financial Aid Disbursement**

All financial aid funds, except work-study, are applied directly to the student's New College account, established through the Business Office. The NCF account consists of all educational fees, room and board, and any other school charges. One-half of the student's financial aid is credited to the account for the fall semester and the other half is credited for the spring semester. If the financial aid exceeds the school charges, the balance is paid to the student by refund check. Work-study students will receive their work-study funds as they earn them and the funds are paid out through the College's bi-weekly payroll system.

### **New College of Florida Satisfactory Academic Progress Policy for Financial Aid Purposes**

Students with Title IV financial aid at New College of Florida (NCF) must meet the requirements of the Satisfactory Academic Progress (SAP) Policy for Financial Aid Purposes. This Policy is stricter than the requirements of the academic program. It is based on satisfactory completion of semester contracts, Independent Study Projects (ISPs), individual courses, and other work attempted.

#### 1 unit = 4 semester hour equivalents

NCF checks SAP in part through the system of units that tracks the 124 hours required for graduation. Each NCF Independent Study Project, and each semester-long course, tutorial, and Independent Reading Project is assigned 1 unit attempted. For a modular (or modular equivalent) attempt, ½ unit is assigned.

#### **New College of Florida Graduation Requirements**

1. Seven satisfactory semester contracts;
2. Three satisfactory Independent Study Projects (ISPs);
3. The satisfactory completion of 31 units (a unit being equivalent to a full-semester course or an ISP);
4. The satisfactory completion of the Liberal Arts Curriculum requirements, including: study in a broad range of subjects; study of diverse perspectives; basic proficiency in mathematics, and English language; and advanced proficiency in written and oral English language;
5. A satisfactory Baccalaureate Examination (usually in the form of an oral defense of the senior project);
6. A satisfactory Senior Project or Thesis, accepted in final form by Library staff.

Please note: A student who seeks to graduate with the minimum number of contracts should plan for satisfactory completion of an average of least 4 units per contract. However, a student's individual pace within the program may require additional time to complete graduation requirements.

The most straightforward way to meet the SAP Requirements is satisfactory completion—on time—of all NCF contracts, ISPs, all other graduation requirements, and each unit attempted, without exceeding 46.5 cumulative unit attempts. However, the SAP Policy does permit limited flexibility for withdrawals, incompletes, and unsatisfactory evaluations. When negotiating contracts and ISPs with the faculty contract sponsor, a student who receives financial aid should keep in mind each of the SAP Requirements to plan for timely graduation.

### **SAP Review**

NCF will review these 3 SAP Requirements after each semester, for each student on financial aid:

1. **Academic standing consistent with NCF's requirements for graduation: satisfactory completion of academic contracts and Independent Study Projects (ISPs); Summer Pilot Program—for students who participate in this Program, satisfactory completion of that Summer course work is required toward meeting SAP for aid eligibility in the student's following semester**
2. **Ability to complete remaining contract, ISP, and unit requirements without exceeding 46.5 cumulative unit attempts, and 4 units per semester contract**
3. **Satisfactory completion of at least two-thirds (67%) of all cumulative units attempted toward graduation (this is calculated by dividing cumulative units satisfactorily completed by all cumulative unit attempts)**

**Re-Review of SAP.** A student whose contract, ISP, and/or unit status caused failure of SAP can request to have SAP re-reviewed prior to the next semester SAP Review if there has been a change to the contract, ISP, and/or unit status. **Re-review is not done automatically—it is the student's responsibility to request re-review.**

### **The 3 SAP Requirements in Detail**

When a student fails to meet any SAP Requirement, financial aid will either be terminated, or restricted through Financial Aid Warning or Financial Aid Probation Status. The Director of Financial Aid will notify the student of any change in financial aid status once SAP has been reviewed after the end of the semester or Summer Pilot Program payment period.

#### **#1 Academic standing consistent with NCF's requirements for graduation: satisfactory completion of academic contracts and ISPs**

(Requirement #1 is the SAP Qualitative Component—academic standing consistent with the school's requirements for graduation.)

Students at New College maintain academic standing consistent with the school's requirements for graduation through satisfactory completion of their semester academic contracts and ISPs. Summer Pilot Program—for students who participate in this Program, satisfactory completion of that Summer course work is required toward meeting SAP for aid eligibility in the student's following semester; June 12 is the deadline for changing course choice, or officially withdrawing from this Program without penalty to academic standing for SAP.

In order for a student's performance in a course or academic activity to be designated "satisfactory," it is expected that he or she will complete work that meets or exceeds a standard that is uniformly applied to all students in that course. Academic performance that does not meet this standard is designated "unsatisfactory." At New College this satisfactory or unsatisfactory designation is always accompanied by a narrative evaluation that describes the quality and character of the student's academic work.

Because New College is the Honors College for the state of Florida, instructors have high expectations for student outcomes, and established performance norms are also high. This means that student work that is designated satisfactory in a course, tutorial, independent reading project, or independent study project is apt to exceed common minimum standards and would likely earn a B or an A in a traditional grading system. A final designation of "satisfactory" for an academic activity at New College is equivalent to at least a C (2.0) or higher in a traditional grading system.

The academic contract registers the student's units (courses, tutorials, Independent Reading Projects) for the semester. Criteria for satisfactory evaluation of each unit of academic work are based upon established norms defined by the faculty at the beginning of the semester or Independent Study Project. Criteria for satisfactory completion of the academic contract are individually negotiated between the student and the student's faculty contract sponsor (advisor).

The student is expected to complete 1 satisfactory academic contract for each semester registered. In addition, the student is expected to complete 1 satisfactory Independent Study Project for each ISP registered. **Summer Pilot Program—for students who participate in this Program, satisfactory completion of that Summer course work is required toward meeting SAP for aid eligibility in the student's following semester; June 12 is the deadline for changing course choice, or officially withdrawing from this Program without penalty to academic standing for SAP.**

**At each SAP review, the student's record must reflect the following:**

- **Satisfactory completion of the semester's academic contract; and**



- **Satisfactory completion of the ISP (if registered) within the one-semester grace period; or**
- **In the case of the Summer Pilot Program: satisfactory completion of that Summer course work is required toward meeting SAP for aid eligibility in the student's following semester; June 12 is the deadline for changing course choice, or officially withdrawing from this Program without penalty to academic standing for SAP.**

**Unsatisfactory, Incomplete, or Unevaluated Contract or ISP:** With the exception of the one-semester grace period for satisfactory ISP completion, the student will not meet SAP with an unsatisfactory, incomplete, or unevaluated contract or ISP.

**Unsatisfactory, Incomplete, or Unevaluated Summer Pilot Program Course Work:** the student will not meet SAP with Summer Pilot Program Course Work that is unsatisfactory, incomplete, or unevaluated.

**Transfer Contracts and ISPs:** Any transfer contract or ISP attempted after initial NCF enrollment (via work at a host institution) counts toward Requirement #1.

**Emergency Leave of Absence:** A contract not satisfactorily completed due to Emergency Leave of Absence counts as a contract attempted but unsatisfactory for financial aid purposes.

**Withdrawal:** A contract not satisfactorily completed due to Withdrawal counts as a contract attempted but unsatisfactory for financial aid purposes. For the Summer Pilot Program, **June 12 is the deadline for changing course choice, or officially withdrawing from this Program without penalty to academic standing for SAP.**

**Meeting Requirement #1 at the Next SAP Review:** Except for students subject to review for academic dismissal (see below), the student will meet Requirement #1 for the next enrolled semester period's SAP Review with satisfactory completion of that semester's contract (and ISP, if registered).

**Review for Academic Dismissal/Termination of Financial Aid:** Any of the following will trigger review for academic dismissal:

- Two unsatisfactory contracts, which need not be consecutive.
- In any order, one unsatisfactory contract and two unsatisfactory ISPs; again, they need not be consecutive.
- One unsatisfactory contract, for students who were readmitted after having previously been dismissed.

**Financial aid will automatically be terminated on the basis of any of these conditions.**

## **#2 Ability to graduate without exceeding 46.5 cumulative unit attempts, and 4 units per semester contract.**

*(Requirement #2 is part of the SAP Quantitative Component—Maximum Timeframe.)*

The minimum length of NCF's degree program is 31 units, satisfactorily completed. The Maximum Timeframe is 46.5 cumulative unit attempts for NCF Title IV financial aid recipients (150% of 31 units). Attempts include all units accepted in transfer, and all subsequent units registered (including any that are satisfactory, unsatisfactory, dropped/withdrawn, incomplete, or unevaluated; an exception to this is made for unit work through the Summer Pilot Program, which may be officially dropped or withdrawn on or before June 12 without penalty to academic standing for SAP). The student meets Requirement #2 if it is possible to complete graduation requirements (including the requirements of 7 contracts, 3 ISPs, 31 units, and the baccalaureate exam) without exceeding 4 units per subsequent semester contract, and without exceeding 46.5 cumulative unit attempts. If the student cannot do both, then the student's aid will be terminated unless saved by successful appeal for financial aid probation.

**Units from Dual Enrollment and Other College Transfer Credit:** For Requirement #2, college courses taken prior to initial enrollment at NCF are assigned units attempted and satisfactorily completed if they are accepted toward the NCF degree. After initial enrollment, units attempted are assigned for off-campus study through a host institution; the units are counted as satisfactorily completed if transferred to the NCF degree by the first day of classes after the one-semester grace period. Transfer credit is assigned 1 unit for every 4 semester hours (or every 6 quarter hours).

## **#3 Satisfactory completion of at least two-thirds or 67% of all cumulative units attempted toward graduation requirements.**

*(Requirement #3 is part of the SAP Quantitative Component—Rate of Progress to Graduation within Maximum Timeframe.)*

Criteria for satisfactory evaluation of course work toward the contract are based upon established norms presented at the beginning of the course. Criteria for satisfactory evaluation of independent work are individually negotiated between the student and the sponsoring faculty member. The rate of progress for this Requirement is calculated by dividing the cumulative units satisfactorily completed by all cumulative units attempted (including any that are satisfactory, unsatisfactory, dropped/withdrawn, incomplete, or unevaluated; an exception to this is made for unit work through the Summer Pilot Program, which may be officially dropped or withdrawn on or before June 12 without penalty to academic standing for SAP). It is important to note that students and faculty frequently negotiate academic contract criteria that exceed the two-thirds (67%) quantitative requirements of SAP; the quantitative requirements impose restrictions for financial aid purposes, but do not replace the contract criteria for progress in the academic program.

### **Special Conditions for Requirement #3**

The number of semester contracts attempted determines the standard. NCF uses a graduated standard; for each of the first three semester contracts attempted, students are required to meet the standard for Requirement #3 at the 50% level. By the end of the fourth semester contract attempted and each semester thereafter, students are required to meet the standard at the two-thirds or 67% level. All NCF contracts registered—including any that are incomplete or unsatisfactory due to withdrawal or Emergency Leave of Absence—count toward contracts attempted.

**Transfer semester contracts count toward contract attempts.** This includes any transfer contracts accepted toward the degree program for work prior to initial enrollment at NCF, and any transfer semester contracts attempted after initial NCF enrollment (via work at a host institution).

**Repetitions count, but have other restrictions.** All repeated attempts of NCF course, tutorial, or project units will count toward measurement of Requirement #3. A course, tutorial, or project unsatisfactorily completed may be repeated until it is satisfactorily completed; however, once satisfactorily completed, only one voluntary repetition is permitted toward the student's full-time load for financial aid purposes.

**Semester contract attempts #1, #2, and #3:** At SAP evaluation of each of the first three semesters, the student must have satisfactorily completed at least 50% of all cumulative units attempted.

**Semester contract attempt #4, and each semester contract attempt thereafter:** At SAP evaluation of the fourth semester and each semester thereafter, the student must have satisfactorily completed at least two-thirds or 67% of all cumulative units attempted.

**Units from Dual Enrollment and Other College Transfer Credit:** For Requirement #3, college courses taken prior to initial enrollment at NCF are assigned units attempted and satisfactorily completed if they are accepted toward the NCF degree. After initial enrollment, units attempted are assigned for off-campus study through a host institution; the units are counted as satisfactorily completed if transferred to the NCF degree by the first day of classes after the one-semester grace period. Transfer credit is assigned 1 unit for every 4 semester hours (or every 6 quarter hours).

