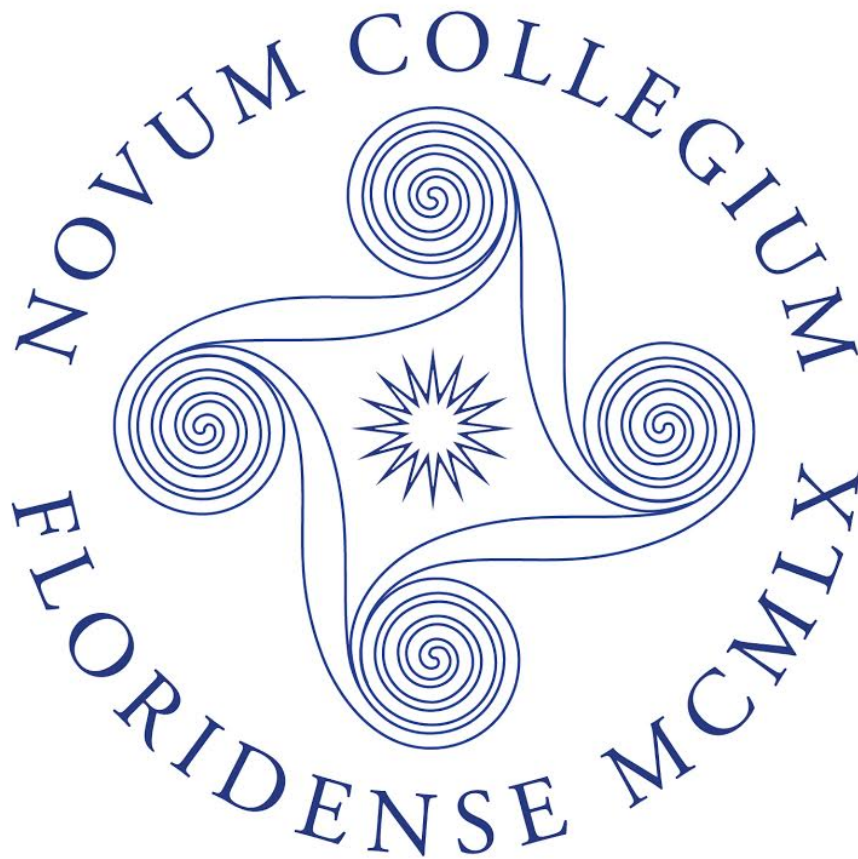


**New College of Florida  
Undergraduate  
General Catalog  
2017-18**



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## 2017-2018 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.*

For all information pertaining to the graduate program, please refer to the Graduate Catalog. The Graduate Catalog, updated annually prior to the start of each academic year, is a comprehensive document that details the policies and procedures of the graduate program. Information provided in the Graduate Catalog includes, but is not limited to, administrative structure, committee appointments, graduate admissions requirements, academic regulations, course descriptions, and degree requirements.

## 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.<sup>1</sup>*

### Commentary on Mission Statement, Including Guiding Principles<sup>2</sup>

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>3</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>4</sup>*

<sup>1</sup> As approved by the NCF BOT on January 3, 2014.

<sup>2</sup> As approved by the NCF BOT on March 1, 2008.

<sup>3</sup> As described in Florida Statutes 240.2011 & Florida Legislature 2001 SB 1162, Section 39 and Florida Statutes 1004.32.

<sup>4</sup> As endorsed by New College Faculty, fall 2000.

## Accreditation

New College of Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor's degrees and Master's in Data Science degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at <http://www.sacscoc.org> 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 toward 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 fundraising 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 charrettes, 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. In 2013, a four-year plan was adapted which identified the College’s major priorities.

New College students pay relatively low state tuition rates. The Foundation continues to provide the extra support, through its endowment and fundraising efforts, which 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.

### **Our Location**

Sarasota is a bay-front 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 (non-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 Farmer’s 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.

The current academic calendar can be found here: <http://www.ncf.edu/registrar>.

### **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 reading. 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, internships, 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 and at least one course that addresses issues of race, class, gender, and/or religious difference. In addition, a student must demonstrate basic competence in mathematics and advanced proficiency in written and oral 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 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 Language & Literature, Music, Philosophy, Religion, Russian Language & Literature and Spanish Language & Literature.

### **Art Area of Concentration**

(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 screen-printing. 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:

**The following course sequence is 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. All course taken prior to the students 5<sup>th</sup> term conference must be satisfied at NCF. Courses must be taken in the following sequence:

### Three Art Foundations 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 (one Art History course must address 20<sup>th</sup> or 21<sup>st</sup> century topics)

### One Art ISP

## **To be fulfilled following the fifth term conference:**

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

\*Following a satisfactory 5<sup>th</sup> term review, up to two studio courses may be satisfied through the C4 consortium with Ringling College of Art and Design **with prior consent from New College Art Faculty**. These courses require prior approval by the Art AOC and cannot replicate existing offerings at NCF.

Two Upper Level Studio Courses (in any discipline)

One Art History Course

Studio Art ISP

One Critical Theory Course (with advisor approval)

Senior Art Seminar (two semesters)

Thesis Tutorial (two semesters)

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 by 1) one Art History requirement, 2) one Art ISP, 3) one upper level studio course, and 4) thesis exhibition.

[Kim Anderson](#)  
[Samantha Burns](#)

## Art History Area of Concentration

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**

[Katherine Brion](#)

[Magdalena E. Carrasco](#)

### **Chinese Language & Culture Area of Concentration**

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**

[Fang-Yu Li](#)

[Jing Zhang](#)

### **Classics Area of Concentration**

Classics is the study of the languages, culture, history, and thought of the civilizations of ancient Greece and Rome. It is one of the most varied and interdisciplinary of all subjects, featuring a wide range of options. Students have the opportunity to study literature (epic, drama, historical writing, etc.), but they can also connect their study with history, archaeology, philosophy (both ancient and modern), religion, art history/criticism, and linguistics. Whether you want to learn languages, read literature, explore the effect of the past on the present, or learn to apply science to arts, Classics has something for everyone. The study of Classics requires students to develop the analytical skills needed to understand ancient languages and engage in a range of disciplines.

#### **REQUIREMENTS:**

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
- Oracles, Advisers, and Poets: Constructing Authority in Herodotus' Histories
- The Hero in Chinese and Roman Epic
- Complex Context in the Iliad: Epithets, Gnomai, and Paradeigmata
- The Galli: Transgendered Priests of Ancient Greece, Rome, and the Near East
- The Underworld in Homer, Vergil, and Dante
- Translation and Production of Plautus' Miles Gloriosus
- The Homeric Hymn to Hermes and Archaic Iambography
- 

**FACULTY IN CLASSICS**

David S. Rohrbacher

Carl Shaw

Michael Goyette (Visiting Asst. Professor )

**English Area of Concentration**

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) The student is capable of strong work in advanced literature courses,
- 2) 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) The student has worked with at least three of the English faculty, and
- 5) 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 methodology(s) 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.

**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' 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)

Sarah Osment (Visiting Asst. Professor)

#### **French Area of Concentration**

##### **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 romance 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; African Stories: Fiction from Francophone Africa; L' amour interdit; Le rire à travers les siècles; Contes et Conteurs; and Représentations de l'enfance.

##### **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 literature 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, Représentations de l'enfance) 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), including 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 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 at the level of Advanced French or beyond 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
- La mise-en-scène de la féminité : la figure de l'actrice dans la littérature française du 19<sup>e</sup> siècle

### **FACULTY IN FRENCH**

Amy B. Reid

Jocelyn C. Van Tuyl

## **German Studies/German Language & Literature Area of Concentration**

### **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, courses such as: German Conversation and Composition, Deutsche Kulturgeschichte 1945–2010, Current Events, Berlin History, Architecture, and Cityscape; Integration, Cultural Clash, and the New Germany; Afro-German Autobiography; Heinrich von Kleist's Novellas in Text and Film; Die deutsche Lyrik; , 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: Women and Seduction in 18<sup>th</sup>- and Early 19<sup>th</sup>-Century German Bourgeois Drama, Mirror, Mirror on the Wall: "Snow White" in Text and Film and group tutorials on "Little Red Riding Hood," "Hansel and Gretel," and "Sleeping Beauty," The Theatre of Bertolt Brecht: 100 Years of German Drama (a survey of 20<sup>th</sup>-century Austrian, German, Swiss, and East German Drama, with a focus on dramaturgy before and after Brecht's "Epic Theatre"), Poems Before and After Auschwitz (poetry from Stefan George, Rilke, Else Lasker-Schüler, and Gottfried Benn to Verena Stefan and Christa Reinig); Mann, Kafka, Schnitzler, Musil and the Crisis of Identity in Early 20<sup>th</sup>-Century Central Europe, and From Caligari to Goodbye Lenin!: A Cultural History of 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, 19<sup>th</sup> or 20<sup>th</sup> 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
- Die Brücke: A Bridge to Artistic Revolution
- Herta Müller's "Barefoot February": A Translation
- "Was bedeutet Bio für Euch?" Exploring Collaborative Research on a Demeter Farm in Germany
- Of Mafia and Men: Observing Transnational Organized Crime Structures in the Federal Republic of Germany
- The Alps as Symbol of National Identity: An Analysis of the German Bergfilm
- The Better German: Asylum and the Construction of German National Political Identity, 1949–1993
- "Was ich bin sind meine Filme": Cultural Reclamation and the Difference between Direction and Performance in Werner Herzog's Work with Klaus Kinski and Bruno S.

- Madness in Arthur Schnitzler's *Therese: Chronik eines Frauenlebens*

#### **FACULTY IN GERMAN**

Glenn R. Cuomo

Wendy Sutherland

### **Humanities Area of Concentration**

#### **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 fulfills 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
- "Feminist Fairy Tales": Female Agency and Subversive Messages in Fairy Tales of the Traditional European Canon Tale Type AT425A

## Literature Area of Concentration

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 Area of Concentration

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, emphasizing experimental approaches to music. Other opportunities for students often stem from work in courses and tutorials, where students are asked to compose to demonstrate their understanding of music-theoretical concepts. 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 student-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.
9. An introductory-level and intermediate-level writing-enhanced course (WEC) in music.

**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.
3. An introductory-level and intermediate-level writing-enhanced course (WEC).

**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](#) (Sabbatical 2017-18)

[Kye Ryung Park](#) (Visiting Asst. Professor)

**Philosophy Area of Concentration**

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 Area of Concentration**

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](#)

[Manuel Lopez](#)

[Susan Marks](#)

[Gordon E. Michalson, Jr.](#)

### **Russian Language & Literature Area of Concentration**

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 Area of Concentration**

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**

Sonia N. Labrador-Rodríguez

José Alberto Portugal

Mariam Manzur-Leiva (Instructor)

## Division of Natural Sciences

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

### Applied Mathematics

The Applied Mathematics Area of Concentration at New College is designed to provide students the foundations of mathematics and the skills needed to apply mathematics to real-world applications. The program offers students with strong analytical skills, technical abilities and hands-on experiences. While this dynamic and fast growing field once had a heavy emphasis on physics, today at New College and around the world it combines the use of advanced mathematical methods in seeking answers to complex problems in the biological sciences, engineering and industry. Many New College students pursue an Applied Mathematics AOC all on its own, while others combine the major with studies in Biology, Physics, Economics and other concentrations in what we call a "slash" degree.

