

New College of Florida General Catalog 2021-22

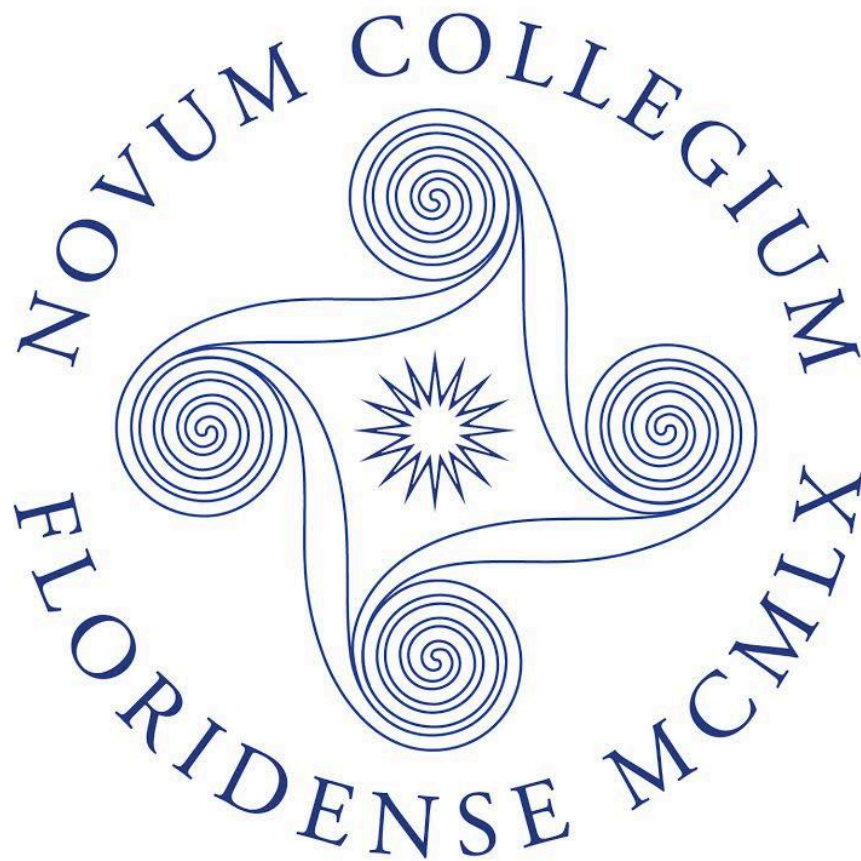


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2021-22 General Catalog

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.*

Students are expected to meet degree requirements, LAC requirements, and AOC requirements as stated in the catalog for the year of their admission to New College.

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 of Florida prepares intellectually curious students for lives of great achievement. It 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.¹

Commentary on Mission Statement, Including Guiding Principles²

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.³

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.⁴

¹ As approved by the NCF BOT on January 3, 2014.

² As approved by the NCF BOT on March 1, 2008.

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

⁴ 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 (SACSCOC) to award baccalaureate and masters degrees. Questions about the accreditation of New College of Florida may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (<http://www.sacscoc.org>).



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 laid out a roadmap for navigating the terrain of academic change over the period 2008-2018. The plan was firmly rooted in the College's mission and reaffirmed the distinctive, innovative academic features developed by the College's founders in the 1960s. At the same time, the plan laid 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. In 2018, New College adopted a ten-year strategic plan focused on increasing student enrollment by 50%.

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 alumni 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 Duany's intriguing plan for downtown (4 miles from campus). Roughly 53,000 live in the city, while the entire county population is about seven times that size. Public transit (free for students with an ID card) and a multi-use recreational trail connect the campus with downtown.

In addition to coping with the same sprawl that most Florida communities face, Sarasota has become a 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 14 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. Nationally acclaimed 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 on the Registrar's webpage, here: 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

Overview

With its dual emphasis on quality academic work and the arts, the New College Art Area of Concentration (AOC) provides a unique environment where students are encouraged to incorporate diverse perspectives from a variety of disciplines into their individualized studio practices. Our Art AOC gives students the preparation needed to pursue a career within the arts as a professional artist, designer, educator, or arts administrator. The Art AOC fosters creative and critical studio research, bridging disciplinary boundaries including (but not limited to) traditional expressions in drawing, painting, sculpture, and digital media as well as expanded and interdisciplinary forms of these disciplines. The studio art curriculum is built upon a solid foundation encompassing disciplinary breadth, embracing a foundational knowledge of materials and processes informed by a broad understanding of historical and contemporary art practices.