**Additional Definitions for SAP: Academic Year.** NCF's program is full-time and undergraduate, using one academic year definition for all students. The minimum academic year comprises the fall and spring semester terms (each semester lasting roughly 4 months or 16 weeks), and the January interterm for Independent Study Projects (between the two semesters). Each semester represents one payment period; the January interterm is attached to the fall semester payment period. A student is not required to register for the January interterm after satisfactory completion of 3 Independent Study Projects. **Additional payment period for Summer Pilot Program.** June 2013 marks the start of a Summer Pilot Program; unit assignment from Summer Pilot Program course work will not be attached to a contract or ISP. **Semester Hours and Terms.** As of Fall 2011, NCF's program uses semester credit hours with terms, tracking semester hours through a system in which 1 unit is equivalent to 4 semester hours. For NCF educational activities attempted prior to Fall 2011, units will be assigned in the same way. For transfer credit attempted for assignment to the degree prior to Fall 2011, every 4 semester hours (or every 6 quarter hours) will be counted as 1 unit. **Full-Time Study.** All NCF students are required to enroll full-time—as of Fall 2011, this is defined as at least 3 units per term (equivalent to at least 12 semester hours per term). An Independent Study Project at NCF, measured as 1 unit, is in addition to the 3 units required for full-time study in the fall semester term. An exception to the full-time study requirement is made for the Summer Pilot Program; full-time study (12 semester hours per payment period) is not available to NCF students for this Program.

### **PENALTIES FOR FAILING TO MEET ONE OR MORE REQUIREMENTS OF SAP**

The Director of Financial Aid will consider whether to terminate financial aid if the student does not meet all 3 SAP Requirements. If the student can reasonably be expected to meet SAP requirements with successful work in a specific

timeframe, the Director may assign Financial Aid Warning Status or Financial Aid Probation Status. The Director of Financial Aid will notify the student of the decision—to terminate aid, to assign Financial Aid Warning Status, or to assign Financial Aid Probation Status—after the semester SAP review or SAP review of the Summer Pilot Program.

#### **TERMINATION OF FINANCIAL AID**

Unless the student successfully appeals for Financial Aid Probation status, aid will be terminated if a student does not meet all 3 SAP Requirements with the end of the assigned period for Financial Aid Warning or Financial Aid Probation, or if the student will not be able to graduate within 46.5 cumulative unit attempts (or without taking unusually heavy loads).

#### **FINANCIAL AID WARNING STATUS**

When granted, this permits a student one additional payment period of Title IV aid eligibility, even though the student has failed to meet one or more requirements of SAP. The purpose is to provide funding for that period because the student should be able to meet SAP requirements with successful work from that additional term.

No request or appeal is needed for this status, but some restrictions apply. The Director of Financial Aid will not assign Financial Aid Warning Status if one or more of the following applies.

- The student was on Financial Aid Warning Status or Financial Aid Probation Status for his or her prior payment period. (This is because a student may not remain on Financial Aid Warning Status for two consecutive payment periods.) The student's aid will be terminated unless the student successfully appeals for Financial Aid Probation.
- The student is unlikely to graduate within Maximum Timeframe without an unusually heavy workload (more than 4 units per semester contract). The student's aid will be terminated unless the student successfully appeals for Financial Aid Probation.

If granted, Financial Aid Warning Status allows the student the chance to re-establish eligibility for Title IV aid by meeting SAP requirements at the end of the semester or Summer Pilot Program payment period. If the student does not meet SAP requirements at the next semester or Summer Pilot Program SAP review, the student's Title IV aid will be terminated unless the student successfully appeals for Financial Aid Probation.

#### **FINANCIAL AID PROBATION STATUS**

A Title IV aid recipient whose aid has been, or will be, terminated can submit a letter of appeal to the Director of Financial Aid, requesting Financial Aid Probation Status. The purpose of Financial Aid Probation Status is to provide the student with funding for the chance to meet SAP requirements with successful work according to an academic plan from either of the following:

- one additional payment period, or
- multiple payment periods

In either case, Financial Aid Probation Status will be lifted if the student has successfully met the requirements of SAP by the specific point in time designated for the Financial Aid Probation period. Additionally, Financial Aid Probation Status may be granted to extend the Maximum Timeframe to provide the student with an extra semester of funding to graduate.

Appeals for Financial Aid Probation Status are considered and decided by the Dean of Enrollment Services and/or by the Director of Financial Aid. Appeals are not, however, granted automatically.

**Letter of Appeal for Financial Aid Probation Status.** The letter of appeal must be written by the student, and must include the following:

- Why the student failed to meet the SAP requirements (information on the death of a relative, injury or illness of the student, or other special circumstances and information)
- What has changed in the student's situation that will allow the student to meet the SAP requirements

Additional support (for example, documentation such as a physician letter or letter from the faculty contract sponsor) is strongly recommended.

**The letter of appeal should be submitted to:**

Attn: Director of Financial Aid  
Office of Admissions and Financial Aid  
New College of Florida  
5800 Bay Shore Road  
Sarasota FL 34243

Financial Aid Probation Status, if granted, allows the student the chance to re-establish eligibility for Title IV aid by meeting SAP requirements at the end of the assigned Probation period. Unless Financial Aid Probation Status was assigned to provide an extension of the Maximum Timeframe, or the student reaches Maximum Timeframe with the end of the Financial Aid Probation period, the student's Financial Aid Probation Status will be lifted if the student meets SAP requirements at the specific point in time granted as the end of the Probationary period, or if the student is successfully following an academic plan approved for Financial Aid Probation purposes.

**One Appeal.** If the student does not meet SAP requirements at the end of the Financial Aid Probation Status period assigned, the student's Title IV aid will be terminated unless the student successfully appeals again for Financial Aid Probation. Typically, however, not more than one appeal will be granted during a student's career at New College of Florida.

### **Withdrawal and Financial Aid/Return of Title IV Funds**

Regular attendance is required of all financial aid recipients. Students who never attend their classes will not receive financial aid, even if the application is complete and eligibility was determined.

Students who receive federal financial aid and withdraw or stop attending all classes are subject to the Return of Title IV Funds calculation. Those students who have completely withdrawn prior to the 60% point in the semester and have received federal funds from loans or Pell or SEOG grants are subject to a recalculation of their federal awards.

NCF will calculate the earned portion of such awards based upon attendance of mini-classes and the number of calendar days completed vs. the number of calendar days in the semester. Any unearned portion will be returned to the Department of Education.

In addition, the student must repay the difference, if any, between the amount of unearned assistance and the amount that the school must return. In most cases, when a student receives Title IV assistance greater than the amount of institutional charges, (s)he will most likely be subject to returning some of those funds. However, students who must return grant funds are given additional consideration: the student's grant repayment is reduced by half.

### **Withdrawal, Scholarships, and Financial Aid**

Students who receive Florida Bright Futures Scholarships and withdraw after the first week of class or stop attending all classes are subject to the return of their Bright Futures Scholarships to the Florida Department of Education. (New College returns the amount, and then the student owes the College for that amount.)

Students who receive institutional scholarships and withdraw after the first week of class or stop attending all classes are subject to the return of their institutional scholarships to the College.

Students who receive institutional scholarships and withdraw and later apply for readmission are not reissued their institutional scholarships. Readmitted students may submit a written petition requesting reinstatement of their institutional scholarships. A prerequisite for reinstatement consideration is that the student file the FAFSA.

For assistance with matters pertaining to payment of fees, please contact staff in the appropriate offices below:

**The Office of Admissions and Financial Aid** is responsible for determining your eligibility, offering you financial assistance, posting the funds to your student account, and processing expenses and student loans. If your question pertains to any of these topics, you may call (941-487-5000), make an appointment, or e-mail the Financial Aid staff at [ncfinaid@ncf.edu](mailto:ncfinaid@ncf.edu).

**The Office of the Registrar (Palmer Building D, room 115)** is responsible for maintaining your registration status, posting contract evaluations, address information, release of academic holds, determining changes to residency status, and completion and submission of enrollment verification forms to your lender. If your question pertains to any of these topics, you may call (941-487-4230) or e-mail the Registrar at [records@ncf.edu](mailto:records@ncf.edu).

**The Business Office (Palmer Building D, room 123)** is responsible for the collection of charges placed on your student account, receipt of any payments to your student account, processing refunds, and enforcing financial holds. If your question

pertains to any of these topics, you may call the Business Office at 941 -487 -4625.

## **Detailed Registration, Fee Assessment and Refund Policies**

### **Registration Procedures**

A student who initiates registration after an applicable registration period shall incur a late registration fee. Registration may be initiated, on an exceptional basis, after the end of a late registration period if:

1. Requested by the student; and
2. Justified by extraordinary circumstances including, but not limited to, administrative error; and
3. Approved by the Dean of Enrollment Services or the Dean's designee.

As described in the Academic Regulations section of the catalog, registration at New College also includes submission of the academic contract (Part II of registration). The contract submission period begins on the first day of classes for the term and ends as specified in the academic calendar, but not later than the tenth day of classes. An academic contract may be accepted on an exceptional basis after the end of the contract submission period if:

1. Requested by the student; and
2. Justified by extraordinary circumstances including, but not limited to, administrative error; and
3. Approved by the Dean of Enrollment Services or the Dean's designee.

### **Tuition and Fee Liability**

Tuition and fee liability shall be billed on 16 semester credit hour equivalents for the contract and (if any) 4 semester credit hour equivalents for the Independent Study Project (ISP) for which the student has registered as of the end of the first week of classes.

No tuition and fees shall be assessed (and no unit, contract, or ISP shall be earned) for any contract and ISP dropped or withdrawn as of the end of the first week of classes.

If a student adds an ISP on an exceptional basis, tuition and fees shall be assessed for 4 credit hour equivalents for that ISP.

The Differential Tuition Fee will be waived for students with Florida Prepaid College Plan tuition contracts [pursuant to s. 1009.98(2)(b)] which were in effect on July 1, 2007, and which remain in effect; and any student who was in attendance at New College of Florida before July 1, 2007, and who maintains continuous enrollment.

Florida's Excess Hour Surcharge raises the cost to attend college once you exceed a certain percentage of your graduation requirements. The surcharge applies only to students who entered New College or any other Florida public college—**any of the schools in the State University System of Florida or Florida College System/Florida public community colleges**—as a first-time-in-college student in Fall 2009 or thereafter. The 100% point of New College's program is based on minimum billable graduation requirements: 7 semester contracts (billed at 16 credit hour equivalents per contract) and 3 ISPs (billed at 4 credit hour equivalents per ISP) for a total of 124 billable credit hour equivalents. *For further detail, see the section "Special Fees, Fines, and Penalties" or contact the Office of the Registrar at 941-487-4230 or records@ncf.edu.*

### **Payment of Tuition and Fees**

Tuition and fees must be paid by the close of the late registration period to avoid assessment of a late payment fee unless appropriate arrangements for payment of tuition and fees have been made i.e., installment payment and deferment, respectively. Failure to satisfy this requirement will result in cancellation of the educational contract and Independent Study Project.

### **Payment of Tuition and Fees in Installments**

When a student experiences an unexpected financial hardship that makes it impossible to make full payment of assessed tuition and fees by the payment deadline, the student may request approval to pay in installments. Approval of this request will require an initial payment of at least 50% of the tuition and fee liability plus a \$15 installment plan fee, and the execution of a

promissory note by the end of the late registration period. The remaining amount shall be paid no later than the beginning of the second half of the academic term. Such requests should be made to the New College Business Office, PMD 123.

### **Deferred Payment of Tuition and Fees**

1. Recipients of VA Benefits – Upon application by the student, the President or President's designee may award to eligible VA benefit recipients one 60-day payment deferment each academic year.
2. Delay of Financial Aid – Students who have completed and submitted the required documents for financial aid by the last day of the late registration period for the term and who appear to be eligible for financial aid, may request a tuition and fees deferment contract from the New College Business Office.
3. Third Party Agreements – Tuition and fees may be deferred for any student when a third party has agreed in writing to pay them. The written agreement must identify the student, the third party and billing address and amount(s) to be paid. Arrangements for such deferment will be made with the New College Business Office.