**THE (MINIMAL) COURSE WORK FOR A SLASH DEGREE IN APPLIED MATHEMATICS INCLUDES THE FOLLOWING:**

Calculus 1, Calculus 2, Calculus 3

Linear Algebra

Ordinary Differential Equations

Mathematical Modeling

Numerical Methods

In addition, a course in Programming is highly recommended.

**THE (MINIMAL) COURSE WORK FOR A MAJOR IN APPLIED MATHEMATICS INCLUDES THE FOLLOWING:**



The requirements for a slash degree in Applied Mathematics.

Partial Differential Equations

Probability/Mathematical Statistics

Advanced Linear Algebra

A course in programming.

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

**OTHER REQUIREMENTS FOR THE MAJOR INCLUDE:**

A two semester introductory sequence (or two semesters of more advanced material) in Biology, Chemistry, Physics or Economics.

Three semesters of Math Seminar.

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 that 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 begins where Calculus I ends. 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 underpinnings 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 I. 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**

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 that 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 in one subject. Students enrolled in this seminar are expected to present several lectures prepared under supervision of the math faculty.

Prerequisites: None

### **Mathematics Statistics**

This is an introductory level course on mathematical statistics. Goals for this course involve development of critical thinking skills and the abilities to apply mathematical methods to assess the probability of an event, to interpret the result of a statistical study, and to solve some real world mathematical problems. Topics covered during the semester include elementary principles and applications of descriptive statistics, counting principles, elementary probability principles, elements of probability theory, discrete and continuous probability distributions, estimation of parameters, hypothesis testing, linear regression and correlation and ANOVA.

Prerequisites: Calculus II

### **Systems Biology**

One of the most exciting trends in molecular biology involves the use of systematic approach to better understand complex biological systems. These endeavors, collectively known as *Systems Biology*, establish a paradigm by which to interrogate and iteratively refine our knowledge of the regulatory events within a cell. This course is an introductory level project based course in Systems Biology, which targets two groups of students. The first group of students is the ones who have interests in understanding cellular machinery from systematical point of view. The second group is the students who are interested in learning application of mathematics to real life problems. The main goal of this course is to help students develop a quantitative understanding of the regulatory cellular events and show them how to use mathematics and computer simulations effectively in understanding biological phenomena in a way that would not be possible otherwise. The course material includes basic programming in Matlab, chemical and enzyme kinetics, reaction networks, stoichiometry matrix analysis, sensitivity analysis, nonlinear regression, parameter estimation and stochastic simulation.

Prerequisites: Calculus I, basic knowledge of matrix algebra and some programming experience in any language

### **Representative senior theses in Applied Mathematics:**

1. Delay differential equation model for G-protein pathway dynamics
2. Mathematical modeling of protein synthesis with Autoregulation
3. Mathematical modeling of MAPK dynamics and signal adaptation
4. A systems biology approach to study differential regulation of MAPK dynamics
5. Mathematical modeling and optimal experimental design in systems biology
6. Mathematical modeling of pacific pink salmon (*Oncorhynchus Gorbuscha*) dynamics
7. Fluctuations of beta rhythm: Mathematical modeling and periodic forcing of a cortical microcircuit
8. Mathematical model relating soil organic matter decomposition to microbial community dynamics

### **FACULTY IN APPLIED MATHEMATICS**

[Karsten Henckell](#)

Chris Kottke

[Patrick T. McDonald](#)

[Eirini Poimenidou](#)

[Necmettin Yildirim](#)

### **Biology Area of Concentration**

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) introduced the field that can be explored at advanced levels through work in biochemistry and through seminars focused on various levels of genetics from molecular to organismal, as well as through tutorials and internships.

Coursework 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**

Amy Clore

Jayne Gardiner

Sandra L. Gilchrist

Elizabeth Leininger

Brad Oberle

Tyrone Ryba

Emily Saarinen

Katherine M. Walstrom

#### **Chemistry Area of Concentration**

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 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 present 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
- Bdiipzza: Synthesis and Metal Complexes of a New Monoanionic [N2O] 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 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 Area of Concentration

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, 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. Two terms of Introductory Programming in two different languages
2. One term of Object-oriented Design
3. One term of Software Engineering
4. One term of Software Development Projects
5. One term of Algorithms

6. One term of Databases
7. One term of Data Mining
8. One term of Networks

**IN ADDITION TO THE NECESSARY COMPUTING CORE COURSEWORK, STUDENTS MUST ALSO COMPLETE COURSEWORK IN MATHEMATICS AND STATISTICS:**

1. One term of Discrete Mathematics
2. One term of Statistics

**IN ADDITION TO THE CORE COURSES, STUDENTS MUST DEMONSTRATE DEEP TECHNICAL KNOWLEDGE OF THE SUBJECT BY COMPLETING FOUR ADVANCED TECHNICAL ELECTIVES. RECENT EXAMPLES INCLUDE:**

- Security
- Advanced Algorithms
- Advanced Data Analysis and Machine Learning
- Distributed Programming
- Image Processing
- Optimization
- Game Programming
- Parallel Programming
- Information Theory and Coding
- Embedded Programming
- Graphics
- Operating Systems
- Artificial Intelligence

**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. One term of Introductory Programming
2. One term of Object-oriented Design
3. One term of Software Engineering
4. One term of Algorithms
5. One term of Discrete Mathematics

#### **FACULTY IN COMPUTER SCIENCE**

[John Doucette](#)

[David Gillman](#)

[Karsten Henckell](#)

[Gary Kalmanovich](#)

[Matthew Lepinski](#)

#### **Mathematics Area of Concentration**

(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 sub-discipline 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](#)

[Chris Kottke](#)

[Patrick T. McDonald](#)

[Eirini Poimenidou](#)

[Necmettin Yildirim](#)

#### **Natural Sciences Area of Concentration**

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, computer science, 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 is 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 Area of Concentration**

**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: a 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 Descriptive Astronomy, The Structure of Nature, and Seeing the Light for all students.

**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

George Ruppeiner

Mariana Sendova

## **Division of Social Sciences**

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

### **Anthropology Area of Concentration**

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 sub-discipline (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 provides students with advice on locating field schools and anthropological projects worldwide, or assists 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 Demself: 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](#)

#### **Economics Area of Concentration**

*"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 economics faculty also offers a "slash" AOC in finance, the requirements for which are listed below.

#### **REQUIREMENTS FOR AOC IN ECONOMICS**

The student must satisfactorily complete the required courses listed below plus four additional courses in economics. Only one of the additional courses can be a tutorial.

Introductory Microeconomics

Introductory Macroeconomics

Intermediate Microeconomic Theory

Intermediate Macroeconomics

Mathematical Tools for Economists (or equivalent)

Introductory 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.

#### **ECONOMICS/OTHER DISCIPLINE**

The student must fulfill all the normal requirements for a disciplinary concentration in economics as listed above, including having 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.

#### **OTHER DISCIPLINE/ECONOMICS**

In order to earn the slash AOC in 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.

#### **ECONOMICS/FINANCE**

The student must fulfill all the normal requirements for a disciplinary concentration in economics, as listed above. In order to earn a slash AOC in finance, the student must satisfactorily complete the following courses: Accounting, Corporate Finance, Money and Banking, International Business, Public Finance: Taxation, and Econometrics. Only two of these classes can be double-counted for the Economics AOC and the slash Finance AOC.

#### **OTHER DISCIPLINE/FINANCE**

In order to earn the slash AOC in finance, the student must satisfactorily complete the following courses: Introductory Microeconomics, Accounting, Corporate Finance, International Business, Public Finance: Taxation, and Introductory Statistics (or equivalent). At least one member of the economics faculty must be a signatory to the Thesis Prospectus/Areas of Concentration form.

#### **FACULTY IN ECONOMICS**

[Richard D. Coe](#)

[Tarron Khemraj](#)

[Tracy Collins](#)

[Sherry Yu](#)

#### **History Area of Concentration**

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 pre-modern 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 Area of Concentration**

(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 Area of Concentration

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
- Introduction to Statistics
- Abnormal Psychology
- Biological Psychology
- Cognitive Psychology
- Developmental Psychology
- Personality Psychology
- Social Psychology
- Research Methods
- Close Relationships
- Animal Behavior
- Sensation and Perception
- Advanced Statistics
- Impression Management
- Self and Identity
- Psychology of Religion

Labs in Developmental, Cognitive, and Social Psychology; Animal Behavior; 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 six following courses must be taken:
  - Abnormal Psychology (when available)
  - Biological Psychology OR Cognitive Neuroscience
  - Cognitive Psychology
  - Developmental Psychology
  - Personality Psychology
  - Social Psychology
5. A laboratory course: Labs are taught in Cognitive, Developmental, Social and Biological Psychology
6. Two 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 classes, 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 six following courses must be taken:
  - Abnormal Psychology (when available)
  - Biological Psychology OR Cognitive Neuroscience
  - Cognitive Psychology
  - Developmental Psychology
  - Personality Psychology
  - Social Psychology
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](#)

[Peter Cook](#)

[Catherine Cottrell](#)

[Heidi E. Harley](#)

[Steven Graham](#)

### **Social Sciences Area of Concentration**

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](#)

[Peter Cook](#)

[Duff Cooper](#) (Adjunct)

[Catherine Cottrell](#)

[Erin Dean](#)

[Keith A. Fitzgerald](#)



[Brendon Goff](#)  
[Heidi E. Harley](#)  
[David A. Harvey](#)  
[Sarah Hernandez](#)  
[Barbara Hicks](#)  
[Tarron Khemraj](#)  
[Jack Reilly](#)  
[Xia Shi](#)  
[Maria Vesperi](#)  
[Sherry Yu](#)  
[Mecca Zabriskie](#)

## **Sociology Area of Concentration**

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
  - Qualitative Methods for Studying Culture

### **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 printout 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: 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 Behavior, 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 Anta
- 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 AFF
- 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.

### CORE REQUIREMENTS

1. Introduction to Environmental Studies
2. Foundations in Biology I
3. A Chemistry course or full term tutorial taught by Chemistry faculty
4. A Psychology course
5. An environmentally oriented Political Science or Economics course - e.g., Sustainable Development, Environmental Economics (Introduction to Microeconomics is a prerequisite for Environmental Economics).
6. An environmentally oriented Anthropology, History, or Urban Studies course – e.g., Urban Sociology, Ecological Anthropology
7. An environmentally oriented Ethics, Literature, Music, or Religion course – e.g., Judaism and Ecology, Music and the Environment
8. Environmental Studies Practicum: This can be either an ISP, full term course or tutorial (e.g. Pollinator Tutorial, Gardening Tutorial), or full term internship and must involve teamwork with other students to complete an environmental project.
9. A Capstone Seminar focusing on group discussion of core environmental readings. This is taken in the 4th year.

In addition to the Environmental Studies Core, students are required to complete 5 additional courses or tutorials in one of the following tracks: Policy Track (consult with Dr. Alcock), Science Track (consult with Dr. Saarinen), Urban Studies Track

(consult with Dr. Brain) and Student Designed Track (consult with Environmental Studies Director) These will be determined by you and your expected thesis sponsor within your desired track. A methods and a statistics course are strongly recommended.

Finally, all Environmental Studies Area of Concentration Students are required to prepare 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 cross listed 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-cross listed 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](#), and see the *Faculty* tab.

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. 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 (for 2017-18, this is Prof. Steve Shipman).

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 and agree to be responsible for evaluating the gender component(s) of the project.

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 thesis/project that substantially engages gender-related issues, developed in consultation with your Gender Studies faculty committee member(s);
- 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.
- NOTE: At least four of the above courses must be at an advanced level, and those courses must collectively span at least two disciplines (or one discipline and one interdisciplinary)."