Classroom-based studios support a diverse range of media. Sculpture facilities include a woodworking area, welding area, resin casting, 3D-printing, and laser-cutting. 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. Digital facilities include a Mac computer lab equipped with software, printers, scanners and supports projects in experimental filmmaking, digital photography, digital design, 3D-modeling, animation, interactive installation art, and coding. A centralized exhibition space generates a forum for display and dialog.

Following a satisfactory 5th Term Review, up to two studio courses may be satisfied through the Cross College Alliance (CCA) consortium with prior consent from New College Art Faculty. These courses require prior approval by the Art AOC faculty and may not replicate existing offerings at New College.

Transfer students may present prior college level coursework to New College Art faculty for a portfolio review in order to exempt them from any art foundations courses.

Courses typically required for an Area of Concentration:

Eight courses in Art, three courses in Art History, one critical theory course, one ISP, senior thesis project, and exhibition

Art Foundations requirements (to be fulfilled prior to advancing in the discipline)

3-D Design

Foundations Course in Drawing* (LAC)

Sculpture*

Painting Principles: Color Concepts

Art History Course

Approved Course in Critical Theory

Students are required to submit an application and portfolio as part of a fifth term review. The following courses are to be completed following a successful fifth-term review:

Sculpture*

Painting or Drawing*

Two Art Electives (Painting*, Drawing*, Digital Media, Sculpture*)

Two Art History courses with one covering 20th or 21st century art

One January Independent Study Project

Studio Art Thesis Project/Exhibition and supporting paper, Baccalaureate Exam, Portfolio of Images

(* These courses will vary in techniques and methodologies and will repeat on a several year rotation. The courses will allow for introductory and advanced level approaches in the same class)

FACULTY IN ART

Kim Anderson

Ryan Buysens

Art History Area of Concentration

Ideas about what counts as art vary across different times and places, and even within particular cultures. While only some forms of human activity are (or have been) viewed as art, human beings are united by the desire to respond to and represent their existence in creative ways that transcend strictly utilitarian purposes. Art history offers a range of tools and lenses for analyzing the varied forms and functions of this creative drive, and therefore for understanding the global, interconnected cultures in which we live. Art history is no longer limited to its traditional focus on the fine arts of painting, sculpture, and architecture, and now encompasses other artifacts of material culture, such as ceramics, textiles, or advertisements, as well as postmodern and contemporary artworks that are more about concepts or relationships than material objects. Art historians study the ways in which these artworks and artifacts shape and were shaped by their historical context(s). By looking at how cultures in different time periods have defined, experienced, and participated in artistic activity, art history students develop an informed understanding of human creativity and diversity, while sharpening their skills in visual and verbal analysis. They are encouraged to develop and pursue their own intellectual interests, formulating their own critical approaches to the material and arriving at their own definitions of what constitutes “art.”

With these goals in mind, the area of concentration in art history emphasizes: 1) coursework that, grounded in the study of specific time periods (whether within the Premodern, Early Modern, Modern, or Contemporary periods), promotes historical awareness and some chronological breadth of knowledge; 2) coursework with a thematic, global, or studio art focus; 3) a theory and method course that introduces students to a variety of critical frameworks central to art history (including, but not limited to, social history, semiotics, feminist and gender theory, critical race and post-colonial theory, and globalization); 4) foreign language study; and 5) the application of art historical knowledge in the context of an internship. Representative course offerings in art history include: Global Perspectives in Art History; Consuming the Visual Arts in Late-19th-Century Paris; Public Art and its Public(s) in the United States; The Gothic Cathedral; Saints & Sinners: Art, Gender, and Spirituality; Caravaggio and His Era; Worlds of Wonder: A History of Museums; and Museum Studies in Theory and Practice. Students are also encouraged to pursue opportunities for study and travel abroad or off-campus.