### **Reinstatement of a Student's Cancelled Educational Contract or Independent Study Project**

A student whose academic contract or Independent Study Project has been cancelled for financial reasons may request reinstatement through the third week of classes. If approved, reinstatement will be effected only when the student has paid in full for all tuition and fees, the late registration fee, and any late payment fee and other debts owed the College. After the third week of classes, a request for reinstatement must be made to the Registrar (or, in absence of the Registrar, to the Dean of Enrollment Services). Approval will be granted only when extraordinary circumstances warrant such approval.

### **Refund of Tuition and Fee Payment**

The College authorizes certain refunds of tuition and fees, less deductions for unpaid debts to the College. The late registration fee and late payment fee are non-refundable fees.

1. 100% of the applicable tuition and fees will be refunded if the student cancels an academic contract or drops an Independent Study Project or causes his/her enrollment at the College to be terminated by the Office of the Registrar prior to the end of the late registration period. However, in accordance with Florida Statute 1009.24(14)(g), students who had been scheduled to enroll for their first semester at New College will forfeit the \$200 admission deposit that was applied toward their tuition and fees if they otherwise meet this 100% refund requirement.)
2. 25% of tuition and fees, less capital improvement fees, will be refunded if the student cancels an academic contract or drops an Independent Study Project or causes his/her enrollment at the College to be terminated by the Office of the Registrar in the second week through the end of the fourth week of classes.
3. 100% of tuition and fees will be refunded when a student withdraws or cancels an academic contract or drops an Independent Study Project due to circumstances determined by the Office of the Registrar to be exceptional and beyond the control of the student. Determination will be based on review of a completed written refund request submitted to the Office of the Registrar within six (6) months of the close of the term to which the refund is applicable.\*

These circumstances include but are not limited to:

- Illness of a student of such severity or duration, as confirmed in writing by a physician, to preclude completion of the course(s);
- Death of the student or death in the immediate family (parent, spouse, child, or sibling); Involuntary call to active military duty; or
- A situation in which the College is in error.

\*However, in accordance with Florida Statute 1009.24(14)(g), students who had been scheduled to enroll for their first semester at New College will forfeit the \$200 admission deposit that had been applied toward their tuition and fees if they otherwise meet the 100% refund requirement.

### **Cancellation of Registration for Nonpayment of Tuition and Fees and Returned Checks in Payment of Tuition and Fees**

A student's current term registration may be cancelled for nonpayment of tuition and fees and for returned checks in payment of tuition and fees, if the student's financial aid or VA benefits were not received for the term.

The Office of the Registrar will attempt to notify students by mail of possible registration cancellation for nonpayment of tuition and fees and for returned checks in payment of tuition and fees. This notification must include the specific reason for proposed cancellation and the deadline for payment before cancellation will be made. In addition, the notice of possible cancellation must inform the student that cancellation of registration will result in his/her record appearing as if he/she had never attended the College during that term and that he/she will earn no units, contract, or Independent Study Project for the educational activities from that term. Notice should be sent to the student's last known address. Students will also be placed on hold for future registrations, transcripts, diplomas, etc. until the Office of the Registrar has completed the cancellation.

## **Academic Regulations**

Rather than prescribe one path for all students, New College requires students to exercise responsibility for active, individual planning through negotiation directly with the faculty contract sponsor, including negotiation of the Area of Concentration requirements directly with multiple faculty. Area of Concentration guidelines are provided; however, this 2012-2013 General Catalog is not a contract, either expressed or implied, between the College and the student. It represents a flexible program of the current curriculum, educational plans, offerings and requirements that may be altered from time to time to carry out the academic, administrative, and procedural purposes and objectives of the College. The College specifically reserves the right to change, delete or add to any provision, offering, academic curriculum, program, or requirement at any time within the student's period of study at the College. *Typically, new policies and requirements take effect with the fall term of the academic year.*

## **Privacy and Release of Student Information**

New College of Florida complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Buckley Amendment), which gives students the right to 1) review and inspect their education records, 2) request the amendment of education records that the student believes are inaccurate or misleading, 3) consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosures without consent, and 4) complain to the U.S. Department of Education concerning alleged failures by New College to comply with the requirements of FERPA.

Further information about the College's policy with respect to the privacy of student records may be obtained from the Office of the Registrar. FERPA permits the release of directory information by NCF. Directory information includes a student's name, dates of attendance and enrollment status, date of graduation, and degrees and honors awarded. In addition, FERPA permits the release of student records to education officials under prescribed circumstances. These include faculty and other NCF staff with legitimate educational interests, and officials of other schools in which the student is enrolled or seeks to enroll.

If a student does not wish for his or her directory information to be released, he or she should notify the Office of the Registrar.

FERPA violations may be reported to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

## **Student Email Accounts**

Students are provided an NCF e-mail account. These accounts will be used by faculty and staff to communicate with students. Students may also use them as their regular e-mail account. The accounts are managed by Information Technology, and will remain active throughout the time a student remains at New College (including during off-campus Study and approved Leaves of Absence). Students are responsible for monitoring these accounts for official announcements, communications from faculty and staff, and other important campus information.

## **Registration**

New College registration is a two-part process. All students undertaking an academic contract, an ISP, or work on the thesis should register. Occasionally students have completed all the academic contracts required for graduation, but are still working on another degree requirement, such as an ISP or the senior thesis. Unless such students have registered and paid for supplemental academic contracts, New College does not consider them enrolled.

### **Registration at New College is a two-part process:**

#### **Part I (Online Registration)**

In NewCLEIS, students must check for (and clear) any holds such as immunization documentation, library fines, etc. All holds must be cleared before the Office of the Registrar can register them for the term. In addition, students who have not cleared their account balances by the 5th day of classes may have their registration canceled.

If all holds are cleared, the Office of the Registrar automatically registers students for the term. For the fall term, the student is automatically registered for the ISP as well (if the student has not yet satisfactorily completed three ISPs).

This part of registration indicates to the College that the student will be attending that semester full-time, and leads to the generation of a bill for that period of study. Students are billed at a flat tuition rate (16 credit hour equivalents for the term and an additional 4 credit hour equivalents if an ISP is still required). Consequently, students will be registered and assessed for 20 billing hours each fall semester until three ISPs are satisfactorily completed. (Dropping the ISP from registration requires an Independent Study Project Drop/Add Form, with signatures from both the student and the faculty contract sponsor.)

The deadline for completion of Part 1 of Registration is the day before the first day of classes. A late fee is charged for registrations completed after the deadline. The late registration period is the first week of classes. Students who are not registered by the end of the first week of the semester are classified as withdrawn from New College. Students who register prior to the beginning of the semester have until the end of the first week of the semester to withdraw and cancel their registrations with no tuition and fees forfeiture. However, in accordance with Florida Statute 1009.24(14)(g), students who had been scheduled to enroll for their first semester at New College will forfeit the \$200 admission deposit that had been applied toward their tuition and fees if they otherwise meet this 100% refund requirement. PLEASE NOTE: Scholarship students who are not registered prior to the start of classes may forfeit their scholarships.

(Students access the online Course Request System (CRS) through NEWCLEIS. They are strongly encouraged to meet with their academic advisors prior to using the CRS. The CRS plays a key role in curriculum planning).

For help with problems logging on to NEWCLEIS, contact the Help Desk at (941) 487 -4350, email [helpdesk@ncf.edu](mailto:helpdesk@ncf.edu), or go to the NewCLEIS Home Page for additional information.

## **Part II (The New College Contract)**

The second part of registration is the submission of the academic contract. The contract lists the specific activities in which a student is enrolled during a semester, and must be signed by both the student and the faculty sponsor.

At minimum, the student must enroll in, and remain enrolled in, at least three units throughout the semester. Enrollment within module 1 or module 2 of a semester may not fall below three units.

The deadline to submit the academic contract to the Office of the Registrar is no later than 5:00 pm on the second Wednesday of classes. A late fee is assessed for contracts submitted during the late contract submission period, two days after the contract submission deadline. Students who do not submit a contract by the tenth day of classes are considered withdrawn.

Students whose registration is canceled and then reinstated beginning the first day of classes will be assessed a late registration fee.

For answers to questions about completing registration for a contract or ISP, contact the Office of the Registrar at (941) 487-4230 or email [records@ncf.edu](mailto:records@ncf.edu).

## **Registration for ISP**

Students are automatically registered for the ISP as part of the fall registration process (for the January Interterm ISP) if they have not satisfactorily completed three ISPs. However, they are still responsible for filing the Independent Study Project Description Form by December 1. Failure to file the Form as required will result in an Unsatisfactory ISP.

Because registration and payment for a January ISP are combined with registration and payment for a fall contract, a student who pays tuition to a host institution for fall term may not register for a January ISP at New College following that semester of study. To participate in an ISP through New College, the student must pay tuition to New College for the semester preceding the ISP period.

## **New College of Florida Graduation Requirements**

The requirements for the New College of Florida Bachelor of Arts degree are:



1. Seven satisfactory semester contracts;
2. Three satisfactory Independent Study Projects (ISPs);
3. The satisfactory completion of 31 units (a unit being equivalent to a full-semester course or an ISP);
4. The satisfactory completion of the Liberal Arts Curriculum requirements, including: study in a broad range of subjects; study of diverse perspectives\*; basic proficiency in mathematics and English language; and advanced proficiency in written and oral English language; (\* This requirement applies only to students entering in or after Fall 2013)
5. A satisfactory Baccalaureate Examination (usually in the form of an oral defense of the senior project);
6. A satisfactory Senior Project or Thesis, accepted in final form by Library staff.

Please note: A student who seeks to graduate with the minimum number of contracts should plan for satisfactory completion of an average of least 4 units per contract. However, a student's individual pace within the program may require additional time to complete graduation requirements.

## The Liberal Arts Curriculum

### Eight Liberal Arts Courses

Students must complete at least eight Liberal Arts Curriculum courses, including at least seven courses that expand disciplinary breadth (indicated by an asterisk in the course catalog), with at least one from each of the three Divisions (Humanities, Social Sciences, and Natural Science); plus at least one additional course that addresses issues of race, class, gender, and/or religious difference\*. (\*This requirement applies only to students entering in or after Fall 2013)

A liberal arts education at New College should develop one's intellectual and personal potential as fully as possible, and as a result instill interest in diverse academic disciplines and inspire a regard for views different from one's own. LAC courses are identified in each semester class schedule and posted in the year's Liberal Arts Curriculum Guidelines.

In addition, each year's Liberal Arts Curriculum Guidelines defines alternate methods of fulfilling these breadth requirements. These methods include appropriate courses taken at another college and achievement of certain scores on specific subject exams via Advanced Placement, the International Baccalaureate Programme, the Advanced International Certificate of Education, and the College Level Examination Program. (Please note, however, that while exam scores may be used to satisfy some LAC breadth requirements, exam scores cannot be counted toward transfer credit hour equivalents or contract certification.)

### Mathematics/English Language/Information Technology Proficiency

#### Mathematics Proficiency

All New College students must demonstrate the required basic proficiency in mathematics in one of the following ways:

1. Satisfactory completion of a course in mathematics at New College
2. A score of 500 or above on the mathematics section of the SAT Reasoning Test, the re-centered SAT I, or its equivalent
3. A score of 21 or above on the mathematics section of the ACT
4. A score of 91 or above on the ACCUPLACER Elementary Algebra exam
5. A score of 3 on any Advanced Placement (AP) mathematics exam
6. A score of 5 or higher on an International Baccalaureate (IB) mathematics exam
7. A score of 50 or higher on a College-Level Examination Program (CLEP) mathematics exam
8. A passing score on the mathematics section of the College Level Academic Skills Test taken prior to July, 2009

9. A passing score on the FTCE General Knowledge Exam mathematics section or a score of 91 or higher on the mathematics portion of the Florida College-Level Entry Placement Test
10. A 2.5 grade point average (on a 4.0 scale) in traditional postsecondary -level course work identified by the Florida State Board of Education and Florida Board of Governors as meeting the requirement to demonstrate college -level skills in mathematics. (Contact the Office of the Registrar for details.)
11. Six semester credit hour equivalents of mathematics course work completed at another accredited college or university, and deemed eligible toward transfer credit. (Contact the Office of the Registrar for details.)