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 Application Form 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 Research 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**

- “Where We’ve Been, Where We’re Going”: Feminist Voices in Anthropology (Anthropology/Gender Studies)
- Puerto Rican Feminists’ Understandings of Sterilization Narratives (Sociology/Gender Studies)
- Exploring Associations between Assertiveness, Health, and Gender in Children Ages 6-11” (Psychology/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)
- “Whose Development in ‘Theatre for Development’?: Donors, Directors, and Local Participation in a South African Non-Governmental Organization” (Theatre/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), Fang-Yu Li (Chinese Language & Culture), Manuel Lopez (Religion), Susan Marks (Religion), Thomas McCarthy (History), 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), Meccasia Zabriskie (Sociology).*

In response to the 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 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).

The International Studies program offers the following tracks or focus within the IAS AOC: International and Area Studies, East Asian Studies, and European Studies. We also offer “slashes” or combined majors in the following areas: International and Area Studies, Asian Studies, East Asian Studies, and European Studies. Students completing an AOC or “slash” in International and Area Studies choose a track around which to focus their studies. (The track is not listed as part of the AOC on the transcript.)

#### **INTERNATIONAL AND AREA STUDIES - 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. One Comparative Politics course
4. Intro Microeconomics or Intro Macroeconomics
5. International Economics or Development Economics
6. At least 4 courses in your regional area of specialization, including the following:
  - a. One non-language Humanities course
  - b. One History course
  - c. One non-History Social Science course
  - d. One elective in any area

#### **INTERNATIONAL AND AREA STUDIES - SYSTEMIC TRACK**

1. Completion of the 4th-semester course (or equivalent) of a foreign language
2. Intro to World Politics
3. One Comparative Politics course
4. Race and Ethnicity in Global Perspective
5. At least 3 of the following economics courses:
  - a. Intro Microeconomics
  - b. Intro Macroeconomics
  - c. International Economics
  - d. Development Economics
6. Two Modern History courses
7. One 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)

#### **INTERNATIONAL AND AREA STUDIES - ISSUE TRACK**

1. Completion of the 4th-semester course (or equivalent) of a foreign language
2. Intro to World Politics
3. One Comparative Politics course
4. Intro Microeconomics 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

#### **EAST ASIAN STUDIES**

1. Completion of a 6th semester course (or equivalent) of Chinese (or another major East Asian language). Students must complete an advanced course or tutorial in the language during their senior year at New College.
2. One Asian Humanities elective outside of language
3. The 2-course core History sequence on China (if specializing in China) or two Asian history courses, one of which must be the East Asian survey
4. One Politics course that addresses Asia
5. One Economics course that addresses developing countries or international economics (these courses require an intro level econ course)
6. Three electives in any field covering Asia, one of which must focus on the pre-modern period. If appropriate to specialization, up to two of these electives may focus on the issues of developing countries.

#### **EUROPEAN STUDIES**

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

#### **AFRICAN STUDIES, LATIN AMERICAN, 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 the Director of International Studies in designing such special majors.

#### **FOR ALL STUDENTS WITH AOCs IN INTERNATIONAL AND AREA STUDIES, EAST ASIAN STUDIES, AND EUROPEAN STUDIES**

- 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 the IAS program must be on your baccalaureate committee.
- Strongly recommended: students should take a research design or methods course in the field most related to their thesis topic (normally the discipline of their thesis advisor). Please consult your potential thesis advisor about such a course prior to the second semester of your third year.
- Strongly recommended: since language ability is essential to work in the international arena, students should continue to take language courses – either more advanced courses or a second language – throughout their study even after they have achieved the required level.

## **REQUIREMENTS FOR A COMBINED MAJOR (“SLASH” AOC)**

### **INTERNATIONAL AND AREA STUDIES - 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. Intro Microeconomics or Intro Macroeconomics
4. International Economics or Development Economics
5. Three 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.

### **INTERNATIONAL AND AREA STUDIES - SYSTEMIC TRACK**

1. Intro to World Politics
2. One Comparative Politics course
3. Intro Microeconomics or Intro Macroeconomics
4. International Economics or Development Economics
5. Two 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.

### **INTERNATIONAL AND AREA STUDIES - ISSUE TRACK**

1. Intro to World Politics
2. One Comparative Politics course
3. Intro Microeconomics or Intro Macroeconomics
4. International Economics or Development Economics
5. Three 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.

### **EAST ASIAN STUDIES OR ASIAN STUDIES\***

If the disciplinary concentration you are combining is not in an Asian language and literature/culture

1. Completion of the 3rd-semester course or equivalent of a major Asian language
2. One Asian Humanities elective outside of language
3. The 2-course core history sequence on Chinese History (if specializing in China) or two Asian history courses, one of which must be a survey (History AOC's should replace this requirement with 2 other electives, 1 of which is in Social Sciences)
4. One Social Science elective (outside of the other AOC you are combining) that addresses Asia or developing countries
5. One more elective on Asia in a Division outside of your AOC

If the disciplinary concentration you are combining is in an Asian language and literature/culture

1. One Asian Humanities elective outside of your AOC
2. The 2-course core history sequence on Chinese History (if specializing in China) or two Asian history courses, one of which must be a survey
3. Three Social Science electives that address Asia or developing countries (2 of them must be outside History)

\* East Asian Studies slashes would choose an East Asian language, the China history sequence or the East Asian Survey and one other Asian history course (if not specializing in China), and at least two of their electives in East Asia.

\* Asian Studies slashes may choose any major Asian language, any Asian history courses (one of which must be a survey), and any electives covering Asia.

## 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. One European Humanities elective outside of language
3. The 2-course core history sequence on Modern Europe (History AOC's should replace this requirement with 2 other electives, 1 of which is in Social Sciences)
4. Two 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. One European Humanities elective outside of your AOC
2. The 2-course core history sequence on Modern Europe
3. Three Social Science electives that address Europe or developed countries (2 of them must be outside History)

## FOR ALL STUDENTS WITH COMBINED (“SLASH”) AOCs IN INTERNATIONAL AND AREA STUDIES, ASIAN STUDIES, EAST ASIAN STUDIES, AND EUROPEAN STUDIES

- 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.)
- Students should not count more than one course to both their AOC and the “slash” (or to both halves of a combined AOC)
- The thesis or thesis project should have some international or area studies content.
- At least one faculty member affiliated with the IAS program must be on your baccalaureate committee
- Recommended: Students completing a “slash” will normally be taking a research design or methods course in their AOC. Where this is not the case (or the student is combining two slashes), it is advisable to take a research design course in the field most related to their thesis topic (normally the discipline of their thesis advisor). Please consult your potential thesis advisor about such a course prior to the second semester of your third year.

## 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 pre-modern 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, pre-modern 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**

**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

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).*

Various academic disciplines may define the city in differing ways, but they all agree on one thing: the city is a revolutionary human achievement. As a student in our Urban Studies program, you will use tools provided by multiple disciplines to understand cities and the role they play in the development and functioning of civilization. In fact, Urban Studies at New College is what we call a joint disciplinary or slash AOC, because it must be combined with another discipline (e.g., Urban Studies/Sociology, Urban Studies/Economics) in order to graduate. You can also take Urban Studies as a track within our [Environmental Studies AOC](#).

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 Services

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 a variety of disciplines, who are trained to assist all students with any type of writing. The WRC also leads group workshops on thesis-related topics and other writing-related topics by request.

### Off Campus Study/Study Abroad

The Off-Campus Study/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 abroad or within the United States that best fits their academic interest and need, and offers assistance with the application process. The Off-Campus Study/Study Abroad Office also assists with National Student Exchange (NSE) and New College exchange programs applications. Throughout the year, the Office hosts general information sessions, discussion panels with students who have recently returned from abroad, special events sponsored by selected study abroad providers, as well as two Study Abroad Fairs at the beginning of Fall semester and Spring semester.

### Office of Research Programs & Services

**Mission:** The Office of Research Programs and Services (ORPS) promotes New College's research endeavors through resource development and research administration.

**Vision:** ORPS strives to attract external support for New College's research endeavors through agreements, awards, contracts and grants with government, foundations and corporations.

**Services Provided:**

**Pre-Award Services:**

We provide pre-award support and assist New College faculty and staff by:

- discussing project ideas
- suggesting funding sources or ways to identify funding sources
- demonstrating how to use funding databases
- overseeing institutional endorsement procedures
- helping to interpret application guidelines
- advising you during the early stages of narrative and budget development
- serving as educated general readers of proposal drafts
- advising on the use of human and animal subjects in research
- following up on status of proposals

**Post-Award Services**

Our post-award services include:

- grant management
- monitoring compliance with sponsor requirements
- monitoring time and effort reporting
- providing dissemination of policies and procedures related to sponsored agreements awarded to the College
- providing professional and helpful interaction between the College community and sponsors

**Institutional Review Board:** At New College safeguarding the rights and welfare of human subjects in research is a general institutional policy delegated to the Institutional Review Board (IRB). Any research project involving human subjects that is conducted by New College faculty, staff or students, or that takes place on the New College property is subject to review and approval by the IRB.

The Director of ORPS is designated as overall Human Protection Administrator for New College's IRB and is responsible for ensuring that it functions and operates in compliance with all Federal, State, and local laws and regulations that govern human subject protection.

**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. All information regarding IRB procedures can be found at <https://myncf.ncf.edu/group/ncf-research-programs-and-services/irb-citi-training>.

## [New College Faculty](#)

## **Student Life**

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, 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.

The principal goals of Student Affairs are:

1. To work with students, faculty 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 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.

The Division of Student Affairs is comprised of the following offices: Campus Programs/Title IX, Center for Engagement and Opportunity (CEO), Counseling and Wellness Center, Dining Services, Dean of Student Affairs, Diversity and Inclusion, First Year Programs, Fitness and Recreation Center, Health Education, Housing and Residential Life, Student Activities and Campus Engagement, and Student Disability Services. Student Affairs also provides staff support for and works closely with the New College Student Alliance and the Hamilton Center. New College also has a part-time Campus Minister.

### The Center for Engagement and Opportunity

The Center for Engagement and Opportunity includes the offices of Career Services, Internships, National Fellowships and Peer Mentors. The CEO facilitates students' exploration of their interests, making strategic connections between their skills and area of knowledge, and purposeful contributions to their communities. The CEO provides a comprehensive program of career exploration, experiential education, community service opportunities, fellowships, internships, volunteer work, and job and graduate school search. The Center actively cultivates partnerships with local, regional, national, and international employers and graduate schools to support student success.

### Student Ombudsperson

The Student Ombudsperson operates as a resource and provides assistance with informal, impartial and non-adversarial alternatives for the resolution of conflict. A student's use of the ombudsperson is voluntary and is not a required step in any grievance process.

The Student Ombudsperson will direct students toward appropriate College resources. The role of the ombudsperson is not to advocate for any individual but to advocate for fair and equitably administered processes and to facilitate discussion to identify the best options to resolve problems. The ombudsperson is guided by recognized professional standards of practice for the role of the ombudsperson, including the principles of independence, neutrality, confidentiality, and informality, unless otherwise required by law. The ombudsperson reports directly to the President.

The Student Ombudsperson may be contacted at [ombuds@ncf.edu](mailto:ombuds@ncf.edu).

### Title IX Coordinators for Sexual Discrimination, Sexual Harassment, and Sexual Battery

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Legal citation: Title IX of the Education Amendment of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

Title IX applies to many programs at New College. **Sexual discrimination includes sexual harassment and sexual battery.** While compliance with the law is everyone's responsibility at New College, listed below are the staff members who have primary responsibility for Title IX compliance, including training, education, communication, and administration of complaints.