Direct contact with artworks and artifacts and applied, hands-on learning are an essential component of the program. The Ringling Museum of Art, adjacent to New College, is a particularly rich source of these kinds of experiences, but students also benefit from opportunities at institutions like the Sarasota Art Museum and Marie Selby Botanical Gardens. Students can deepen their engagement with museums even further by combining an area of concentration in Art History with a secondary field in Museum Studies. In addition to serving as relevant preparation for various forms of museum and gallery work, the study of art history can lead to careers in education, arts administration, library and information science, law, business, and the foreign service.

ART HISTORY REQUIREMENTS:

Please note that faculty approval is required if a student wishes to fulfill any of the following requirements with courses completed in-person or online with another institution. In general, no more than one semester of an introductory art history survey course and one semester of studio art taken at another institution will be accepted for the purpose of fulfilling AOC requirements. If a student has completed more advanced work in art history, it may be possible to accept an additional semester of coursework taken at another institution. Students are also encouraged to take advantage of courses offered at other institutions in order to satisfy the “global” course requirement. Note that no more than two full-term units can be used to fulfill requirements for both Art History (whether as a single AOC, joint AOC, or secondary field) and the secondary field in Museum Studies.

Students considering the AOC are encouraged to contact the Art History faculty as soon as possible. Students who wish to select Art History as either a single, programmatic AOC or as part of a combined AOC must prepare the Art History AOC Requirements Checklist and (in the case of a joint or double AOC) the Survey of Additional Coursework, Experiences, and Interests for submission to Professors Brion and Carrasco no later than by the first day of Mod 2 during their 5th term (the Monday after Break Week). The checklist and survey can be found in [this document](#).

A SINGLE, PROGRAMMATIC AREA OF CONCENTRATION IN ART HISTORY NORMALLY INCLUDES THE FOLLOWING (TEN FULL-TERM UNITS, PLUS STUDY OF A FOREIGN LANGUAGE AND THE SENIOR THESIS OR PROJECT):

1. No fewer than four period courses, one course in each of the following categories, as determined by the chronological parameters of the majority of the course material: Premodern (prior to 1490 C.E.); Early Modern (1490 to 1789); Modern (1789-1960); and Contemporary (after 1960).
2. A course organized around a thematic rather than chronological focus. Examples include “Image & Identity: Portraits and Self-Portraits of the Artist”; “Representing Difference: Race, Ethnicity, and the Visual Arts from the Age of Enlightenment to the 21st Century”; “Art and Gender”; and courses centered on museum studies. Thematic courses may also be used to fulfill period requirements when chronologically appropriate.
3. A “global” course with a primary or predominant focus on art that is not European or Euro-American. “Global Perspectives in Art History” can fulfill this requirement. Other options to fulfill this requirement include completing a course with this kind of global focus through: offerings in another AOC, and incorporating or opting for assignments on art-related topics; cross-registration at a Cross College Alliance institution like the Ringling College of Art and Design; online or in-person art history offerings at another institution through initiatives like the Council of Public Liberal Arts Colleges’s (COPLAC) shared online courses or off-campus study or study abroad programs. Please consult with the Art History faculty about these options; any coursework completed outside of Art History or at another institution must be approved by the faculty in order to fulfill an AOC requirement.
4. “Ways of Seeing: Theory and Methods in Art History,” a writing-intensive seminar for advanced students with a focus on critical theory and methods of art history; offered in alternate years.
5. An additional full-term unit in art history;
6. An art-related, full-term unit internship sponsored by one of the Art History faculty.
7. One course in Art (i.e. Studio or Fine Art)
8. Study of at least one foreign language, ideally a language related to the student’s research and/or career plans. Unless determined otherwise by the Art History faculty, three semesters of college-level coursework or an equivalent proficiency, in a single language; a fourth semester of college-level coursework is recommended.
9. A senior thesis or project in the field and a baccalaureate examination. Completion of the thesis or project involves enrollment in two consecutive group and/or individual tutorials during the student’s final year of study.