### **English Language Proficiency**

1. One way to demonstrate the required basic proficiency in English language is to achieve scores that meet or exceed minimum scores on a nationally standardized examination, as established by the State Board of Education in conjunction with the Board of Governors. This may be accomplished with any one of the following:
2. A score of 500 or higher on the SAT Reasoning Test Critical Reading portion; *and*, 500 or above on the SAT Reasoning Test
3. Writing portion taken after February 2005
4. A score of 500 (recentered score) or 412 (non-recentered score) or above on the Verbal section of the SAT I taken prior to March 2005
5. A score of 22 or above on the ACT program in Reading; *and* either one of the following:  
     21 or above on the ACT program in English *or*  
     21 or above on the ACT program in English/Writing  
     (English with Essay Component)
6. A score of 20 or above on the Composite of the ACT taken prior to October 1989
7. 93 or above on the ACCUPLACER Reading Comprehension Examination and 105 or above on the ACCUPLACER Sentence Skills Examination
8. A passing score on the English language, reading, and essay writing subtests of the College Level Academic Skills Test taken prior to July 1, 2009.

Alternatively, students with course work from another accredited college may meet the English Language Proficiency requirement if they have achieved a 2.5 grade point average (on a 4.0 scale) in traditional postsecondary -level course work identified by the Florida State Board of Education and Florida Board of Governors as meeting the requirement to demonstrate college -level skills in English language, reading, and essay writing. (Contact the Office of the Registrar for details.)

### **Advanced Proficiency in Written and Oral English Language**

Satisfactory performance on the final graduation requirements—the senior thesis or senior project, and the oral Baccalaureate Exam—provides clear evidence that the student has met the College's requirement of Advanced Proficiency in Written and Oral English Language. The requirement for Advanced Proficiency in Written and Oral English Language cannot be waived.

### **Waivers for Basic Mathematics Proficiency and English Language Proficiency**

Students may apply for a waiver if they do not satisfy the basic requirement(s) of Mathematics Proficiency and/or English Language Proficiency. Applications for waivers [not related to a documented specific learning disability] will be reviewed by the Waiver Committee. This committee will include the Provost, a faculty member in Mathematics, a faculty member in English, a third member of faculty outside of Mathematics and English, and an institutional test administrator. Petitions for waivers will be considered only after students have been provided test accommodations and other administrative adjustments to permit accurate measurement of the student's proficiency in the subject area measured by the exam. The Committee reviewing the request shall review the student's academic records and such other information as appropriate.

Any student with a documented specific learning disability (SLD), such that the student cannot demonstrate successful mastery of basic Mathematics Proficiency and/or basic English Language Proficiency, may apply for a waiver through the Provost's Office.

If a waiver is approved, the student's transcript shall include a statement that the student did not meet the basic Proficiency requirement(s) and that a waiver was granted. (There shall be no mention of a disability should the student have received the waiver on the basis of a disability.)

## **The New College Academic Contract**

An academic contract, which corresponds to one full-time semester of enrollment at New College, contains four sections: 1) educational activities, 2) short- and long-term goals, 3) descriptions of academic activities and activities outside of the academic contract, and 4) certification criteria. Goals may of course change over time. Rather than committing to activities or outcomes, contemplation of goals provides an opportunity to imagine the future, and to reflect on how educational choices lead to academic achievements. Over time, successive contracts record new directions in thoughts and aspirations, and document the changes in a student's intellectual and social development.

The student's list of planned educational activities can include both semester-long (fourteen-week) and modular (seven-week) activities. Each New College full term course, tutorial, or Independent Reading Project is equivalent to one unit; one that is modular or module-equivalent is counts as a half unit. At minimum, the student must enroll in, and remain enrolled in, at least three units throughout the semester. Enrollment within both module 1 and module 2 of the semester must remain at or above three units.

Only activities listed under educational activities, when completed and evaluated as satisfactory by the appropriate New College professors, appear on the official transcript. Educational activities may be courses, seminars, tutorials, labs, fieldwork, internships, special projects, and the like. For each activity for academic credit, a New College faculty member is listed and is responsible for submitting an evaluation of student work. All activities undertaken as tutorials require the instructor's initials on the contract.

The third section of the contract lists activities outside the formal curriculum, such as personal development projects or employment. These activities do not appear on the transcript, and, while they may form an important part of the student's experience and play an important role in the discussion with the contract sponsor, a faculty member does not evaluate these activities. This section may also be used to describe in more detail any educational activities listed in the second section.

The final section states the criteria for satisfactory completion of the contract, called "contract certification." The certification criteria reflect an agreement between the student and sponsor as to what constitutes successful academic progress for a semester. These criteria usually involve a number of completed educational activities, but may include the completion of other projects as well, such as planning for the senior thesis or solving a specific academic problem.

The New College faculty member with whom a student develops the contract, and who signs it, is the contract sponsor. He or she serves as a mentor during the semester, helping the student integrate his or her experiences and respond effectively to academic challenges. Though the sponsor is often instructor for one or more of the student's educational activities, this need not be the case.

The completed contract, with the appropriate signatures, must be submitted to the Office of the Registrar by the eighth day of the semester (see Registration Part II). The Office of the Registrar processes the form and distributes copies of it to the student and to the Division of the contract sponsor.

### **Contract Renegotiation**

After the student submits the contract to the Office of the Registrar, he or she may revise it in consultation with the sponsor, a process called "contract renegotiation." Educational activities may be added or dropped, and the certification criteria changed. The sponsor must endorse the changes. The deadline for contract renegotiation is Friday of the twelfth week of the semester.

### **Semester Evaluations**

At the end of each semester, the instructor for each of the contract's educational activities (listed for potential transcript entry) submits a narrative evaluation of each student's performance to the Student Evaluation System (SES). In addition to providing details related to the student's performance, this evaluation specifies whether or not that work is "Satisfactory," "Incomplete," or "Unsatisfactory."

### **Incompletes and the One-Year Rule**

For work designated as "Incomplete," a faculty member may specify a deadline for completion in the Student Evaluation System; the deadline must be on or before one year from the first day of the semester for which the contract was written. If the faculty member makes no designation, educational activities that are "Incomplete" after one year from the first day of the

semester for which the contract was written automatically become “Unsatisfactory.” For example, a course taken during fall 2011 and not completed becomes “Unsatisfactory” on the first day of classes of fall semester 2012. This practice applies to modular and full-term courses.

The deadline for the submission of semester evaluations by the faculty is Wednesday at 5:00 p.m. during the eighteenth week after the beginning of the semester.

Evaluations are internal communications between professors, students, and contract sponsors. They are not part of the official transcript, are not included with transcripts, and are never translated by the Registrar into grades. A student can download his or her evaluations and copy them as part of graduate and professional school applications, but the narrative evaluations do not have status as official transcripts, and cannot be given this status by the Office of the Registrar.

### Contract Certification

The contract sponsor certifies the academic contract after evaluations have been submitted to the online Student Evaluation System. This is based on the certification criteria articulated in the contract. The deadline for contract certification is ten days after the beginning of the following semester. Like individual courses, contracts are certified as **Satisfactory**, **Incomplete**, or **Unsatisfactory**.

## The Independent Study Project

The ISP requirement addresses five educational objectives:

- 1) To train students to carry on independent research, to prepare them to plan and carry through an effective senior thesis;
- 2) To supplement the curriculum, to provide an opportunity to cover areas not usually available, particularly off-campus;
- 3) To provide an opportunity for non-traditional, innovative, experiential learning projects;
- 4) To encourage work-related experiences such as internships;
- 5) Generally to provide an opportunity for intensive involvement with one subject, as a change of pace from the regular terms.

A student chooses a topic in consultation with a faculty member who agrees to become the ISP adviser. The ISP Handbook and the Workshop, held in November of each year, provide guidance to students as to the types of ISPs that faculty encourage. Projects may be carefully defined at the beginning, or left open-ended and exploratory. The content and demands should be roughly equivalent to that of a term-length tutorial. A full-time, four-week academic activity, the ISP is incompatible with full-time employment, a regular semester contract, or a second, simultaneous ISP. One New College ISP counts as one unit. Three ISPs are required for graduation. A student may register for a fourth ISP.

The first ISP must take place as on-campus study in order to assure the opportunity for frequent consultation between student and ISP adviser. When strongly justified by the educational benefits of a project, a student may petition the Provost for a waiver of this requirement. To petition for a waiver, a student should send a petition form, found [here](#) (must be logged into the myNCF portal to access this document) and include a letter to the Provost describing the project and explaining what educational benefits justify doing the project off campus. The petition should be accompanied by the completed **Independent Study Project Description Form** and a letter of support from the project advisor. Transfer students are not bound by this requirement, although on-campus study during the first ISP is strongly recommended. When practical, subsequent ISPs should also be done as on-campus study to permit adviser-student consultation.

### Registering for the January Interterm ISP

The process of registering for an ISP has two steps: Registering and paying for the ISP, and submitting an ISP Description Form.

**Step 1:** If the student has not yet satisfactorily completed the 3 ISPs required for graduation, the Registrar will automatically register the student for the January Interterm along with the fall registration, so that the student will be billed to pay for the January Interterm along with the fall semester.

The student's faculty contract sponsor can approve withdrawal of that ISP registration; the student is responsible for seeking the sponsor's signature on an ISP Add/Drop Form to request this (deadline: December 1).

If a student is not already registered for a January ISP but intends to do one, he or she may register for it during fall registration or during the fall semester, and pay for it as an addition to fall tuition. Registration may take place electronically if completed during the period before classes start, or it may take place through the **ISP Add/Drop Form** submitted to the Office of the Registrar (deadline: December 1). Students may not add a January ISP to their fall registration after the last day of fall

classes.

**Step II:** In addition to registering and paying for the ISP, the student must submit an ISP Description Form signed by the project advisor and the fall contract sponsor. In order to complete the form, the student must articulate a title or topic for the ISP, a core bibliography, the form of the final project (e.g. critical essay, research paper, work of art, series of examinations, performance, etc.), and a description of the project including goals and procedures.

The Office of the Registrar will accept the ISP Description Form without penalty to the student until the end of the first week of the January Interterm period if the student is able to submit the Form with signatures from the faculty contract sponsor and faculty ISP advisor. After the first week of Interterm, the form will not be accepted; if the deadline is missed, the student forfeits payment for the ISP, and the ISP is recorded as Unsatisfactory.

### **Renegotiating the ISP**

ISP Description Forms may be thought of as mini contracts negotiated for the January Interterm period. Like term-length contracts, the forms may be renegotiated at the discretion of the original ISP advisor at any time during January. There is no ISP renegotiation form; instead, the student files a new ISP Description Form with the Office of the Registrar, printing the words "Supersedes Previous Form" at the top of the page. A student may change the ISP advisor until the last day of the Interterm. A change of project advisor requires the consent of both the original and the new advisor, and requires that a new ISP Description Form be submitted. The contract sponsor from fall semester must also sign the new form.

### **Summer ISPs**

Since New College does not have a summer session, it is not possible to pursue a summer ISP through New College. However, with approval from your contract sponsor and a completed ISP Description Form, a student may enroll in academic activities at an accredited college or university for at least 4 semester credit hours (or 6 quarter hours) toward the ISP requirement. The credit hours must be earned with grade of C or better at the host institution in order to transfer back to New College. Since only one ISP may be accepted in transfer, the student should ensure that an ISP transfer credit not already been earned.

May 2 (5:00 PM) is the deadline for submission of the Summer ISP Description Form to the Office of the Registrar. For this form, your contract sponsor also serves as your ISP advisor.

Completion of the summer ISP is due by the day before fall classes begin. The official college transcript for the work must be received no later than the last day of classes of the subsequent fall semester. Earlier deadlines for completion and transcript submission may be set by the contract sponsor and/or the host institution.

### **Cancellation of the ISP**

If a student is registered for an Interterm ISP but fails to turn in an ISP Description Form by the last day of the first week of the January Interterm period, then the Office of the Registrar records the ISP as cancelled, and the student's ISP is recorded as Unsatisfactory.

### **ISP tuition and fees will be refunded to a student only in the following cases:**

- The student officially withdraws from New College during the semester preceding the ISP.
- The student is granted an Emergency Leave of Absence during the semester preceding the ISP.
- The student is dismissed during the semester preceding the ISP.