#### File A complaint

To file a complaint against any student, staff, faculty, administrator, or other individual associated with NCF for sexual harassment, sexual discrimination or sexual misconduct, please see [here](#) for contact info, or simply email [titleIX@ncf.edu](mailto:titleIX@ncf.edu).

### Residential Life

The Office of Residential Life and Housing is responsible for maintaining student residences that support the educational mission statement of New College of Florida. Our aim is to strengthen the learning experience for all students by providing living and learning opportunities for intellectual and personal development that complement those within the classroom setting. Members of our staff strive to foster personal responsibilities, civic engagement, and leadership through programs and activities consistent with the values of the College's mission. Finally, the Office of Residential Life and Dining Services strives to develop students who are: global citizens, responsible and involved members of the community, individuals of compassion and integrity, lifelong learners.

Supporting Residence Life and Dining Services is a staff that includes the Associate Dean of Student Affairs, Campus Life Coordinator for Facilities and Operations, Campus Life Coordinator for Engagement and three Residence Hall Directors, and 15-20 Resident Advisors. Other Student Affairs staff members work in support of the residential life and dining program.

Living on campus at New College gives you the opportunity to be fully engaged in student life. New College students enjoy a



strong sense of camaraderie and community unique to our campus. Our campus community is so important to our student success that New College is designated as an intentional residential college, and, as such, requires all students to live in the residence halls unless they have been granted exceptions or waivers.

### **Description of Residential Halls:**

Our apartment style facilities include the Letter Residence Halls: X, Y, V, W. Each apartment offers a common space, full bathroom, 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. Residents share balconies, lounges, full kitchens and laundry facilities. The hall also features a third story, open-air lounge, and a central courtyard.

Z Hall, also known as the Rhoda Pritzker Residence Hall, provides housing for 90 students. It offers apartment style suites, 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.

Dort Hall and Goldstein Hall (commonly referred to as Dort & Gold) both provide apartment-style accommodations. 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. In addition, both halls have lounges for student use with laundry facilities located in the Dort lounge.

The Pei Residence halls known as First Court, Second Court, and Third Court were designed by internationally acclaimed architect, I. M. Pei. Each room accommodates two or three students and is climate-controlled. All rooms have an exterior entrance and private bath. The majority of first year students will reside in these halls. These halls are also in close proximity to Palm Court, which is a gathering and event space that is considered a hub of student life.

Close to the academic side of campus is B-Dorm, which houses 32 students in a traditional style residence hall. Here, a more communal residential life develops around shared facilities.

### **Living Learning Communities (LLCs)**

Living Learning Communities (LLCs) provide unique environments where select groups of students share common interests and learning experiences. Based on disciplinary and interdisciplinary themes, LLCs create intentional links between academic, social, and residential experiences. There are nine Living Learning Communities located on campus. This year's themes are Global Village, LGBTQ+, Music Performance, Outdoor Adventure, Quiet/Academic Focus, SuccessQuest, Sustainable Living, Wellness, and Writing.

Any student may apply to live in any LLC, except SuccessQuest. SuccessQuest is only for new students in order to build skills that support the successful transition into New College.

### **Dining Services**

Metz Dining Service is our food service provider at NCF. Metz Dining Service combines the convenience and collegiality of the traditional college dining hall with an opportunity for self-catering that allows students to pursue their own styles of cooking and dining. In Hamilton Center, a full-service cafeteria provides breakfast, lunch and dinner seven days a week. Dining selections include many options from the salad bar, a vegetarian and vegan entrée at every station, and multiple food stations that rotate weekly. Boar's Head is a convenience store that is operated by Metz that complements the cafeteria hours and has extended hours into the evenings for students to buy subs, wraps, and snacks to name a few. All students participate in at least a partial dining plan based on where a student lives and if they are a new or returning student.

Separate from the food service plan but also located on campus is the Four Winds Café. 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 and occasionally hosts tutorials, poetry readings, and open mic nights.

### **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, fitness events, sports programs, social gatherings, and student publications. Adding to student-funded and student-initiated activities are programs sponsored by Student Affairs, such as Individual and community development events, volunteer and community service 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. 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 intercollegiate athletic and other fitness and sports-related activities.

**New College Student Organizations** - click [here](#) for a current list, including contact information.

## New Student Orientation

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 a space for programming and services to the campus focused on issues of diversity, understanding, multiculturalism, and gender related issues. The Director of Diversity and Inclusion 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 at [www.ncf.edu/cwc](http://www.ncf.edu/cwc).

## 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 [online](#) or you can pick up a brochure at the Center.

## Student Disability Services

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 in Hamilton Classroom Building 003, 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, is also available on campus.

### **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.

### **BookStore**

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 [RW1] at New College and every student has access to any member of the faculty and staff. 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 Towne 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 Student Affairs. These measures aim toward constructive settlement of cases under dispute. The New College Student Court is recognized by, and under the purview 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 using 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.

### **Student Complaints and Appeals**

Every attempt to resolve issues or disputes informally should be exhausted before a student decides to file a written complaint. All students are welcome to use services of the **Ombuds Office** to talk over issues with a trained Ombudsperson, who will suggest alternative solutions. Contact: [ombuds@ncf.edu](mailto:ombuds@ncf.edu). Issues are often best resolved at the primary level or grass-roots level, and many do not rise to the level of complaints or appeals.

Students with **academic complaints, students** should first discuss them with their instructors or their contract sponsor. If settlement is not possible, students should contact the [provost@ncf.edu](mailto:provost@ncf.edu) to file a written complaint.

For complaints relating to **sexual harassment, sexual discrimination or sexual misconduct** against any student, staff, faculty, administrator, or other individual associated with NCF, please contact any of the **Title IX Coordinators/Investigators**

**listed below**, or simply email [titleIX@ncf.edu](mailto:titleIX@ncf.edu).

Director of Campus Programs/Title IX Coordinator: Rebecca Sarver, [titleIX@ncf.edu](mailto:titleIX@ncf.edu)  
(oversees implementation of Title IX at New College, including coordination of investigations of Title IX complaints)

Dean of Student Affairs: Robin Williamson, [rwilliamson@ncf.edu](mailto:rwilliamson@ncf.edu)  
941-487-4150, Hamilton Classroom #3 (HCL3)

Interim Director of Human Resources: Dan Richardson, [drichardson@ncf.edu](mailto:drichardson@ncf.edu) (Investigator)  
941-487-4417, Palmer C

General Counsel: Mike Pierce, [mpierce@ncf.edu](mailto:mpierce@ncf.edu)  
941-487-4877, Cook Hall 212

Campus Police: [police@ncf.edu](mailto:police@ncf.edu)  
941-487-4210, 501 College Drive

For complaints of **other types of harassment (racial, disability-related, etc.) by an NCF employee**, students contact:  
Human Resources, 941-487-5020.

For complaints of **other types of harassment (racial, disability-related, etc.) by another student**, students should contact:  
Dean of Student Affairs, Robin Williamson, [rwilliamson@ncf.edu](mailto:rwilliamson@ncf.edu), 941-487-4251.

Senior Associate Dean, Mark Stier, [mstier@ncf.edu](mailto:mstier@ncf.edu), 941-487-4504.

For **residence life and dining service issues**, including room damage appeals, students should contact Senior Associate Dean of Residence Life, Mark Stier, [mstier@ncf.edu](mailto:mstier@ncf.edu), 941-487-4504.

For **academic concerns and appeals**, students should contact the [provost@ncf.edu](mailto:provost@ncf.edu).

For **financial aid appeals**, including appeals related to Satisfactory Academic Progress for financial aid purposes, and/or Bright Futures (restoration, reinstatement, or repayment), students should contact the Associate Dean of Enrollment Services Sonia Wu, [swu@ncf.edu](mailto:swu@ncf.edu), 941-487-4461.

For **complaints against the Campus Police**, students should contact:  
Chief Michael Kessie, [mkessie@ncf.edu](mailto:mkessie@ncf.edu), 941-487-4210.

For **Counseling and Wellness Center complaints**, students should contact the Director, Dr. Anne Fisher, [fisher@ncf.edu](mailto:fisher@ncf.edu).

For **disability issues or complaints**, students should contact Disability Services, [disabilitysvc@ncf.edu](mailto:disabilitysvc@ncf.edu).

For **parking appeals**, students should contact Parking Services, [parking@ncf.edu](mailto:parking@ncf.edu), or access a form on the portal under Parking Services.

For **readmission appeals**, students should contact the Office of the Registrar, [records@ncf.edu](mailto:records@ncf.edu).

For **residency reclassification appeals**, students should contact the Office of the Registrar, [records@ncf.edu](mailto:records@ncf.edu).

## The Campus and Facilities

New College's home is a 105-acre 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 – Bayfront, 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, the Rhoda and Jack Pritzker Marine Biology Research Center, the Public Archaeology Laboratory, and the Academic 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 (<https://www.ncf.edu/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 Helen N. Fagin Holocaust Collection is located on the first floor of the library. The College Archives and Special Collections are housed in the second floor with access by appointment. Many items are available online through the New College Digital Collections (<http://ncf.sobek.ufl.edu/>). 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 connectivity. Remote access to licensed electronic resources is available to currently enrolled students, faculty, and staff. Librarians offer engaged 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. Click [here](#) to learn about our librarians..

Cook Library has seating for more than 400 persons. Among the features in the Library are a variety of settings such as lounges, display areas, and research carrels for students and faculty. An enclosed *Collab*, located opposite the first-floor service desk, is designed for collaborative work and study. Exhibits and displays are presented throughout the year in the lobby and elsewhere in the building. A first floor workshop room is used for seminars, workshops and other educational activities. The Library has a silent study room on the first floor where one can work in silence at all times. Three group study rooms are available on the first floor of Cook Library along with other designated areas for individual and collaborative study. There are card-operated printers and photocopiers available on the first floor as well as computer workstations and flexible seating.

The Writing Resource Center, Educational Technology Services, Language Resource Center, Off Campus Study/Study Abroad, and the Quantitative Resource Center are located in the Academic Resource Center on the first floor of Cook Library. The Center for Engagement and Opportunity is accessible on the first floor.

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 their accounts through NewCLEIS.

**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 Caples Fine Arts Complex, is comprised of buildings and spaces dedicated to the study of art, music, and theater. The Mildred Sainer Music and Arts Pavilion, also known as the 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 slides 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 Heiser Natural Sciences Complex. Two wings (34,000 square feet) were completed in 2000 and a third wing (22,000 square feet) was added in 2017. 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, the Soo Bong Chae Memorial Auditorium, and the new wing. The entire complex was designed to enhance the close collaboration between teacher-scholars and student-scholars crucial to the mission of New College. It contains 26 well-equipped research and teaching laboratories, including a 20-station computer laboratory and instrument rooms. Research and teaching laboratory spaces are in close proximity, 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 and the three new 24-station teaching laboratories. 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 80 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, computer science, 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 pipettors. 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) provide 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 include 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.

### **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 computer 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 facilitates faculty and student research on local history and regional heritage.

Centrally located on our Bayfront Campus in the Palmer C building, the **Developmental/Social Laboratory** includes an observation/testing room with an adjacent computer coding room that are available throughout the year to students in



Psychology. The observation room can be used for testing individuals or small groups, with or without video recording of the interactions. The adjacent computer room can be used to monitor the activities live via video links on a computer monitor and to code the recorded interactions at a later time. Other rooms in the lab are available for running computerized, survey, or observational studies. Two handheld camcorders and an IP camera are available for video recording, either in the observation room or with laptop computers for offsite recording. A large, central room in the lab is also available for group studies or as a waiting room for research participants. The computers in this facility are equipped with stimulus presentation software (DirectRT) and statistical analysis software (R, SAS, and SPSS).