COMBINING ART HISTORY WITH OTHER AREAS OF STUDY:

The Art History AOC can be combined with or accompany other AOCs in three ways: 1) as part of a double AOC (which requires completion of the equivalent of the single, programmatic AOC in Art History, including a senior thesis or project sponsored or co-sponsored by a faculty member in Art History); 2) as part of a joint AOC (in interdisciplinary combination with one or more other concentrations offered at New College); or as a secondary field (Minor) in addition to a programmatic, double, or joint AOC in another discipline or disciplines. Coursework in Art and foreign language study are not required for Art History as a joint AOC or as a secondary field (Minor). The joint AOC requires 8 full-term units in Art History (see the distribution requirements for these units below), a thesis or senior project that reflects the transdisciplinary character of the combined concentrations, and the endorsement and baccalaureate participation of at least one of the Art History faculty. Art History as a secondary field (Minor) requires 6 full-term units in Art History (note that no more than one internship can be used to fulfill this requirement) and the endorsement of one member of the Art History faculty, but the thesis or senior project need not involve work in Art History or the participation of Art History faculty on the baccalaureate committee.

ART HISTORY AS A JOINT-DISCIPLINARY AREA OF CONCENTRATION NORMALLY INCLUDES THE FOLLOWING (EIGHT FULL-TERM UNITS, PLUS A SENIOR THESIS OR PROJECT THAT INCORPORATES ART HISTORY):

1. No fewer than four period courses, one course in each of the following categories, as determined by the chronological parameters of the majority of the course material: Premodern (prior to 1490 C.E.); Early Modern (1490 to 1789); Modern (1789-1960); and Contemporary (after 1960).
2. A course organized around a thematic rather than chronological focus. Examples include “Image & Identity: Portraits and Self-Portraits of the Artist”; “Representing Difference: Race, Ethnicity, and the Visual Arts from the Age of Enlightenment to the 21st Century”; “Art and Gender”; and courses centered on museum studies. Thematic courses may also be used to fulfill period requirements when chronologically appropriate.
3. A “global” course with a primary or predominant focus on art that is not European or Euro-American. “Global Perspectives in Art History” can fulfill this requirement. Other options to fulfill this requirement include completing a course with this kind of global focus through: offerings in another AOC, and incorporating or opting for assignments

on art-related topics; cross-registration at a Cross College Alliance institution like the Ringling College of Art and Design; online or in-person art history offerings at another institution through initiatives like the Council of Public Liberal Arts Colleges's (COPLAC) shared online courses or off-campus study or study abroad programs. Please consult with the Art History faculty about these options; any coursework completed outside of Art History or at another institution must be approved by the faculty in order to fulfill an AOC requirement.

4. "Ways of Seeing: Theory and Methods in Art History," a writing-intensive seminar for advanced students with a focus on critical theory and methods of art history; offered in alternate years.
5. An additional full-term unit in art history or an art-related, full-term unit internship sponsored by one of the Art History faculty.
6. A senior thesis or project and baccalaureate examination that reflects the transdisciplinary character of the combined concentrations. Completion of the thesis or project may involve enrollment in one to two group and/or individual tutorials during the student's final year of study.

REPRESENTATIVE SENIOR THESES IN ART HISTORY:

- Milk, Blood, and Tears: Maternal Images of the Virgin in Art of the 14th and 15th Centuries
- Just Being: *The Drag King Book* and Negotiated Meaning
- From the Kitchen to the Dining Room: Domestic Labor in the Second-Wave Feminist Installations *Womanhouse* and *A Woman's Place*
- *Poikilos*, Polish, the Perception of Color, and Polychromy in Ancient Greek Sculpture
- Fashioning the New Woman: Elsa Schiaparelli and the Illusion and Agency of Feminine Performance
- Performance Art and the Disruption of Colonialism in Museums
- Reconstructed Femininity, Self-Constructed Subjectivity: Little Magazines, Anti-Fashion, and the Mechanomorphic Female Engineers of New York Dada
- Store Windows as Public Art: Lucy Lippard and Printed Matter, 1976-1986
- The Singing Tower of Florida: Materializing the Progressive Era at Bok Tower Gardens
- Staging Sodomasochism: Images of Bondage in Man Ray's Surrealist Photography, 1929-1932
- The Visual and Material Culture of the Cult of Saint Thomas Becket
- Reconstructing Greek Identity and Exploring the Self: The Early Works of Yiannis Tsarouchis (1910-1989)
- More than Just Looking: An Analysis of Institutional Critique in the Works of Kara Walker
- On the Edge of the Volcano: Science and the Sublime in Joseph Wright of Derby's Views of Mount Vesuvius
- Käthe Kollwitz's Experiments in Printmaking: Intensifying the Expression of Maternal Loss

FACULTY IN ART HISTORY

Katherine Brion

Magdalena Elizabeth 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, Chinese Martial Arts Film.