If the student has Bright Futures Scholarship funding, ISP tuition and fees are subject to repayment to the State of Florida.

### **Off-campus Study ISP Payment**

Students engaged in a January ISP off campus (but not with a host institution) pay tuition and fees to New College. If, however, a student enrolls in a host institution to complete an ISP, the student should submit a request for waiver of New College tuition and fees.

### **Deadlines for Completing ISPs**

All work completed as part of the Interterm ISP is due no later than the last day of the Interterm period. After that date, the ISP

will be considered incomplete. A summer ISP must be complete by the day before the first day of fall classes (or earlier, if specified by the host institution or faculty contract sponsor); the transcript must be received by the Office of the Registrar by the last day of fall classes. (Earlier deadlines for completion and transcript submission may be set by the contract sponsor and/or the host institution.) If a student has turned in an ISP and has received no acknowledgment of his or her completed work in the Student Evaluation System, the student should contact the ISP sponsor and request that the professor indicate "All Work Completed" in the Student Evaluation System. Appeals of ISP terminations, and of ISPs that are deemed Unsatisfactory because they were turned in after the deadline for faculty to evaluate them, will be heard by the Student Academic Status Committee (SASC), which can waive termination in exceptional cases.

### Deadlines for Faculty Evaluations of ISPs

A January ISP that has not been evaluated as Satisfactory in the Student Evaluation System by 5:00pm on the Wednesday of the eighteenth week after the beginning of the subsequent Spring Semester will be designated as Unsatisfactory. Summer work undertaken at another institution may, with the written consent of the ISP advisor, be counted as an ISP. The expected completion date for a summer ISP is the beginning of the subsequent Fall Semester; the last day of classes of that Fall Semester is the deadline for the Office of the Registrar to receive the official transcript from the host institution. A summer ISP that has not been evaluated as Satisfactory in the Student Evaluation System by 5:00pm on the Wednesday of the eighteenth week after the beginning of that Fall Semester will be designated as Unsatisfactory.

## Provisional Area of Concentration

By the middle of the fifth academic contract (including contracts exempted by transfer credit), the student must complete a Provisional Area of Concentration Plan. A student may not register for the following semester until the Office of the Registrar receives the form. A student may submit a new form modifying the plan at any time prior to the filing of the Thesis Prospectus.

The first section specifies the intended Area of Concentration. There are six categories:

1. **General Studies:** Requires the endorsement of two faculty from different Divisions and presupposes study in all three Divisions. No Area of Concentration is recorded on the transcript. Any student who has completed the Liberal Arts Curriculum is eligible to graduate in general studies.
2. **Divisional Concentration** (Humanities, Natural Sciences, or Social Sciences): Requires the endorsement of two faculty members (usually from different disciplines) from within the appropriate Division and fulfillment of Divisional requirements. A Social Sciences concentration requires the endorsement of three faculty from that Division.
3. **Disciplinary Concentration:** Requires the endorsement of two faculty from a discipline presently represented at New College. For disciplines having only one faculty member, a student must petition the Division for acceptance of the disciplinary concentration when appropriate work in the discipline has been done off campus with the approval of the New College faculty member representing the discipline.
4. **Joint-Disciplinary Concentration** ("slash" major): This is a combination of two or more disciplines offered at New College and is indicated by a slash between the disciplines (biology/chemistry). A joint -disciplinary concentration requires the endorsement of three faculty members, at least one from each discipline. This combined concentration is used to indicate a plan of study in which substantial study has occurred in two disciplines, but not enough for a double Area of Concentration (see below).
5. **Double Area of Concentration** (double major): May be accomplished in one of two ways: 1. One Thesis Prospectus/Area of Concentration form is filed with signatures from four faculty members, two from each area of concentration. The student meets all requirements of each discipline. The four faculty members comprise the baccalaureate committee. The student completes one thesis satisfying the requirements of both concentrations and undergoes one baccalaureate examination. 2. Two Thesis Prospectus/Area of Concentration forms are filed and all requirements for a concentration in each discipline are met, including two theses and two baccalaureate examinations (see disciplinary concentration above).
6. **Special Program Concentration:** A special program concentration represent a program of study that is not found in this Catalog's "Academic Disciplines" section, and that is developed in consultation between a student and faculty members. The title must accurately describe the area of study, and must begin with the designation, "Special Program." A special program concentration requires the endorsement of two faculty. In some cases, where there are limited course offerings at New College that apply to the designated special program, appropriate off-campus work will be required. An expanded description of the proposed special program concentration must be attached to the Provisional Area of Concentration Plan form. The attachment must include a short narrative description of the program being proposed, and a specific list of all activities—course work on or

off campus or other educational activities—that should be undertaken to complete the program. A similar attachment must accompany the Thesis Prospectus/Area of Concentration form. The expanded description must be signed by the faculty who signed the Provisional Area of Concentration and/or Thesis Prospectus/Area of Concentration forms. A faculty sponsor endorsing the Area of Concentration, in collaboration with the student, may retract a description at any time or modify it by submitting another under the same special Area of Concentration name. The new or modified description then supersedes the preceding description.

If the special program is similar to programs offered by other undergraduate institutions, or if it implies preparation for particular graduate or professional programs, the faculty deems it very helpful for the description to relate the program to these other programs.

A copy of the description must be submitted to the Office of the Provost of New College, which in turn will distribute it to the Chairs of the College's three Academic Divisions. They will bring the description before their Division faculties for discussion. A file of special program Areas of Concentration is maintained by the Office of the Registrar and is available to all members of the College community.

The second section of the Provisional Area of Concentration Plan provides for a description of the academic activities required to complete the plan of study at New College. This description should reflect any remaining requirements. In completing this section, the student and a faculty member within the student's chosen Area of Concentration (often, but not always, the contract sponsor) review the student's record and document the requirements necessary for completing the proposed Area of Concentration.

## The Thesis Prospectus/Area of Concentration Form

Within each Area of Concentration, the specific mix of courses, tutorials, fieldwork, study abroad, and other projects will vary from student to student.

The academic endeavors necessary to complete an Area of Concentration often include a list or sequence of specific course requirements; additional required courses, tutorials, and projects will be determined by the student and sponsor, in collaboration with other faculty. Regardless of the chosen Area of Concentration, a New College graduate is expected to have satisfactorily completed at least eight educational activities beyond an elementary level directly related to the Area of Concentration. Furthermore, the total number of educational activities required to complete an Area of Concentration should normally be fewer than half the total number of activities included on the seven contracts and three Independent Study Projects required for the baccalaureate degree.

By the middle of the sixth semester (including contracts exempted by transfer credit) a student must complete a Thesis Prospectus/Area of Concentration form. The first section of this form indicates the type of concentration (see above). The second section outlines the work a student must complete to satisfy the Area of Concentration. The first and second sections are, then, updates of the Provisional Plan filed during the fifth contract. The third section of the form contains the thesis prospectus. It includes a working title or topic, summary description, and key bibliography for the thesis. This form supersedes the Provisional Area of Concentration Plan and requires the signatures of three faculty members. Two faculty members, one of whom is the thesis sponsor, ratify the Area of Concentration. The third (unless Area of Concentration requirements dictate otherwise) is a faculty member of the student's choice from any of the Academic Divisions. The three signers become members of the baccalaureate committee. Although in most cases there is only one thesis sponsor, other members of the committee may serve as advisors to the student in the development of the senior thesis.

The Thesis Prospectus/Area of Concentration form must be submitted to the Office of the Registrar by 5:00 p.m. on the first Friday of Module II during the sixth contract. **PLEASE NOTE:** A student must submit this form to the Office of the Registrar in order to enroll for the following semester.

## The Senior Thesis

In order to graduate from New College of Florida, all students, regardless of Area of Concentration, undertake and complete a senior project or thesis. The completed project should demonstrate the ability to express ideas and information in writing. When the thesis is approved by the thesis sponsor, the original copy is archived in Jane Bancroft Cook Library. The student is responsible for delivering the final copy of the thesis to the Library the Monday of graduation week by 5:00 p.m. If the Library has not accepted the senior thesis, the student will not be able to participate in the College's graduation ceremony, his or her diploma will be withheld and a hold will be placed on his or her transcript until the library copy has been accepted. The printed Library copy should be submitted unbound, preferably in an envelope. The student must also email the complete pdf of the

thesis and a Word or rtf file of the abstract to [thesis@ncf.edu](mailto:thesis@ncf.edu). The Library pays for one bound copy of the thesis for the archive. A Divisional copy of the thesis may be made at the request of an appropriate faculty member and will be charged to that Division. All theses that have been completed at New College are available in Cook Library. Signature of the abstract by the faculty thesis sponsor or sponsors signifies approval of the thesis for deposit in the Library.

If the thesis takes other than written form—for example, a work of art—the student must also submit a written description of the project to the Library, along with slides, a video, or a recording as the baccalaureate committee deems appropriate.

### **Thesis Format**

The bound copy of the thesis available to library users should be professionally presented as the scholarly document it is. Hence the thesis must comply with certain regulations as to format. Each year the Dean of the Library assigns a library thesis coordinator who checks the theses for form and who receives and signs off on the final document. The library copy of the thesis must conform to the following requirements:

#### **Paper**

The thesis must be printed on acid free, 20 pound weight, at least 25% rag cotton content, white archival bond paper. It is available for purchase in the campus bookstore.

#### **Margins**

The left margin must be 1.5 inches wide to allow space for binding. The top, right and bottom margins must be one inch wide.

#### **Print**

A standard unified type size and typeface is customary, with script, italicized or slanted typeface reserved for emphasis, technical or other special terms and foreign words. Any necessary variations should be discussed with the faculty thesis sponsor. Any symbols to be inserted in the text, which are not on the standard qwerty keyboard, should be made in the same color ink (black is customary) as the printed text.

#### **Page Numbers**

Pages of the thesis should be consecutively numbered. Roman lower-case numbers are used for the front matter. Arabic numerals are used for the body of the text.

#### **Spacing**

The abstract and the body of the text should be double spaced. For directions on how to space indented quotations, footnotes or endnotes, or bibliographies, please consult the style guide recommended by the faculty thesis sponsor.

#### **Illustrations**

Photographs, charts and other materials mounted on sheets for inclusion in the thesis must be securely fixed to pages, and should follow the guidelines for margins stated above. Graphs, charts and tables may be in color or black and white. Visual materials may be inserted at the appropriate point in the text, or at the end of the manuscript. Short tables may be placed on a page with some text, or centered on separate sheets.

#### **Abstract**

The library copy of the thesis will contain an abstract of approximately two hundred words that is signed by the faculty thesis sponsor(s). If the abstract lacks a signature, the student will be instructed to secure one before the thesis will be accepted. Consider making an appointment to obtain this signature.

For senior theses, the abstract should summarize the problems addressed, the research, the methods, and the major findings. For senior projects, the abstract should describe the project, its medium and its shape, and the problems or issues that the project addressed.

### **Electronic Copy of Thesis**

Every student must submit the following:

One final copy of the entire thesis in pdf format to [thesis@ncf.edu](mailto:thesis@ncf.edu)



The file should be submitted at the same time as the print copy. The pdf will be uploaded to the Thesis Database by the library staff.

### **Oversize Materials**

Because of difficulties in binding, the library recommends avoiding the use of oversize materials. Charts and other illustrations to be included in the thesis should be reduced or redesigned to fit a standard page. If oversize material is used, it must be folded to fit in a pocket inserted into the thesis.

### **Additional Materials on Disc**

Additional materials submitted on CDs or DVDs will be archived with the thesis. The discs should be labeled appropriately as to authorship, thesis title, and content, placed in a protective case or sleeve, and submitted at the same time as the print thesis.

### **Citations and Bibliography**

Style of citations and format of bibliography (footnotes or endnotes) must be approved by the faculty thesis sponsor.

### **Arrangement of Thesis**

In general, the manuscript is arranged in three sections: 1) preliminaries or front matter, 2) text, and 3) back matter.

### **Preliminaries or Front Matter**

This section contains the following components, some of which are optional. Pagination in this section is in lower-case Roman numerals.