The **New College Comparative Cognition Laboratory** (NCCCL), located in Bon Seigneur House, offers resources for students to analyze animal vocalizations and behavior. Although the focus of the lab is on dolphins, students have also studied other species (e.g., manatees, lemurs, and birds) using the lab's specialized acoustic processing software and video analysis equipment. The software available here includes Avisoft Recorder, Avisoft SASLab-Pro, Mangold Interact 9, SAS, SPSS, and R.

The **Psychology Computer Lab**, located in Bon Seigneur House, offers Psychology students software both for data collection (such as Superlab and DirectRT) and analysis (such as Mangold Interact 9, SAS, and SPSS). It includes specialized data collection hardware, such as response pads, voice keys, a heart rate monitor, microphones, camcorders, and tripods. The department also lends out equipment to students for off-site research and has a Survey Monkey account for the collection of survey data.

## Admission to New College's Undergraduate Degree Program

### 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:

- intellectual potential
- strong academic preparation
- self-motivation
- initiative
- tenacity
- curiosity
- concern for others
- above average ability, academic motivation, and self-discipline

The College encourages applications from qualified applicants without regard to race, color, religion, age, disability, sex, sexual orientation, gender expression, gender identity, national origin, marital status, veteran status or any other protected characteristic under the law.

### 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 Admissions and Financial Aid 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 these:

- 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.

Extra consideration is given for strong interest in attending New College, and—for freshman applicants—for rank in the top 10% of the high school class (if ranked). In addition, The Dean may also consider allocation of limited guaranteed scholarship resources as a criterion for admission to New College.

**Full-Time Only.** With the exception of summer term course work, all of New College's undergraduate degree-seeking students enroll full-time. New College's undergraduate degree-seeking students are selected by the Office of Admissions and Financial Aid using the Common Application.

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

Enrollment in the undergraduate degree program is ordinarily not available to persons who already hold a bachelor's or advanced degree. Since admission and aid requirements are typically described for an expected audience of high school seniors and undergraduate students, please contact the Office of Admissions and Financial Aid to discuss required documents and information specific to your education background.

*Please note: financial aid options are very limited for students who have already earned a bachelor's or advanced postsecondary degree. Institutional scholarships and grants are not available to students who have already earned a bachelor's or advanced degree, and federal financial aid options are very strictly limited.*

### **Course Work for Students Not Seeking a New College Degree**

The College makes undergraduate course work available to persons not admitted to the undergraduate degree program 1) through formal exchange (e.g., the National Student Exchange), approved by the Assistant Director of Off-Campus Study; 2) through summer course work, when available; and 3) through individual approval by the Dean of Studies in the Office of the Provost, who determines availability of New College courses to non-degree seeking students, community auditors, and students eligible through the local Consortium of Colleges of the Creative Coast (C4). Students from other colleges should consult with their home institution for guidance on how course work may apply to their degree program.

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

All required application materials (including academic records, exam scores, and the recommendation) must be received by the Office of Admissions and Financial Aid on or before the deadline, EST.

Click [here](#) admission deadlines.

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

### **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).

### **Parts of the Application Process**

**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. First-time-in-college applicants--Use the [NACAC Request for Application Fee Waiver form](#), SAT or ACT Fee Waiver forms (see your guidance counselor for more information). The fee waiver must be approved through the Common Application by your counselor/advisor or the original must be mailed directly from your school. New College will also accept a NACAC application fee waiver request (approved and signed by the school counselor) or an ECO College Board or ACT application fee waiver request. Transfer applicants-- file documentation of Pell eligibility, or use the [NACAC Request for Transfer Application Fee Waiver form](#). The form will need to be verified by your current institution's Financial Aid department.

**Transcript(s):** Most freshman applicants will report their academic records using the Self-reported Student Academic Record (SSAR) system, at [www.selfreportedtranscript.com/ssar](http://www.selfreportedtranscript.com/ssar). If you are offered admission and plan to enroll at New College, you must submit official high school and required college transcripts after high school graduation—we will use official transcripts to validate the information on the SSAR. (Students with inaccurate data on the SSAR may be denied admission, have their admission revoked, or have their registration canceled if enrolled.)

**Transfer applicants, and students who have attended school abroad or have been homeschooled, must have their official transcripts submitted directly** to the Office of Admissions and Financial Aid by each school for all work attempted, 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 or a State University System of Florida institution may request to have

the high school transcript requirement waived unless the transcript documents the foreign language entry requirement.

**Foreign Language Requirement:** Please note, if you enroll without meeting the foreign language entry requirement, you must satisfactorily complete foreign language study through the second semester of the first-year sequence as a graduation requirement at New College.

**Standardized Test Results (SAT or ACT):** Either exam is acceptable. Official SAT results should be sent to institution #5506. Official ACT 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 who will have earned either the AA degree from a Florida College System institution or a State University System of Florida institution, or a bachelor's or advanced degree from a regionally accredited college or university, can 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 your responsibility as the applicant 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 other 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**

Because of possible mail delays and additional time that may be needed for review, students with international records should attempt to complete the admission application file by these dates to ensure that their materials arrive no later than these dates:

**Spring 2018 class consideration (transfers only)—November 15, 2017**

**Fall 2018 class consideration (freshmen and transfers)—April 1, 2018**

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 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). 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 by the testing service. The minimum TOEFL score required for admission to New College is 560 (paper test), or 83 (Internet-based test). 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). *TOEFL can sometimes be waived, pending specific scores on the SAT or ACT; successful completion of IB English A1 or A2; or a strong record in a school where English is the language of instruction (4 years of high school or two years of college or university).*

**Any Additional Examination Results:** Results from any external secondary school exams, such as A -Levels, CXCs, etc., should be provided on an official transcript or sent to the Office of Admissions and Financial Aid by the exam council. 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 provide 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 State University System**

**Satisfaction of minimum State University System (SUS) of Florida requirements does not guarantee acceptance.** The State University System of Florida admission requirements (and updates to these) are listed in the Florida Counseling for Future Education Handbook, typically available at [www.floridashines.org](http://www.floridashines.org).

**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 world language through the second level (e.g., for Spanish language study in Florida, then a year of Spanish II in high school, or a semester of SPN 1121 in college). Students completing a home education program according to section 1002.41, Florida Statutes, may 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
- World language, or American Sign Language through the second level
- Additional years of academic electives/credits to reach 18 units\*

*\*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" available at [www.floridashines.org](http://www.floridashines.org).*

**Minimum Performance Standards:** To be eligible to enroll, freshmen and lower-level transfers must meet the standards of SUS admission requirements as described by [Florida Board of Governors regulations](#). Consideration is given not only to college preparatory course work (or the equivalent), but also to the weighted grade point average determined by NCF, SAT or ACT scores, and preparedness to complete college-level work.

### **Home Education, GED, 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 (e.g., not measured in Carnegie units or completion via GED) 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. Applicants presenting a GED must provide official GED results directly from the source, and official transcripts of all high school work attempted.

### **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.

### **Mid-Level Transfer Applicants**

Transfers with 36 or more but less than 60 transferable semester hours – In addition to meeting the general requirements, students must have successfully completed (C or higher) at least one English Composition course and one transferrable mathematics course that consists of three (3) semester credit hours. SAT/ACT scores may be waived. Students not meeting these requirements must meet the requirements for transfer students with less than 36 transferrable semester hours.

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

Upper-level transfers are students who will, by the time of enrollment at New College, have earned either 1) the AA from a Florida College System or State University System of Florida institution (with the exception of dual enrollment students, as noted below), or 2) a bachelor's or advanced degree from a regionally accredited college or university. The requirement to submit SAT or ACT scores can be waived for upper-level transfer students, and the high school transcript requirement can be waived for AA transfer students from the Florida College System or Florida State University System (unless needed to document 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 the State University System of Florida, 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 Admissions and Financial Aid 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 completed by the Dean of Admissions and Financial Aid (or the Dean's designee), but typically is reviewed by the Associate Dean of Students.

## 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 Admissions and Financial Aid determines, based on evidence submitted by the applicant and through consultation with the College's Disabilities Services Director, 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 Director to discuss documentation options for the admission process, and disabilities support services of the College. Contact (941) 487-4496 or [disabilitysvc@ncf.edu](mailto:disabilitysvc@ncf.edu).

## Appeals by Denied Applicants

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

**Conduct:** : The Dean of Student Affairs will review appeals by applicants denied admission on the basis of previous misconduct.

**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 Academic Administrative Council 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 Academic Administrative Council may be further appealed for review by the Provost of New College; 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 2018	May 21, 2018 (initial denial) June 22, 2018 (denial from Wait List)	July 6, 2018
Spring 2018	January 4, 2018	January 11, 2018

### 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 Office of Admissions and Financial Aid . If the deposit requirement poses a financial hardship, the student may ask for a form to request consideration for a deposit exemption.

### 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 planning to enroll 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. (Students under the age of 40 are required to present documented proof of immunity to Rubella. All students born after 1956 must also submit proof of immunity to Measles.) 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)].

#### Mandatory Documentation:

- Medical History Form with proof of two MMR immunizations.
- Medical Information Form.
- Waiver for Treatment of Minors (if applicable).
- Either proof of Hepatitis B immunization series AND Meningitis immunizations OR signed waiver form.

#### Recommended Documentation:

- Date of last Tetanus vaccination.
- Copy of Health Insurance card.
- Medical records pertaining to continued medical treatment you may need while on campus

Documentation must be submitted before a student is allowed to register for classes or attend classes. All immunization and medical documentation should be submitted to:

Student Health Services  
Counseling & Wellness Center  
5800 Bay Shore Road  
Sarasota, FL 34243  
Fax: 941-487-4256



## 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 the Registrar by email at [records@ncf.edu](mailto:records@ncf.edu), by phone at (941) 487-4230, or by mail at 5800 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 Provisional Area of Concentration form in the fifth semester. Students seeking to fulfill all 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 student should request an unofficial preliminary transfer credit projection from the Office of the Registrar. For official award of transfer credit to an enrolling student, New College of Florida needs a final official transcript from each previously attended institution. (Grade reports and unofficial transcripts are not acceptable for this purpose.) An official transcript from each previously attended institution should be sent 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 either 1) a Florida College System or State University System of Florida Associate in Arts (AA) degree, or 2) a bachelor's or advanced degree from a regionally accredited college or university, 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 may be awarded for satisfactory performance on examinations identified in the Articulation Coordinating Committee Credit-by-Exam Guidelines, including when the exam credit was applied toward an earned Florida College System or State University System of Florida Associate in Art degree, or a bachelor's or advanced degree from a regionally accredited college or university.

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 or State University System of Florida AA degree, or a bachelor's or advanced degree from a regionally accredited college or university.

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.

Final transfer credit is awarded by the Office of the Registrar after enrollment. *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.

## 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, because New College is an honors college, most students are assigned scholarship funding. 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 second week of classes. Fees are updated each year on the College website at [www.ncf.edu/admissions/cost-and-aid/tuition-and-fees/](http://www.ncf.edu/admissions/cost-and-aid/tuition-and-fees/).

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.