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. In addition to regular courses, students are encouraged to do ISPs and tutorials in areas of their interest. They are welcome to create specific topics and/or do advanced work in a specific genre or a time period after consulting with faculty.

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.

JOINT DISCIPLINARY AOC REQUIREMENTS

To complete a combined AOC with another program, students are required to take five -semester courses (or equivalent) in 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 China 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 (This requirement is waived for those pursuing a joint AOC).
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](#)

Creative Writing

Creative Writing is a joint-disciplinary Area of Concentration (AOC) that can be paired with any other AOC. Students in the

Creative Writing AOC at New College cultivate imaginative literacy and cognitive flexibility by studying in multiple genres, understanding craft from a cross-cultural perspective, and applying their creative skills both on and off the page. The holistic program of study encourages students to explore aesthetics and methods across and between disciplines and genres.

In addition to instruction in the craft of writing and the history of literature, coursework in Creative Writing emphasizes developing skills—like empathy, respect for other points of view, and critical thought—necessary to sustain creative livelihoods after graduation: whether that involves teaching, professional writing, using writing to inform or enrich a corresponding career, or, like Marianne Moore, William Carlos Williams, T.S. Eliot, Ted Kooser and Michael Cunningham, writing and publishing books alongside a “day job.”

In keeping with this goal, students in Creative Writing practice engaging with the politics and issues of the larger world; building community via the literary arts; and responding to tense cultural issues and challenging situations precisely, directly, and creatively.

REQUIREMENTS

- 1) 6 units in Creative Writing
 - a) 2 Units in Writing Workshop: 1 beginning, 1 intermediate-advanced
 - b) 1 Unit in Reading Like a Writer
 - c) 2 Units in Craft Seminars
 - d) 1 Unit in 4th Year Creative Writing Tutorial
- 2) A thesis that incorporates a sustained piece of imaginative writing of literary merit.
- 3) At least one Creative Writing Professor on the Bacc. Exam committee.

FACULTY IN CREATIVE WRITING

[Eric Blix](#)

[Emily Carr](#)

English Area of Concentration

English is a flexible and capacious field, founded on careful engagement with artistic writing or “literature,” but reaching into all 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 such as 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 deploy a variety of critical and theoretical approaches to the study of literature and communication in English.

EXPECTATIONS AND GUIDELINES FOR PLANNING AND APPLYING FOR AN AOC IN ENGLISH

Students should plan a balanced program of study, including work in multiple genres and historical periods, in consultation with the faculty in English; failure to consult with faculty is likely to weaken an application significantly. Students are encouraged to use their first two years to explore a range of subjects, both within and outside the discipline of English, and to avoid overspecialization; during their first two years, students should generally not take more than two English courses in a given semester and should demonstrate the ability to do strong work in introductory courses before attempting more advanced courses. At the time of graduation, students must have completed 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; 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 (minimum of one course equivalent in each area listed below). Courses in English indicate which of the requirements they meet in their course descriptions. Many courses will meet more than one requirement:

A) TEXTUAL ANALYSIS AND CLOSE READING

Close reading is the foundation of literary analysis. At a minimum, students should demonstrate the ability to analyze technical features of verse, prose, and dramatic writing; 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 to intelligently 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.)

Application to the AOC:

Admission to the English AOC is by application (see link [here](#)). 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. No single course may be counted as meeting more than two requirements on the Application Form. The student should have worked with at least three members of the English faculty.

In addition to satisfying the quantitative expectations above, successful applications should demonstrate that:

- 1) The student is capable of strong work in advanced literature courses (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 project/ thesis; 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);
- 2) The student has been in contact with faculty about viable possible thesis topics or senior projects;
- 3) The student can complete a program of study that includes the above requirements and the senior project/thesis in time for graduation.