- Title Page (Count as "page i," but do not number this page.)
- Dedication (optional) If included, begins pagination here (ii).
- Preface or Acknowledgments (optional)
- Table of Contents (List all parts of thesis, except title page)
- List of Illustrations and List of Tables (when relevant)
- Abstract

### **Text**

Pagination in this section is in Arabic numerals and begins on page 1 of the text. The text may be divided into chapters.

### **Back Matter**

This section should be arranged in the following order:

- Appendices (when relevant). If the thesis contains only one appendix, do not "letter" or number it. If, however, the thesis contains more than one appendix, provide a title, letter or number for each one.
- Endnotes (when relevant)
- Bibliography

Variations on this model may be made by students in consultation with the faculty thesis sponsor.

### **Submission of the Library Copy**

A senior thesis is a scholarly document. Digital copies of theses are made available upon request to members of the public for a fee.

The print thesis must be submitted to the Jane Bancroft Cook Library in a 10 x 13" envelope. Audiovisual materials that are part of the thesis project should be submitted with the print copy. All non-paper materials, such as photographs, CDs and DVDs, must be labeled with the thesis student's name and year of graduation.

Students must submit an electronic copy of their thesis via email to [thesis@ncf.edu](mailto:thesis@ncf.edu). Submit the complete thesis as a pdf file.

The final library copy should be as clean and correct as possible. The library thesis coordinator may reject manuscripts with

light or unreadable print or that otherwise do not meet the specifications described here. Remember: The library thesis coordinator will review your thesis copy for margins and signatures. There will be no further review by Library staff after acceptance of the thesis. The library thesis coordinator is responsible for accomplishing review in a timely manner.

The Library copy of the thesis, both in print and as a pdf, must be submitted no later than 5:00pm on the Monday of graduation week.

## Sample Title Page

(2 " top margin)

THE THEORY OF X

(4 spaces)

BY

JANE SMITH

(6 spaces)

A Thesis

(4 spaces)

Submitted to the Division of \_\_\_\_\_

New College of Florida

in partial fulfillment of the requirements for the degree

Bachelor of Arts (Single space all of this)

Under the sponsorship of \_\_\_\_\_

(4 spaces)

Sarasota, Florida

Month, Year

(Note: Both the title and the author's name are generally capitalized. If the title is more than one line long, an inverted pyramid form is the customary lay out.)

## Sample Abstract

THE THEORY OF X

Jane Smith

New College of Florida, 2013

ABSTRACT

Follow this form. The type of information given at the top of the page and at the end (title, author, school, year and "abstract" at the top, name of professor and academic division at the bottom) must be included in all abstracts.

The abstract should not exceed two hundred words, or a page and a half of text. It must be double-spaced. The

customary arrangement calls for the information at the top to be centered in the manner indicated, and for the title to be capitalized. Variations on this should be discussed with the faculty thesis sponsor. Triple-space (or otherwise mark a clear break) before and after the word "abstract". The faculty thesis sponsor's signature is required. If an unsigned thesis is submitted, the faculty thesis sponsor will be notified.

Type Name of Faculty Thesis Sponsor

Type Name of Academic Division

2/20/2014

## **The Baccalaureate Examination**

The baccalaureate examination, conducted by the baccalaureate committee, is an oral defense of the student's performance in three areas: senior thesis, Area of Concentration, and the undergraduate education in general. It is typically the final requirement for graduation, coming in the final semester and presupposing completion of the senior thesis and substantial completion of the requirements for the Area of Concentration. No student may graduate until the quality of her/his educational achievement has been closely examined and approved by three faculty members. The ability to express ideas and information orally is assessed as part of the baccalaureate examination process. The baccalaureate examination usually is held two or three weeks prior to the semester's end, but examinations can be scheduled earlier. The dates of the baccalaureate exam week, the first three days of the twelfth week and the last two days of the fourteenth week, are announced in the academic calendar.

The procedure for announcing baccalaureate examinations, which are open to the College community, is as follows:

Not later than one week before the baccalaureate examination, the student who is to be examined shall apply to the Division Office of his or her thesis sponsor for a room in which to hold the examination. He or she shall provide the Division with the following information:

1. Name of student
2. Title of thesis or project
3. Area of Concentration
4. Members of baccalaureate committee
5. Date and time of examination

A Division staff member shall assign a room for the examination and the student then posts an announcement of the examination (consisting of all of the preceding information) on the Baccalaureate Announcement website, found on the Provost Office portal website. The student may also post paper announcements in any or all of the following places:

1. Division Offices
2. Library
3. Office of the Registrar
4. Office of Student Affairs
5. Any available student publication

A student's senior thesis project committee, which is also the baccalaureate committee, includes a senior thesis sponsor and at least two other faculty members, all of whom have signed the Thesis Prospectus/Area of Concentration Form on file in the Office of the Registrar. In the event that a student wishes to change the membership of the committee, a new **Thesis Prospectus/Area of Concentration Form**, signed by the new committee members, must be filed in the Office of the Registrar two weeks before the baccalaureate examination. Previous committee members will be notified of the change by the Office of the Registrar. A baccalaureate examination may be held only with the approval of the thesis sponsor.

A satisfactory Baccalaureate Examination Report signed by all of the members of the committee must be submitted to the Office of the Registrar (or submitted online, through the Student Evaluation System) no later than 5:00 p.m. of the Friday preceding graduation week. A satisfactory Senior Thesis or Project Evaluation must be submitted online, through the Student Evaluation System by 5:00 p.m. of the following Monday. In addition, the student is responsible for delivering the final copy of the thesis to the Library that same day. If a baccalaureate is held and one or more members of the committee refuse to sign the baccalaureate examination form, then the student may:

1. Fulfill conditions set by the committee to the satisfaction of the thesis sponsor;
2. Request another baccalaureate examination with the same committee;
3. Reconstitute the thesis committee. If the committee is reconstituted, then a new Thesis Prospectus/Area of Concentration form, signed by all of the members of the new committee, must be filed in the Registrar's Office; the baccalaureate examination may not be held sooner than two weeks after the new form is filed. The deadlines in the previous paragraphs remain in effect.

The faculty members of the Student Academic Status Committee review the list of potential graduates and make their recommendation(s) to the New College faculty as a whole, in its executive session at the last faculty meeting of the academic year. The New College faculty, in that executive session, votes conferral of all degrees. If a student has not met the requirements for the degree by the time of the faculty meeting, the student cannot graduate in that academic year. The student may fulfill the requirements by some later time agreed upon with appropriate faculty members and be presented to the faculty as a whole no sooner than three months after the year's degree-granting faculty meeting and no later than five years after that meeting.

### **Enrollment of Thesis Students (The "Langston Rule")**

Students who hold baccalaureate examinations between the first day of classes of the fall semester and the end of the January Interterm ISP period must be enrolled for that fall semester to hold their baccalaureates. Students who hold their baccalaureates between the first day of classes of the spring semester and two weeks after graduation must be enrolled for that spring semester. Baccalaureates held later than two weeks after graduation and before the start of classes of the fall semester require registration for that fall semester. If during the semester, the student encountered an extreme circumstance, which prevented the student from completing the thesis, a student may wish to petition this policy with the Office of the Provost. This rule is based on a memorandum from Interim Dean & Warden Douglas Langston on May 8, 1998. The memorandum was discussed in Faculty Meeting of 03/11/1998; a full text of the memorandum is appended to the minutes of that meeting.

### **Early Graduation**

A student may graduate after the completion of six contracts by successfully petitioning the Student Academic Status Committee (SASC), prior to beginning his or her sixth semester, for waiver of the seventh semester. A Thesis Prospectus/Area of Concentration form must be submitted either before or with the petition.

A student graduating in six semesters is expected to complete an academic program comparable in content to that of a student graduating in the standard seven semesters. The work must be of superior quality. The student must have met both the Liberal Arts Curriculum requirements and his or her Area of Concentration requirements, and have satisfactorily completed

31 units (a unit being equivalent to a full semester course or ISP). The student must obtain the support of the senior thesis sponsor and a second faculty member signing the Thesis Prospectus/Area of Concentration form. All other academic requirements must be met in order to graduate early.

Failure to complete all graduation requirements by the end of the sixth semester voids any prior SASC approval of an early graduation petition and requires enrollment for a seventh semester.

The requirement of four on-campus contracts cannot be waived by a request for early graduation. Thus, a transfer student who enters New College with credit for three contracts is not eligible for early graduation.

### **Extra Contracts or Semesters**

Specific academic programs may require the completion of contracts beyond the seven required for graduation. Students registering for contracts beyond the seventh are required to engage in full-time academic work.

### **Transfer Credit**

Students transferring to New College from another accredited college or university are awarded transfer credit in the form of unit, contract and Independent Study Project exemptions. Only work in the liberal arts and sciences completed at the grade equivalent of "C" or above at an accredited college or university is considered for transfer credit; such work must be certified on an official transcript. Advanced Placement examinations, or other examinations in lieu of courses, do not receive transfer credit except when applied to completion of an earned Florida College System Associate in Arts degree. Course work completed at another college or university after a student's initial enrollment at New College will not be considered for transfer credit unless registered for fulfillment of a New College contract or ISP. The maximum transfer credit granted, regardless of the number of credits earned elsewhere, is three New College academic contracts (the equivalent of three semesters) and one Independent Study. Thus, to earn the New College degree, all students, including transfers, must complete at New College a minimum of four contracts, two Independent Study Projects, a senior thesis, and a baccalaureate examination. New College does not divide academic contracts, which represent a full semester's work, into lesser units of credit. In order to be considered eligible for transfer credit, a student must bring to New College enough credits to be exempted from an academic contract (a full semester of study). Because the Independent Study Project at New College, equivalent to a semester course, comes after a full semester of college study, Independent Study Project (1 unit) exemption is possible only when transfer students bring substantially more than the equivalent of one contract's credit. Transfer credit for an ISP alone is not granted for a student entering New College.

For further detail on transfer credit assignment, see the Catalog section on Transfer Credit Policy. For information regarding off-campus study through other colleges once enrolled at New College, see the Catalog sections regarding Contracts and ISPs.

## **Off-Campus Study**

### **The Place of Off-Campus Study in the Curriculum**

Enrollment in a semester contract of study off campus must be equivalent to a minimum of 3 New College units (or 12 semester hours or 18 quarter hours at a host institution). If a student undertakes an academic contract that consists of study at another accredited college or university, or at a recognized field study center, he or she pays tuition and fees only to the host institution, not to New College. In order for the student to receive credit at the end of the off-campus endeavor, the student must arrange for the host institution to send an official transcript, or other appropriate and official account of the experience, to the New College of Florida Office of the Registrar. New College will accept the transcripts of recognized foreign universities for off-campus study purposes. For transcripts from abroad, the student is responsible for arranging and paying for a course-by-course evaluation of the work into American credit hour and grade equivalents by a credential evaluation service that is a member service of the National Association of Credential Evaluation Services; if the transcript is not in English, the student is also responsible for arranging and paying for a professional translation. The Office of the Registrar will provide the academic advisor with a copy of the transcript once it is received from the host institution. If off-campus study as an academic contract is not undertaken at another college, university, or field study center, New College faculty are responsible for evaluation of the student's work on a tutorial basis. In such cases, the student pays tuition and fees to New College.

### **Resources for Off-Campus Study**

New College provides resources for identifying and evaluating off-campus opportunities through Career Services on campus. Planning for an off-campus semester should begin with a visit to the Center for Career Education and Off-Campus Studies Center.

## Off-Campus Study Eligibility

To qualify for off-campus study, a student must have completed two successive satisfactory contracts at New College, and must declare his or her intent by April 1 for the following fall semester or November 1 for spring semester. See the form on the registrar's web site which must be signed by the contract sponsor.

In addition, students who wish to study off campus should be aware of the following conditions and requirements:

1. An off-campus contract must be deemed as equivalent to a full-time contract at New College by the Contract Sponsor, with a minimum of 3 units of New College tutorial work, or 12 semester hours or 18 quarter hours of study at an accredited host institution.
2. The student's final contract must be completed on campus.
3. The student must complete four of his or her seven contracts on campus in order to graduate.
4. While off campus, the student remains responsible for all deadlines related to his or her subsequent return.
5. A Florida resident student who pursues off-campus study for two consecutive semesters will need to reestablish in-state residency upon return to New College.