Account balances are available online through NewCLEIS. Balances are not provided unless the student is cleared for registration. Payment may be made by cash or check at the Cashier's Office during normal working hours, paid on-line via NewCLEIS by credit, debit or e-check, or checks may be mailed to New College of Florida, Cashier's Office (PMD-123), 5800 Bay Shore Road, Sarasota, FL 34243-2109. Payment by credit card may only be made on-line and those transactions will be assessed a 3.0% convenience fee in addition to the amount owed.

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 received 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/admissions/cost-and-aid/tuition-and-fees/](http://www.ncf.edu/admissions/cost-and-aid/tuition-and-fees/). For the full breakdown of fees, click on "Tuition and Fee Schedule."

For costs attached to enrollment in specific educational activities, consult the Tuition and Fee Schedule 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.

The Health fee provides access to services of the campus 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/admissions/cost-and-aid/tuition-and-fees/](http://www.ncf.edu/admissions/cost-and-aid/tuition-and-fees/). Consult the Office of Residential Life and Food Service for details on housing options and food service plans.

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 Academic Year, please take note of these special processing fees:

- Late Registration Fee
- Late Contract Submissions Fee
- Late Payment Fee for non-deferred registration fees unpaid at the end of the second 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 up to 30% of the unpaid debt 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 began college 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 may 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

Surcharges will be tracked and billed using billable credit hour equivalents, rounded to one decimal point. 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. *Students enrolling for their eighth (8<sup>th</sup>) semester contract attempt, including earned transfer credit for semester contracts, will be charged at 12 credit hour equivalents for the eighth semester contract only;* for students who enter New College as first-time-in-college students with dual enrollment credit, this will be the eighth semester of NCF enrollment. *(Students with a break in enrollment or a mixture of dual enrollment and post-high school transfer credit should consult with the Office of the Registrar.) The duration of the trial period will be determined by the Board of Trustees*

Statutory exemptions from the Excess Hour Surcharge 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).

### Cancellation of Registration for Nonpayment of Fees

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

A student may request reinstatement through the Finance Office only during the two weeks following the cancellation 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.

### 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
2nd week of classes (Monday – Friday)	None	100% of tuition and fees
3rd through 4th week of classes	None	25% of tuition and fees (not including late registration, late payment and capital improvement fees)

A student may withdraw from New College prior to graduation by completing a Withdrawal Request form (available on the Office of the Registrar's web 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 unless it is determined that the student stopped attending classes and tutorials prior to the end of the term. If withdrawing during the semester, the official date of withdrawal will be whichever of the following is earliest:

- the earliest date recorded on the student's Withdrawal Request form received by the Office of the Registrar.
- the date that the student provided notification to the Office of the Registrar of your intent to withdraw.
- if it is determined that the student stopped attending classes and tutorials prior to any of the dates above, then the last date of academically related activity that is documented, or the 50% point of the semester.

**Financial aid and scholarship recipients, please note:** If a student withdraws, or stops attending classes and tutorials, **the student may be responsible for repaying all or part of the student's aid.** In addition, if the student holds a federal direct student loan, they are required to complete exit counseling, and the start date of the repayment grace period may be backdated to the time that the student stopped attending classes and tutorials.

\*To be eligible for a 100% refund of tuition and fees charged, the student must withdraw prior to, or during, the second 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 3rd and 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.

## Tuition & Fee Assessment and Refund Policies

### Late Registration

A student who initiates registration after an applicable registration period shall incur a late registration fee. Registration may be initiated 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 Provost Office.

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 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 Provost Office.

### 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 is registered as of the end of the second week of classes. *For a trial period, beginning with the Fall 2015 semester, students enrolling for their eighth (8<sup>th</sup>) semester contract attempt, including earned transfer credit for semester contracts, will be charged at 12 credit hour equivalents for the eighth semester contract only; for students who enter New College as first-time-in-college students with dual enrollment credit, this*

*will be the eighth semester of NCF enrollment. (Students with a break in enrollment or a mixture of dual enrollment and post-high school transfer credit should consult with the Office of the Registrar.) The duration of the trial period will be determined by the Board of Trustees.*

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 second 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 began college 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 Finance 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 enter into a payment plan with the New College Finance 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 Finance Office.

### **Reinstatement of a Student's Canceled Educational Contract or Independent Study Project**

A student whose academic contract or Independent Study Project has been canceled 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 Provost of the provost designee. 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 third 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 canceled for nonpayment of tuition and fees (including for returned checks in payment of tuition and fees, or 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
- 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.

## **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.

For students who have already earned a bachelor's or advanced postsecondary degree--institutional scholarships and grants are not available to students who have already earned a bachelor's or advanced degree. Some federal financial aid may be available in the form of Direct Student Loan funding to students with remaining eligibility, and private alternative loans may be an option

### **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 most eligible students admitted to the undergraduate degree program who do not already hold a bachelor's or advanced degree who meet their scholarship program deadline, and who are US Citizens or Permanent Resident Aliens, or international students seeking enrollment with the F-1 student visa. For most scholarships, there is no separate application form for you to file.

**Florida Bright Futures Scholarship:** The Florida Bright Futures Scholarship (BFS) Program provides two types of lottery-funded scholarships available for use at New College:

- Florida Academic Scholar Award
- Florida Medallion Scholar 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:** The Benacquisto Scholarship Program (formerly the Florida Incentive Scholarship Program) combines funding from multiple sources to provide gift aid coverage of the full cost of attendance for eligible Florida high school graduates who are recognized as National Merit Scholars. For information on this and other State of Florida scholarships, visit the website for Florida's Office of Student Financial Assistance.

### **Grants**

If you are an eligible US Citizen, US Permanent Resident Alien, or qualified non-resident alien, and you do not already hold a bachelor's degree or advanced degree, 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 November 1 for new incoming students and 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 Educational 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 halftime. (With the exception of summer term course work, all New College undergraduate degree 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. Typically, alternative loans are more expensive to repay 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.

**Federal Work–Study Program:** 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. Eligibility is determined on the basis of information provided on the FAFSA. Work-study is typically 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 Human Resources at the beginning of the semester to inquire about fund availability and their eligibility for this type of aid.

### Applying for Financial Aid (NOVEMBER 1 Priority Deadline)

The Free Application for Federal Student Aid (FAFSA) is New College's application for need-based aid consideration. For maximum eligibility, it is best to apply in the first month that the FAFSA is available. **(The FAFSA for the following academic year will open on October 1; so the priority deadline to complete the FAFSA is November 1.)** 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 second week of classes if the financial aid process is incomplete.)

**Priority Deadline** - November 1 for new incoming students and for returning students. The application will remain in effect for both the fall and spring semesters of the following academic year. However students who have already enrolled in the current year may still apply for current year aid if they have not yet done so.

1. **Create an FSA ID (username and password). For details, go [here](#).** This must be done by the student (and by 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). To expedite processing, please choose the IRS Data Retrieval option. (This may reduce your chances of being picked for verification, and it may reduce processing time if you do get picked.)
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. Be sure to review the Comments section, regarding any requirements you must address for eligibility.
4. **Verification and Exception Follow-up.** If you are selected for a process called verification, we'll need to determine your award eligibility using documentation, including IRS tax information from you and your parent(s). Please provide the tax information through the IRS Data Retrieval system to expedite your verification process. If you are selected for verification or have exceptions to clear, 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 provided once the required documents are approved. Initial Statements of Award are mailed to students entering in the fall term, and posted to returning students' NewCLEIS accounts. (Any updates for new and returning students will be posted to the student's NewCLEIS account.) All financial aid awards will be itemized on this Statement of Award. Be sure to review carefully the Financial Aid Award Guide information for the aid year of your 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 Finance 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 Undergraduate Satisfactory Academic Progress (SAP) Policy for Financial Aid Purposes

See [here](#) for the current SAP policy.

### 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 second 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 second 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 FAFSA is filed.

For assistance with matters pertaining to payment of fees, please contact staff in the appropriate offices below:

**The Office of Admissions and Financial Aid (Robertson Hall)** 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, please contact the Financial Aid staff at [ncfinaid@ncf.edu](mailto:ncfinaid@ncf.edu), or (941-487-5000, ext. 2)

**The Office of the Registrar (Palmer Building D, room 129)** is responsible for maintaining your registration status, posting contract evaluations, collecting address changes, releasing 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 email the Registrar at [records@ncf.edu](mailto:records@ncf.edu).

**The Finance 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 contact the Finance Office at 941-487-4625 or [business@ncf.edu](mailto:business@ncf.edu).

## 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. Areas of Concentration guidelines are provided; however, this 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, as amended 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
- 4) file a complaint with 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

All students undertaking course or tutorial work, an ISP, or work on the thesis should register, even if they have completed the required seven satisfactory contracts for graduation. 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)

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.)

**To complete this part of 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 10th day of classes may have their registration canceled.

Additionally, students must utilize the Course Request System (CRS) through NewCLEIS by the registration deadline for the upcoming semester. If a student does not use the CRS by the registration deadline, a hold will be placed on the student's account preventing registration for the semester. Usage of the CRS allows the Office of the Provost to prepare for the upcoming semester and make adjustments to the course schedule if necessary. Selection of courses via the CRS does not register the student for specific classes. It is a non-binding course preference expression. Course selection via submission of a contract is Part II of the registration process (see below).

If all holds are cleared, the Office of the Registrar automatically block 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). The deadline for completion of Part I of registration is determined and published by the Office of the Registrar in accordance to the Academic Calendar. A late fee is charged for registrations completed after the deadline (in June for the fall term, and December for the spring term). Students who are not registered by the Friday at 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 second 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.

For help with problems logging on to NEWCLEIS, contact the Help Desk at (941) 487-4350 or through the Help Desk system, 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. You may need to enroll in more units in order to make timely progress toward graduation, and/or because your advisor may require this of you.

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.

A student 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).

### **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 advanced proficiency in written and oral English language. (\* The diverse perspectives 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 at 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

### Description of Requirements

Students must complete at least eight Liberal Arts Curriculum courses, including at least seven courses that expand disciplinary breadth selected from those LAC courses found online in the Class Schedule by semester and indicated by an asterisk\* after the course title. 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 last 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. All LAC courses meeting the Divisional and disciplinary breadth requirements are indicated in each semester's Class Schedule with an asterisk (\*). These and all LAC Diversity courses are listed together in the Cross Reference folder.

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 and English Language 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 530 or above on the mathematics section of the Redesigned SAT (administered as of March 2016).
3. A score of 500 or above on the mathematics section of the SAT Reasoning Test, the re-centered SAT I, or its equivalent.
4. A score of 21 or above on the mathematics section of the ACT.
5. A score of 91 or above on the ACCUPLACER Elementary Algebra exam.
6. A score of 3 on any Advanced Placement (AP) mathematics exam.
7. A score of 5 or higher on an International Baccalaureate (IB) mathematics exam.
8. A score of 50 or higher on a College-Level Examination Program (CLEP) mathematics exam.
9. A passing score on the mathematics section of the College Level Academic Skills Test taken prior to July, 2009.
10. 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.
11. 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.)
12. 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.)

#### 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 Office of the Provost.

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
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, internship or Independent Reading Project is equivalent to one unit; one that is modular or module-equivalent 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. Enrollment in more units may be necessary to make timely progress toward graduation, and/or because the faculty advisor requires this.

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 or internships require the instructor's initials on the contract to be processed by the Office of the Registrar.

Activities outside the formal curriculum, such as personal development projects or employment, have a place on the contract as well. They 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 advisor and student negotiate 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. This professor serves as a mentor (or advisor) during the semester, helping the student integrate 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 (typically, Wednesday of the second week of classes—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. In exceptional circumstances the Division Chair may sign the Contract, with the contract sponsor's approval.