## Registering for Off-Campus Study

All students registering for off-campus study should complete a contract in consultation with the contract sponsor. They should submit the contract to the Office of the Registrar in the semester prior to the term of off-campus study (before winter or summer breaks). They should also be aware of the following guidelines:

- When negotiating the certification requirements for Off-Campus Contracts, the student and the contract sponsor should take into consideration such factors as the quality of the institution, the level of courses to be taken, and the integration of the work into the student's academic program at New College.
- A student may have trouble committing to or confirming all the details of an off-campus contract before arriving at the host institution. Students should submit new contracts, signed by their contract sponsors, to the Office of the Registrar when their schedules at the host institutions are finalized.
- Students who are participating in exchange programs such as the National Student Exchange (NSE) or that with the University of the West Indies (UWI), register and pay tuition and fees at New College. Such students may decide, in consultation with their faculty, to establish a mixed contract, consisting of both work at the off-campus institution and tutorials supervised by New College faculty.
- Because all New College students enroll full-time, the student must enroll in (and remain enrolled in) a minimum of 3 units or the equivalent of at least 12 semester hours (or 18 quarter hours).
- Students are responsible for arranging to have their official transcripts (and any additional credential translation and/or evaluation documents) sent to the Office of the Registrar immediately at the end of the semester.

## Special Concerns for Students Paying the Host Institution

Paying the host for off-campus study involves a slightly different set of procedures from paying at New College of Florida.

- Students paying the host institution should complete a Tuition Waiver Form and submit it with the Off-Campus Study Form to the Office of the Registrar.
- For every semester that a student studies off campus and pays tuition to the host, he or she must request a Tuition Waiver from New College.
- Once tuition at New College has been waived, the student's contract may show only work to be done at the host institution. A student may not include independent work with a New College faculty member as part of the Off - Campus Contract if tuition is paid to the host institution.

- Students paying at the host institution do not need to register in NewCLEIS
- Students paying at the host institution are not eligible to register for an ISP following the semester of off-campus study.

### **Off-Campus Study and Financial Aid**

If a student has a scholarship and/or need-based financial aid, he or she should consult with the Office of Admissions and Financial Aid well in advance of the off-campus semester. Some types of scholarship and need-based aid can apply to off-campus study, but others are restricted to use on campus. Financial aid staff assist students in their efforts to secure funding for an off-campus semester.

For a contract, all off-campus study students must enroll in a minimum of 12 semester credit hours (or 18 quarter hours) at the host institution. It is important that the student have an official transcript and any other required documents sent to the Office of the Registrar as quickly as possible following the off-campus study. Because renewal of aid depends on proof of enrollment and satisfactory academic progress, students who receive aid may have their aid cancelled if their official transcripts and other required documents are not received in a timely manner.

### **Off-Campus Study, the Provisional AOC Plan and the Thesis Prospectus**

If the proposed semester of off-campus study occurs during the student's fifth contract, he or she must submit the Provisional Area of Concentration Plan before beginning off-campus study.

If the proposed semester of off-campus study occurs during the student's sixth contract, he or she must submit the Thesis Prospectus/Area of Concentration before beginning off-campus study

### **Forwarding Mail from New College**

In order to continue receiving mail, a student should leave a forwarding address (preferably a permanent off-campus address) with the Office of Student Affairs, the Office of the Registrar and the Campus Mail Center before departing campus.

### **Receiving Credit for Off-Campus Study**

Upon arriving at the host institution, a student should go to the Registrar's Office and request that an official transcript be sent to the following address as soon as possible after the off-campus study is completed.

Office of the Registrar  
PMD 115  
New College of Florida  
5800 Bay Shore Road  
Sarasota, FL 34243

For work done abroad, the student is required to arrange and pay for any additional documentation needed to determine American grade and semester credit hour equivalents (e.g., professional translation, and evaluation by a credential service that is a member of the National Association of Credential Evaluation Services).

### **Off-Campus Study Contract Certification**

When a student completes a contract while enrolled at a host institution, the contract sponsor will base its certification on two documents: 1) the off-campus contract and 2) the transcript from the host institution. Off-campus contracts for study at another institution should list the titles, numbers, and credit hours for the courses that the student intends to take and provide certification criteria. The Office of the Registrar acknowledges that the transcript has been received from the host institution regardless of the details of the contract.

To be sure a student is informed of his or her registration and tuition and fees/obligations, he or she should consult with the Office of the Registrar as planning for off-campus study progresses.

### **Off-Campus Study Summer Contract**



A student can pursue a summer semester at another college or university in order to compress the semesters required for graduation into a shortened time period (thus, seven semesters could be done, with a summer semester, in three years instead of three-and-a-half years). However, a student cannot undertake off-campus contracts involving fieldwork, internships, or the like during the summer because these require the active participation of New College faculty, who are not available during summer recess.

## Leave of Absence

Successful progress in the rigorous academic program at New College requires the full commitment of each student. When such a commitment is not possible, a student may apply for a leave of absence. Reasons for taking a leave might include the need to work full time, a family crisis, or an extraordinary opportunity for educational travel (e.g., to participate in a scientific expedition), to participate in a political activity or to take advantage of other exceptionally enriching personal opportunities that do not fit into the academic portion of the contract.

A student may take a maximum of two semesters (either consecutive or not) of leave from enrollment at New College. S/he must declare the intention to take a leave by November 1 for the following spring semester or April 1 for the following fall semester using the Leave of Absence form available from the Registrar. A declaration of intent to take a leave must be approved by the student's contract sponsor. To be eligible for a leave of absence, a student must have completed two consecutive satisfactory contracts.

A student considering a leave of absence should be aware of the following:

1. A student who does not return in the semester following a leave is regarded as having withdrawn from New College, and must apply to the Student Academic Status Committee (SASC) for readmission.
2. A student who declares a leave of absence and then decides to remain enrolled should inform the Registrar and then register before the first day of the semester.
3. While on leave, a student does not pay tuition and fees and is not entitled to use College housing, facilities or services.
4. A student who has been granted a leave of absence should reapply for financial aid on the same basis as continuing students. If a student plans to return in fall or spring of the next academic year, s/he should meet the following deadlines and submit appropriate forms in order to receive consideration for financial aid:
  - Submit FAFSA to federal processor by March 1.
  - Notify the Office of Admissions and Financial Aid of intent to return by November 1 for spring semester and by April 1 for fall semester.
  - Submit documentation requested by the Office of Admissions and Financial Aid no later than April 1.
  - A student who meets the November 1 or April 1 deadline to request a leave, submits all required documentation to the Office of Admissions and Financial Aid by the same deadline, and returns on time as planned, will be considered for full reinstatement of any need-based and merit-based aid for which he or she would have been eligible.
5. A student who misses the deadline to request leaves may petition the Office of the Provost for an exemption.
6. The Office of Admissions and Financial Aid cannot guarantee that all aid and/or scholarships will be restored to a student who takes a leave of absence that requires exemption from the November 1 or April 1 deadline for requests. These students should speak to a financial aid staff member for clarification of their situation.
7. While on leave, a student may complete incomplete work from previous semesters within the "one -year rule" and incomplete ISP work that falls within the published deadlines.
8. A student may not register for the ISP following the semester in which s/he is on a leave of absence. If a student takes a leave of absence that begins immediately after the fall term, tuition and fees related to the interterm ISP for which the student had registered will be refunded.

9. A student in his or her first year of study at New College who wishes to apply for a leave of absence must petition the Office of the Provost for exemption from the rule that a student have two completed satisfactory contracts on campus. Exemptions will be considered only in exceptional cases.

### **Emergency Leave of Absence**

An emergency leave of absence may be granted to a currently enrolled student in the event of an unanticipated emergency or crisis that significantly impairs the student's ability to function academically. Such crises may be medical or psychological, or may involve tragedies such as a death in the family. An appropriate professional (physician; licensed therapist, etc.) must certify that the severity of the situation prohibits continued academic involvement (in the case of medical or psychological issues). Students on academic probation are not eligible for Emergency Leave. Emergency Leave is for one semester only and may be granted only once during a student's tenure at New College.

### **Application Procedure for an Emergency Leave**

A student considering an emergency leave of absence (ELOA) should follow the procedure listed below:

1. The student contacts the Director of Counseling and Wellness in writing, in person, or by telephone to request an emergency leave.
2. The Director of Counseling and Wellness, after consulting with the appropriate staff and counseling or medical professionals, determines if an emergency leave is warranted and falls within the ELOA deadline.
3. The Director of Counseling and Wellness may set conditions for return to the College (continued therapy, hospitalization, etc.).
4. A letter confirming the leave is sent to the student with copies to the Provost, the Registrar, the student's contract sponsor, the Dean of Students, the Director of Financial Aid, and the **Director of Housing**.

### **Returning To New College after an Emergency Leave**

To return to New College following an emergency leave of absence, a student should take the following steps and understand the following conditions:

1. The student must contact the Director of Counseling and Wellness to request clearance for readmission. If the Director set conditions for return to the College, the student must provide the Director evidence that these conditions have been met, including documentation from a licensed professional that states that s/he is capable of resuming academic activities.
2. A student who does not return to New College in the term following the emergency leave is considered withdrawn from the College and must apply for readmission through the Student Academic Status Committee (SASC), observing deadlines as outlined in the catalog. The student must still receive clearance from the Director of Counseling and Wellness.

A student considering an emergency leave of absence should be aware of the following conditions:

1. The deadline for granting emergency leave is the end of the twelfth week of the applicable term, the same date as the contract renegotiation deadline.
2. Emergency leave is for one semester only, the semester in which it is requested, and may be granted only once during a student's tenure at New College.
3. Emergency leaves are not granted during the ISP period.
4. A student may not register for an interterm or summer ISP following the semester of emergency leave.
5. A student on emergency leave may not live on campus, use College facilities and services or receive academic credit for the semester for which leave is granted, except for first-module courses or activities for which the work is completed before the leave.
6. A student on emergency leave is subject to the College's refund policy for tuition and housing.

7. A student on emergency leave who received Federal Title IV funds may have to repay a portion of those funds. See "Withdrawal and Financial Aid/Return of Title IV Funds" in the New College catalog.
8. A student on academic probation is not eligible for emergency leave.
9. If a student had any academic deficiencies (incomplete and/or unsatisfactory work) prior to taking emergency leave, those deficiencies are subject to academic review upon return.
10. A student who is on emergency leave is not eligible for a leave of absence the semester immediately following the emergency leave or an off campus study contract (OCS).
11. If the student takes emergency leave during the semester, after filing the semester contract, the semester contract will receive a designation of Unsatisfactory.
12. A student who takes emergency leave during the semester, and who receives or applies for financial aid, should contact financial aid staff to discuss the appeal process for Satisfactory Academic Progress for financial aid purposes.

## Withdrawal

Students who withdraw are subject to the College's policy on the refund of tuition and fees. A student whose registration has been canceled due to nonpayment, missing immunizations or a lack of health insurance will be administratively withdrawn from the College if s/he has not cleared his or her accounts or complied with these requirements by the end of the fourth week of classes. Students who have paid tuition for an ISP are eligible for refund if they withdraw by the last day of the semester before the ISP period.

You may withdraw from New College prior to graduation by completing a Withdrawal Request form (available on the Registrar's portal page), and obtaining the required signatures.

If withdrawing after the end of the semester, the official date of withdrawal will be the last day of classes of the semester. If withdrawing during the semester, the official date of withdrawal will be whichever of the following is earliest:

- the earliest date recorded on your Withdrawal Request form received by the Office of the Registrar
- the date that you provided notification to the Office of the Registrar of your intent to withdraw
- the last date of academically related activity that we document (if we determine that you stopped attending classes and tutorials prior to any of the dates above)

Financial aid and scholarship recipients, please note: If you withdraw, you may be responsible for repaying all or part of your aid. You may be liable for repaying a greater portion of your aid if you stop attending classes and tutorials prior to official withdrawal; in addition, if you hold a student loan, the start date of your repayment grace period may be backdated to the time you stop attending classes and tutorials.

For more detail on the process of withdrawal, see Withdrawal and Tuition Refunds (page 83). For more information the effects of withdrawal on financial aid and scholarships, see Withdrawal and Financial Aid/Return of Title IV Funds and Withdrawal, Scholarships, and Financial Aid (page 91).