### Contract Renegotiation

After the student submits the contract to the Office of the Registrar, the student may revise it in consultation with the sponsor, a process called "contract renegotiation." Educational activities may be added or dropped, **and the certification criteria must be revised accordingly.** The sponsor must endorse the changes. The deadline for contract renegotiation is Friday of the twelfth week of the semester.

### 4-Week Financial Aid Unit Drop Grace Period Deadline for Financial Aid Purposes

Beginning with the Fall 2014 semester, courses dropped via contract renegotiation through the fourth week of classes will not count toward unit attempts in calculating Maximum Time Frame or Pace to Graduation for financial aid purposes. The deadline for this is published as the "Financial Aid Unit Drop Grace Period Deadline" in the academic calendar. (Other contract renegotiations may be submitted through the "Contract Renegotiation Deadline" published in the academic calendar.)

### 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 2013 and not completed becomes "Unsatisfactory" on the first day of classes of fall semester 2014. 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.

New College does not assign letter grades or calculate grade point averages for NCF degree-seeking undergraduate students. New College's academic program focuses on demonstrated competence rather than on the compilation of credits and grades. Achievement is recorded on the official transcript only for educational activities completed satisfactorily: courses, labs, tutorials, internships, independent study projects, and independent research projects. At the conclusion of each term, students receive an assessment of their performance followed by a narrative evaluation from the faculty member overseeing each educational activity. Evaluations are not intended as substitutes for grades and are never converted to grades. The narrative portion of the evaluation is a personal communication between the professor and the student.

Beginning with the fall 2016 incoming student cohort, narrative evaluations may be provided as a component of the official transcript, at the request of the student. Students who first entered New College prior to fall 2016 are responsible for providing narrative evaluations separately from the official transcript, if needed.

Since only current students have access to the Student Evaluation System, the Office of the Registrar strongly suggests students download a copy of their evaluations prior to graduation or leaving the College. However, students may request a set of their narrative evaluations once from the Office of the Registrar. Contact the Office of the Registrar for more information at [records@ncf.edu](mailto:records@ncf.edu) or at 941-487-4230.

### 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 advisor. The ISP Handbook, and the ISP 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. A fourth ISP may be necessary for completion of Area of Concentration requirements. To register for a fourth ISP, please reference instructions below.

The first ISP must take place as on-campus study in order to assure the opportunity for frequent consultation between student and ISP advisor. 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 on the Office of the Provost web page, 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 advisor-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 I:** If the student has not yet satisfactorily completed the 3 ISPs required for graduation, the Office of 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. In exceptional circumstances the Division Chair may sign the Contract, with the contract sponsor's approval. 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 Summer 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 has 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. (New College would repay the State of Florida and the student would be liable for repaying New College.)

### 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 must 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 or unsatisfactory. 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 Submitted" 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, documented via a submitted Summer ISP Description form, 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.

## Provisional Area of Concentration

By the middle of the fifth attempted academic contract (including contracts exempted by transfer credit), the student must complete a Provisional Area of Concentration Plan. (*Note: First-time-in-college students with Dual Enrollment contract transfer credit may request an extension to this deadline if they intend to complete more than eight contracts, including their transfer credit. For more information please contact the Office of the Registrar.*) 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. 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.

### There are six categories of Area of Concentration:

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 are 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 represents a program of study that is not already presented as an Area of Concentration in this Catalog, 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 Registrar of New College, which in turn will distribute it to the Provost Office and Chairs of the College's three Academic Divisions. They will bring the description before their Division faculties for discussion.

## 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.

By the middle of the attempted sixth semester (including contracts exempted by transfer credit) a student must complete a Thesis Prospectus/Area of Concentration Plan. (*Note: First-time-in-college students with Dual Enrollment contract transfer credit may request an extension to this deadline if they intend to complete more than eight contracts, including their transfer credit. For more information please contact the Office of the Registrar.*) 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 signatories 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. For exceptional circumstances, a student may petition the Provost for an extension to this deadline.

## The Senior Project or 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 by the Monday of graduation week by no later than 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 project or 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.

### **Project or 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. The Thesis must be printed single sided.

#### **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 Project or 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 Project or 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

Students in consultation with the faculty thesis sponsor may make variations on this model.

### **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

## 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 reserved for baccalaureate exams, are 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 Office of the Provost portal page. 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. The Office of the Registrar will notify previous committee members of the change. 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 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 Office of the Registrar; 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 an exception to 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 their 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.

### **Degree Conferral**

Upon recommendation from the Student Academic Status Committee, the New College faculty, in its executive session, votes to approve the conferral of all degrees. New College awards degrees once each year, in May, for all students who have completed the requirements of their respective degree, during the preceding academic year. Diplomas are distributed to graduates at the College's commencement ceremony held during the week following the conclusion of the spring term.

## Withdrawal Work Complete Prior to Graduation

A student who has fulfilled all graduation requirements including a successful Baccalaureate Examination by the end of fall semester may request to be withdrawn for the spring. A withdrawal form must be properly filled out and a graduation audit must be certified before it is processed. Students who do not meet graduation requirements will have to petition the Provost for an exception to the Langston rule or enroll for the spring semester. Deadline for the withdrawal or petition is the last day of the interterm period.

## 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 or State University System of Florida Associate in Arts (AA) degree or a bachelor's or advanced degree from a regionally accredited college or university. 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 or for completion of either a Florida College System or Florida State University System AA, or a bachelor's or advanced degree from a regionally accredited college or university during a period of withdrawal from NCF. 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 typically 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 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: if the transcript does not have a clear indication of the number of U.S. credit hours earned for each course, and/or if the grades are not U.S. letter grades, 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 the Office of Off-Campus Study in the Library's Academic Resource Center. Planning for an off-campus semester should begin with a visit to the office of Off-Campus Studies.

### 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 [Declaration for Off-Campus Study form on the Registrar's page on the portal](#) that 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 contracts (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 Declaration for 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 are not eligible to register for an ISP following the semester of off-campus study.
- If you anticipate using any Florida PrePaid Contract credits for your tuition at the host institution, check with the host institution and with the Florida PrePaid Office to see if your Florida Prepaid Contract credits may be used at that institution.

### **Off-Campus Study and Financial Aid**

If a student has any type of scholarship or need-based, and/or federal 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 aid can apply to off-campus study, but others are restricted. Financial Aid staff assists 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 some or all of their aid canceled 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 attempted 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 attempted 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. If you receive any type of financial aid, please include a valid U.S. address for mailing purposes on your financial aid off-campus study agreement. (Please note: financial aid checks cannot be mailed abroad.)

### 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 may be 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.

## Leave of Absence

A Leave of Absence may be requested when a student seeks to leave the College temporarily, for not more than two consecutive terms. An LOA may be requested during or between terms—please note that effects on the student's academic record and financial aid requirements will vary based on the timing of these options, and on the student's cumulative record. The effective date of a leave of absence is determined when the student submits a completed "Declaration for Leave of Absence" form to the Office of the Registrar.

A Leave of Absence may be granted for up to two consecutive terms. An LOA may be requested:

- between semesters
- for the fall term plus January ISP - by the last day of classes for fall term
- for ISP plus the spring term – during ISP
- for the spring term – by the last day of classes for spring term

The student may request a Leave of Absence by submitting a "Declaration for Leave of Absence" form to the Office of the Registrar, which is signed by the student's sponsor. If the sponsor will not sign the form, the student may appeal to the Dean of Studies, who will consult with the sponsor and reach a decision.

If requested and granted for a term that has already begun, that term counts as one term of leave.

**Financial Aid Implications of a Leave of Absence:** Students taking an LOA who receive any type of financial aid—including scholarship funding—should meet with New College financial aid staff to discuss:

- 1) effects of any Leave of Absence on requirements for loan counseling (if applicable)
- 2) the effect of incomplete, withdrawn, or unsatisfactory work on aid eligibility
- 3) the requirements to continue eligibility for aid on return
- 4) the requirements for return of aid funds based on the student's last date of class attendance if the student is taking an LOA for a term already begun.

### Academic Implications of a Leave of Absence:

- **An LOA granted for a term already begun, requested by the Last Day for 100% Tuition Refund in the Academic Calendar**—If the student is enrolled in courses/tutorials, the student will be withdrawn from the contract and from that contract's courses/tutorials. Any ISP that may be attached to that term's registration will be dropped.
- **An LOA granted for a term already begun, requested after the Last Day for 100% Tuition Refund in the Academic Calendar** —If the student is enrolled in courses/tutorials, the contract and all courses and tutorials from that term will be designated as Withdrawn (with the exception of any modular course or tutorial from Module I, if Module I is already past). If an LOA is granted in the fall term, before the independent study period, any attached ISP will be dropped. If granted during an ISP, the ISP will be designated as Withdrawn.
- **Completion of ISP/course/tutorial work registered for the semester prior to the term of LOA**— The student may

not undertake new academic work while on leave, but may complete outstanding Independent Study Project work or semester work registered for the semester prior to the LOA term, if permitted by the student's faculty and contract sponsor. The same applies to modular course or tutorial work from Module I of the LOA term, if Module I of that term is already past at the time the leave is requested. *Deadlines: Course and tutorial undertakings that are still incomplete after one calendar year from the first day of the term for which the contract was written will automatically become Unsatisfactory. This applies to modular and full-term courses for that term. A January ISP that has not been evaluated as Satisfactory in the Student Evaluation System by 5:00 pm on the Wednesday of the eighteenth week after the beginning of the subsequent spring term will be designated as Unsatisfactory.*

While on leave the student does not pay tuition and fees and is not entitled to use New College facilities. Students on a leave of absence are not eligible to participate in student employment effective on the date of the LOA and for the duration of the leave.

A student who is on a Leave of Absence and decides not to return to New College of Florida should contact the Office of the Registrar for a standard withdrawal. The student's return from an LOA is not subject to review by the Student Academic Status Committee unless one of the following applies:

- the student fails to return on time from the Leave of Absence; or
- the student's record triggers review for dismissal (two unsatisfactory contracts, one unsatisfactory contract and two unsatisfactory ISPs, or one unsatisfactory contract after readmission).

Ordinarily, the student will be placed on academic probation upon return; however, the student's cumulative record may require that the student's readiness to return be reviewed by the Student Academic Status Committee (SASC) due to meeting academic dismissal factors. With approval from the faculty advisor, the student may petition the Office of the Provost to waive these effects of a contract or ISP designated Unsatisfactory due to LOA.

Prior to return, the student must clear any standing issue regarding registration (e.g., an account balance, conduct review or sanction(s), etc.), and should consult with financial aid staff regarding eligibility requirements for aid.

Students who decide to enroll rather than take an approved leave of absence should inform the Office of the Registrar before the first day of the term, and then register in the usual way.

## Emergency Leave of Absence

An Emergency Leave of Absence may be granted for up to two consecutive terms, for purposes of attending to a student's personal health emergency. An ELOA may be requested:

- between semesters
- for the fall term plus January ISP - by the last day of classes for fall term
- for ISP plus the spring term – during ISP
- for the spring term – by the last day of classes for spring term

The student's academic record and financial aid requirements will vary based on the timing of the ELOA, and on the student's cumulative record.

The application and documentation for an ELOA are subject to review and approval by the Director of Counseling. The effective date of an emergency leave of absence is determined by the Director of Counseling.