Students considering withdrawal should be aware of the following conditions:

1. A student who has withdrawn may not live on campus, nor may he or she use College facilities or services, with the exception of the Library. He or she also may not support or participate in the social events on campus.
2. Students who withdraw are subject to the College's refund policy for tuition and housing.
3. Students who withdraw and receive Federal Title IV funds may have to repay a portion of those funds. See the section of the New College Catalog entitled "Withdrawal and Financial Aid / Return of Title IV Funds." In addition, students may be required to repay scholarship funds.
4. A student who wishes to return to New College after withdrawal should apply to the Student Academic Status Committee (SASC) for readmission.
5. If the student withdraws during the semester, after filing the semester contract, the semester contract will receive a

designation of Unsatisfactory.

6. If the student withdraws during the January Interterm and was registered for an ISP, the ISP will receive a designation of Unsatisfactory.
7. Course work completed at another college or university during a period of withdrawal will not be considered for transfer credit.

### **Checklist for departure from campus**

- Notify parents of intentions
- Talk with faculty advisor about plans
- Schedule an exit interview with the Dean of Students
- Meet with a Financial Aid counselor (to discuss possible future eligibility for aid, and whether return of Title IV or scholarship aid may be required)
- Check with the Business Office about account
- Leave forwarding address with the Office of the Registrar and update address in NewCLEIS
- Make an appointment with the Housing Office to check out of room
- Return room key to the Housing Office (there is a \$124 charge for keys not returned)
- Notify campus employer
- Notify the Director of Off -Campus Studies if application for to study off-campus is pending
- Return books to the library
- Inform professors of plans (the Office of the Registrar does this officially, but students who are withdrawing or taking a leave of absence should do it as a courtesy)

### **Transcripts**

All completed educational activities evaluated as "Satisfactory" by a member of the New College faculty are entered on the official transcript, together with selected background information, such as scores on the SAT or ACT submitted as part of the application to New College. New College course, tutorial or ISP work evaluated as "Unsatisfactory" or "Incomplete" does not appear on the transcript, nor do audited classes. Narrative evaluations are not included with transcripts and are never translated into grades by the Registrar. Coursework through an approved off-campus contract at another institution is recorded similarly to the way work appears on that institution's transcript.

New College transcripts are requested at [www.GetMyTranscript.com](http://www.GetMyTranscript.com). The student selects New College of Florida from the list of participating colleges, provides the requested information, and pays the fee online. The student will receive an email once New College receives the request and additional emails regarding the status of the request.

A student may obtain an unofficial transcript online from the Student Evaluation System (SES). For more information on how to access this document, contact the Office of the Registrar.

For more information on transcripts, contact the Office of the Registrar at ([records@ncf.edu](mailto:records@ncf.edu), 941-487-4230, or Office of the Registrar, New College of Florida, 5800 Bay Shore Road, Sarasota FL, 34243).

### **Academic Deficiencies**

New College students are considered to be in good academic standing as long as contract certification criteria are being met and ISPs satisfactorily completed. A student's failure to complete contracts and ISPs satisfactorily will trigger one of three automatic consequences, for each of which a notice will be sent from the Registrar to the student and contract sponsor:

### **Academic Warning**

- One unsatisfactory ISP.
- Failure to complete three satisfactory ISPs by the end of the sixth semester.

### **Academic Probation**

- One unsatisfactory contract or two unsatisfactory ISPs.

### **Academic Dismissal**

- Two unsatisfactory contracts, which need not be consecutive.
- In any order, one unsatisfactory contract and two unsatisfactory ISPs; again, they need not be consecutive.
- One unsatisfactory contract, for students who were readmitted after having previously been dismissed.

**Academic Warning:** Students will be notified by the Registrar that they must complete a satisfactory ISP during the next January ISP or they will fall behind the normal schedule for completing the ISPs required for graduation.

**Academic Probation:** Students will be notified by the Registrar that they have fallen behind in the satisfactory completion of contracts and/or ISPs, that they are being placed on academic probation, and that their academic progress will be reviewed by the SASC. A student may appeal his or her probation to the Registrar on procedural grounds only (i.e., in cases of error or misunderstanding). At the end of each semester, the Registrar will report to the SASC on all probationary students' academic progress. Students on academic probation are expected to complete contract and ISP obligations satisfactorily and on time, and to demonstrate that they are once again progressing at an acceptable pace toward completion of degree requirements. Evidence of acceptable progress includes satisfactory evaluations of academic activities included on the semester contract and a satisfactory contract certification. Evaluations of "incomplete" and marginally satisfactory evaluations do not constitute such evidence. A probationary student demonstrating academic progress will be removed from probation and restored to good academic standing. A student who completes his or her contract satisfactorily but whose weak academic performance warrants further monitoring may have his or her probationary status extended for one semester. Failure to demonstrate acceptable progress will result in academic dismissal. In all cases the student will receive a notice from the SASC.

**Academic Dismissal:** Students whose academic progress has not met the required minimum standards described in the College's academic policies will be automatically notified of their impending dismissal by the Registrar. Such notices are sent to the student and sponsor immediately upon determination of two unsatisfactory contracts or one unsatisfactory contract and two unsatisfactory ISPs.

For a student who receives a notice of pending dismissal the Registrar will schedule a hearing with the SASC. A student who receives a notice of impending dismissal has the option of appealing his or her dismissal to the SASC. If the student chooses to appeal, the Registrar will schedule a meeting that includes the student, the faculty sponsor, and the SASC. At this meeting the committee will consider the following aspects of the student's record:

1. Previous contracts and ISPs;
2. Any previous reviews by the SASC;
3. General quality of academic work as reported by faculty in evaluations;
4. The sponsor's assessment of the student;
5. Patterns of incomplete and/or unsatisfactory work;
6. Other aspects of progress toward completion of degree requirements, such as declaration of area of concentration, or submission of senior thesis prospectus;
7. Any extenuating circumstances.

Faculty members are expected to appear at SASC reviews of students they sponsor. The student and the sponsor should

submit in writing any comments they have that might assist the Committee in its review of the appeal of dismissal. It is important that students scheduled for review meet with their sponsors and relevant instructors prior to the review to discuss the status of incomplete and/or unsatisfactory work.

After reviewing the student's academic record and talking with the student and sponsor, the committee will take one of the following actions:

1. Recommend to the Provost that the student be dismissed from New College;
2. Set contingencies or conditions for continued enrollment that clearly reflect the committee's expectations for academic progress.

If there is a disagreement between the student and sponsor regarding an "incomplete" or "unsatisfactory" certification arising from a misunderstanding of the certification criteria, either party may request the SASC to act as a mediating agent. The sponsor, however, is responsible for making the final certification. Students are free to change sponsors from semester to semester, but once a faculty member has signed a student's contract, that faculty member remains the student's sponsor for the entirety of that term.

### **Readmission**

Students who have withdrawn or have been dismissed from New College may apply for readmission with a readmission petition to the Student Academic Status Committee. For the fall semester, such applications must be made prior to April 1; and for the spring semester, prior to November 1. At least one semester must have elapsed after withdrawal or dismissal before a student will be allowed to resume studies at New College. Readmission is not granted for the January Interterm. The petition, addressed to the chairperson of the SASC and sent to the Office of the Registrar, should include the following information:

1. The reason for leaving New College.
2. Activities since leaving, including appropriate transcripts, employment information, etc. (Please note: transfer credit will not be assigned for work completed at another institution during a period of withdrawal or dismissal from New College.)
3. Reasons for desiring to return to New College, and proposed academic program (with appropriate faculty support).
4. Requested date of return.

The SASC may set specific academic requirements and restrictions as conditions for readmission. If a student requests readmission after having completed the fifth contract, the members of the SASC will expect the student to have a completed Thesis Prospectus/Area of Concentration on file with the Office of the Registrar before considering the student's petition for readmission.

### **Appealing Academic Eligibility for Financial Aid**

Because the requirements for financial aid are stricter than the requirements for the academic program, a student can lose academic eligibility for aid despite permission from the SASC to continue enrollment or to return after withdrawal or leave. Students should check with financial aid staff to learn whether they are eligible, and to discuss the appeal process if they have lost their eligibility. Federal and state sources of aid have separate appeal processes, so these appeal processes should be pursued as soon as it is clear that the student may enroll or continue enrollment.

### **Academic Dishonesty**

The New College faculty considers academic dishonesty – cheating and/or plagiarism (presenting the intellectual work of others as one's own) – to be a serious violation of the community's standards. Academic dishonesty can result in dismissal from New College. If a student is in doubt about what practices are permissible in an examination, he or she should consult the professor prior to sitting for the exam. If a student lacks understanding of how, in a paper or other presentation, to distinguish his or her thoughts from those of others, the faculty can refer a student to standard guidelines and discuss specific questions.

The faculty has adopted the following procedures to be followed when academic dishonesty is suspected or charged:

1. An apparent violation of academic honesty is handled initially by the instructor, who discusses the incident with the student. The student may request a meeting including her/himself, her or his contract sponsor, and the instructor to discuss the incident further.

2. If the instructor decides, after the procedures in step (1) above, that further action is warranted, he or she will inform the student that the issue is being forwarded to the New College Provost.
3. The final disposition of all issues of academic dishonesty rests with the Provost. In reaching a decision, the Provost may request meetings with the student, the instructor, and the contract sponsor individually or jointly. The Provost may also appoint a student-faculty committee for advice prior to rendering a decision in a case. The student may also request of the Provost that such an advisory panel be formed; if that request is made, the student thereby waives her or his right to a formal hearing as provided in Florida Statutes Ch. 120.
4. If the issue remains open at the end of the semester, the instructor is to give the student an "Incomplete" evaluation (without referring therein to the matter) until the issue is resolved. The Provost's decision in the case is final.

### **Student Code of Conduct**

For the current version of the Student Code of Conduct, please [click here](#).

## Administration

Office of the President  
President: Donal O'Shea., Ph.D.

Office of the Provost  
Provost and Vice President for Academic Affairs:  
Steve Miles, D.M.A.

Office of the General Counsel  
General Counsel: Mark St. Louis, J.D.

Division of Humanities  
Chair: Alberto Portugal, Ph.D.

Division of Natural Sciences  
Chair: Katherine Walstrom, Ph.D.

Division of Social Sciences  
Chair: David Harvey, Ph.D.

Administrative Services  
Vice President for Finance and Administration:  
John U. Martin, M.P.A.

Admissions & Financial Aid  
Dean of Enrollment Services and Information Technology:  
Kathleen Killion, M.A.

Business Office  
Controller: William G. Lawhon, M.B.A.

Career Services  
Director: Kim Franklin, M.A.

Communications and Marketing  
Director: Jessica Rood

Counseling & Wellness Center  
Director: Anne E. Fisher, Ph.D., Licensed Psychologist

Environmental Studies  
Director: Heidi Harley, Ph.D.

Facilities Management and Construction  
Director: Allan Burr, M.S

Human Resources  
Director: Yvette Thornton, B.I.S

Information Technology  
Dean of Enrollment Services and Information Technology:  
Kathleen Killion, M.A.  
Chief Information Officer: Ryan Noble, M.A.

Institutional Research  
Director: Hui-Min Wen, Ph.D.

Internship Office  
Coordinator: Andrea Knies, M.S.

Jane Bancroft Cook Library  
University Librarian/Dean: Brian Doherty, Ph.D.

National Fellowships Office  
Asst. Director: Courtney Hughes, M.N.M

Office of the Registrar  
Registrar: Marta Moreno, M.A.

Quantitative Resource Center  
Director: R. Duff Cooper, Ph.D.

Research Programs and Services  
Director: Jeanne Viviani, M.P.A.

Student Affairs  
Dean of Students: Tracy Murry

Writing Resource Center  
Director: Jennifer Wells, Ph.D

New College of Florida Police Department  
Chief of Police: Michael Kessie

### Independent Support Organizations

New College Alumnae/i Association  
Chair of the NCSA Board of Directors: Susan Sapoznikoff

New College Foundation  
Chair of the Board: Bill Johnston

New College Library Association  
University Librarian/Dean: Brian Doherty, Ph.D.



## Contact Us

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