**Financial Aid Implications of an Emergency Leave of Absence:** Students taking an ELOA who receive any type of financial aid—including scholarship funding—should meet with New College financial aid staff to discuss: 1) effects of any Emergency Leave of Absence on requirements for loan counseling (if applicable); 2) the effect of incomplete, withdrawn, or unsatisfactory work on aid eligibility; 3) the requirements to continue eligibility for aid on return; and 4) the requirements for return of aid funds based on the student's last date of class attendance if the student is taking ELOA for a term already begun.

### Academic Implications of Emergency Leave of Absence:

- **An ELOA granted for a term already begun, requested by the Last Day for 100% Tuition Refund in the Academic Calendar**—If the student is enrolled in courses/tutorials, the student will be withdrawn from the contract and from that contract's courses/tutorials. Any ISP that may be attached to that term's registration will be dropped.
- **An ELOA granted for a term already begun, requested after the Last Day for 100% Tuition Refund in the Academic Calendar** — If the student is enrolled in courses/tutorials, the contract and all courses and tutorials from that term will be designated as Withdrawn (with the exception of any modular course or tutorial from Module I, if Module I is already past). If an ELOA is granted in the fall term, before the independent study

period, any attached ISP will be dropped. If granted during an ISP, the ISP will be designated as Withdrawn.

- **Completion of ISP/course/tutorial work registered for the semester prior to the term of the ELOA—**  
The student may not undertake new academic work while on leave, but may complete outstanding Independent Study Project work or semester work registered for the semester prior to the ELOA term, if permitted by the student's faculty and contract sponsor. The same applies to modular course or tutorial work from Module I of the ELOA term, if Module I of that term is already past at the time the leave is requested. *Deadlines: Course and tutorial undertakings that are still incomplete after one calendar year from the first day of the term for which the contract was written will automatically become Unsatisfactory. This applies to modular and full-term courses for that semester. A January ISP that has not been evaluated as Satisfactory in the Student Evaluation System by 5:00 pm on the Wednesday of the eighteenth week after the beginning of the subsequent spring term will be designated as Unsatisfactory.*

While on leave the student does not pay tuition and fees and is not entitled to use New College facilities. Students on a leave of absence are not eligible to participate in student employment effective on the date of the LOA and for the duration of the leave.

A student who is on an ELOA and decides not to return to New College of Florida should contact the Office of the Registrar for a standard withdrawal.

The application to return from an ELOA, the supporting documentation needed for this, and the time required to review these materials, are subject to approval by the Director of Counseling.

The student's return from an ELOA is additionally subject to review by the Director of Counseling **and** the Student Academic Status Committee if either of the following applies:

- the student fails to return on time from the ELOA; or
- the student's record requires review due to meeting dismissal factors (two unsatisfactory contracts, one unsatisfactory contract and two unsatisfactory ISPs, or one unsatisfactory contract after readmission)

Prior to return, the student must clear any standing issue regarding registration (e.g., an account balance, conduct review or sanction(s), etc.), and should consult with financial aid staff regarding eligibility requirements for aid.

### **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 Studies, 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 the student 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.

## **Withdrawal**

Students who withdraw are subject to the College's policy on the refund of tuition and fees. Students who's registration has been canceled due to nonpayment, missing immunizations or a lack of health insurance will be administratively withdrawn from the College if they have not cleared their 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.



If withdrawing after the end of the semester, the official date of withdrawal will be the last day of classes of the most recent semester (or the last date of academic engagement, if you stopped attending classes and tutorials during the semester). If you officially withdraw during the semester, the last date of attendance 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 whether or not you officially withdraw afterward. In addition, if you hold a federal direct student loan, the start date of your repayment grace period may be backdated to the time you stop attending classes and tutorials, and you are required to complete student loan exit counseling at [www.studentloans.gov](http://www.studentloans.gov).

For more detail on the process of withdrawal, see Withdrawal and Tuition Refunds. For more information on 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**.

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 or who stop attending classes and tutorials at any point in the semester, and who 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 withdraws or who stops attending classes and tutorials at any point in the semester, and who received Bright Futures funds, is required to repay the Bright Futures funds for that term in full.
5. A student who withdraws or who stops attending classes and tutorials at any point in the semester, and who received institutional funds, may be required to repay all or a portion of those funds.
6. A student who withdraws or who stops attending classes and tutorials at any point in the semester, and who holds federal direct student loans, is required to complete student loan exit counseling at [www.studentloans.gov](http://www.studentloans.gov).
7. A student who wishes to return to New College after withdrawal should apply to the Student Academic Status Committee (SASC) for readmission.
8. If the student withdraws during the semester, after filing the semester contract, the semester contract will receive a designation of Unsatisfactory.
9. If the student withdraws during the January Interterm and was registered for an ISP, the ISP will receive a designation of Unsatisfactory.
10. Course work completed at another college or university during a period of withdrawal will not be considered for transfer credit with the possible exception of transfer credit from either an AA degree earned at a Florida College System or Florida State University System institution or a bachelor's or advanced degree from a regionally accredited college or university.

### Checklist for departure from campus

- Notify parents of intentions
- Talk with faculty advisor about plans
- Meet with a Financial Aid counselor (to discuss possible future eligibility for aid, whether return of Title IV or scholarship or other aid may be required, and student loan exit counseling requirements if any).
- Check with the Finance Office about account
- Schedule and complete **mandatory** exit interview with the Office of the Registrar ([records@ncf.edu](mailto:records@ncf.edu) or 941-487-4230)
- Leave forwarding address with the Office of the Registrar, for update in NewCLEIS
- Make an appointment with the Office of Residential Life and Food Service (941-487-4259) to check out of room and return room key (to avoid \$124 charge for keys not returned)
- Notify campus employer, if you have been working on campus
- Notify the Director of Off-Campus Studies if application 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

New College does not assign letter grades or calculate grade point averages for degree-seeking undergraduate students. New College's academic program focuses on demonstrated competence rather than on the compilation of credits and grades. Achievement is recorded on the official transcript only for educational activities completed satisfactorily: courses, labs, tutorials, internships, independent study projects, and independent reading projects. At the conclusion of each term, students receive an assessment of their performance followed by a narrative evaluation from the faculty member overseeing each educational activity. Evaluations are not intended as substitutes for grades and are never converted to grades. The narrative portion of the evaluation is a personal communication between the professor and the student.

Beginning with the fall 2016 incoming student cohort, narrative evaluations may be provided as a component of the official transcript, at the request of the student. Students who first entered New College prior to fall 2016 are responsible for providing narrative evaluations separately from the official transcript, if needed.

Course work 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. Current students 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 automatic consequences, for each of which a notice will be sent from the Registrar to the student and contract sponsor:

### 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 Probation:** Students will be notified by the Registrar on behalf of the SASC 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 on behalf of the SASC. 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 the dismissal to the SASC. Failure to contact the Office of the Registrar will result in immediate dismissal by the Provost.

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 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 reflects 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 (with the possible exception of credit from an A.A. degree earned at a Florida College System or Florida State University System institution or a bachelor's or advanced degree from a regionally accredited college or university).
3. Reasons for desiring to return to New College, and proposed academic program.
4. A signed letter of support from your proposed faculty sponsor.
5. 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. For more information about the readmission process, contact the Office of the Registrar (records@ncf.edu; 941-487-4230)

### **Appealing Academic Eligibility for Financial Aid**

Because the requirements for financial aid may be 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. Appeal processes should be pursued as soon as it is clear that the student may enroll or continue enrollment. Please contact Sonia Wu, Associate Dean of Admissions and Financial Aid (941-487-4461 or swu@ncf.edu).

### **Academic Dishonesty and Disruption of Academic Process**

(a) **Plagiarism:** Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

(b) Cheating: Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one's own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc. (f) Stealing or copying of computer programs and presenting them as one's own. Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

(c) Procedures for Handling Student Violations Involving Alleged Academic Dishonesty and Disruption of Academic Process:

1. An apparent violation of academic honesty is handled initially by the instructor, who will discuss the incident with the student. If the instructor feels that the consequences would be significant, it is recommended that he or she invite another person as a witness to the initial meeting. The student may request a meeting with their contract sponsor and the instructor to discuss the incident further. The instructor may contact the student's contract sponsor and the Dean of Studies to inquire whether the student has engaged in academic dishonesty in the past. The instructor may apply appropriate sanctions against the student, if found responsible, and must notify the student's contract sponsor and the Dean of Studies. Examples of such sanctions may include but are not limited to: a reprimand, an assignment penalty, a course grade penalty, or an unsatisfactory evaluation.
2. If the student is not satisfied with the outcome of (1), then she or he may appeal any sanctions to the Dean of Studies. If the instructor decides, after the procedures in step (1) above, that administrative action is warranted, he or she will inform the student that the issue is being forwarded to the Dean of Studies.
3. The Dean of Studies may first meet with the faculty member(s) and / or the student to resolve the issue upon agreement among all involved parties. If no agreement can be reached, the Dean of Studies may convene a hearing board consisting of an equal number of students and faculty. The hearing board shall review evidence, hear witnesses, and consider all related matters. The Dean of Studies will provide the student with no less than 5 days' notice prior the hearing. The respondent may have an advisor present, at the respondent's own cost. If scheduling difficulties arise due to the availability of said advisor the hearing will proceed regardless.
4. The hearing board will provide the Dean of Studies with its determination of responsibility and recommendation for sanction. The Dean of studies will then determine, if appropriate, the sanction.
5. If found responsible the respondent may appeal the Dean of Studies decision to the Provost. The appeal must be in writing, state with specificity the grounds for appeal, and be within 5 days of receiving the Dean of Studies decision.
6. In the event of an appeal the decision of the Provost shall be final.

**Student Code of Conduct - [click here to view the current document](#)**

## Administration

Office of the President  
President: Donal O'Shea, Ph.D.

Office of the Provost  
Provost and Vice President for Academic Affairs  
Barbara Feldman, Ph.D.

Dean of Studies  
Robert Zamsky, Ph.D.

Office of the General Counsel, J.D.  
General Counsel: Mike Pierce

Division of Humanities  
Chair: Miriam Wallace, Ph.D.

Division of Natural Sciences  
Chair: Katherine Walstrom, Ph.D.

Division of Social Sciences  
Chair: Rick Coe, Ph.D.

Administrative Services  
Vice President for Finance and Administration  
John U. Martin, M.P.A.

Admissions & Financial Aid  
Dean: Joy Hamm, Ed.D

Finance Office  
Controller: Kimberly Bendickson, M.Ed.

Center for Engagement and Opportunity  
Associate Director: Courtney Hughes, M.N.M.

Communications & 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: Alan Burr, M.S.

Human Resources  
Director: Dan Richardson

Information Technology  
Chief Information Officer: Ben Foss

Institutional Research  
Director: Hui-Min Wen, Ph.D.

Jane Bancroft Cook Library  
University Librarian/Dean: Brian Doherty, Ph.D.

Office of the Registrar  
Registrar: Brian Scholten, M.Ed.

Quantitative Resource Center  
Director: R. Duff Cooper, Ph.D.

Research Programs and Services  
Director: Lee Ann Rodriguez, Ph.D.

Student Affairs  
Dean of Students: Robin Williamson, Ph.D.

Writing Resource Center  
Director: Jennifer Wells, Ph.D.

New College of Florida Police Department  
Chief of Police: Michael Kessie

**New College Board of Trustees**

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**New College Foundation Inc., Board of Directors**

Mary Ann Young, Vice President for Advancement and Executive Director  
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**New College Alumnae/i Association, Board of Directors**

Frazier Carraway, Chair

## Contact Us

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(941) 487-5005  
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