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](#) here).
- 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.

OUTCOMES:

Applications may be **accepted** with specific requirements for completing the degree, **denied**, or **deferred**; each applicant will receive a letter that details the decision on his or her application 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 per the deadline of the Registrar's Office. **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; Postcolonial Literature and Theory; Reading Poetry; Renaissance Epic: The Poetry of Nationalism; Shakespeare: Plays and Poetry, Terror and Fiction: British, American, and World Literature; 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 portion 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

[Debarati Biswas](#) (Visiting Asst. Professor)
[Emily Carr](#) (Visiting Asst. Professor of Creative Writing)
[Nova Myhill](#)
[Miriam L. Wallace](#)
[Jessica Young](#)
[Robert Zamsky](#)

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 World War II France in Film and Fiction; Proust's Remembrance of Things Past; The Twentieth-Century French Novel; Eighteenth-Century French Literature; Double Stories: Historic/Heuristic Fictions; 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 six-semester sequence after which students can enroll in courses and tutorials on literary and cultural topics. Elementary French I & II and Intermediate French I & II focus on oral and written communication to navigate everyday situations and discuss contemporary issues. Advanced French I & II provide both a systematic review of grammar and an introduction to the study of literature in French; students read, discuss, and analyze works from a variety of genres, historical periods, and regions of the Francophone world.

A placement test is offered so that students who have previously studied French can be placed at the appropriate level. Students are encouraged to begin the placement process as soon as possible, including during the summer before their first semester at NCF. Contact French faculty for the link needed to begin the placement process.

After completing Advanced French, students are prepared to enroll in literature courses, ISPs, and tutorials in which they will read, discuss, and write in French. One bilingual seminar in French and Francophone Literature is offered each semester; these seminars are open both to students who can read French as well as to those who read in English translation. Seminar topics vary from year to year, but are designed to expose students to significant works of French and Francophone literature and to diverse critical and theoretical approaches to literary studies. Students who are beginning to study the French language, and those with no study of French, are able to enroll in the English sections of our French literature seminars.

Students may complete an Area of Concentration (AOC) in French Literature and Culture or a Joint-Disciplinary AOC that combines French with another discipline. In both cases, students will have a high level of proficiency in spoken and written French, as demonstrated by the completion of Advanced French I & II (or the equivalent), as well as solidly satisfactory evaluations in all coursework in French language and literature.

For students whose primary goal is developing their command of the French language, we also offer Secondary Fields in French Language and in French Language and Culture. For both Secondary Field tracks, students complete the French language sequence through Advanced French II (between 4 and 6 courses, depending on initial placement); the secondary field in French Language and Culture requires the additional completion of 2 courses in French literature.

All students, whether in the AOC or secondary field or taking French as an elective, are strongly encouraged to arrange an Independent Study Project or off-campus semester in a French-speaking country or region; the Off-Campus Study Office can assist students in enrolling in programs that fit their academic interests and budget. Students have recently studied in France, Belgium, Quebec, Morocco, and Senegal.

AREA OF CONCENTRATION (AOC) IN FRENCH LITERATURE AND CULTURE, OR A JOINT-DISCIPLINARY AOC IN FRENCH:

To complete the AOC or joint-disciplinary AOC in French, students:

- demonstrate a high level of proficiency in French language skills (the ability to understand spoken and written French; the ability to express themselves effectively in French when speaking and writing), by completion of Advanced French I & II.
- demonstrate, in their course work and thesis project, the ability to read, discuss, and analyze literature in French. Students should be familiar with works of different genres, historical periods, and regions of the Francophone world. If considering graduate study in French or a related field, students should work with faculty in tutorials and ISPs to ensure broad coverage of different genres and historical periods;
- demonstrate in their thesis the ability to engage with literary criticism and/or theory. Students are strongly encouraged to complete one course or tutorial in literary theory;
- are encouraged to undertake relevant course work in related fields, such as history, art history, music, philosophy, or political science.

For the full French AOC, students are expected to complete 8-10 semester-long courses, tutorials, or ISPs (including Advanced French I & II) plus a senior thesis project that substantially focuses on French/Francophone literature and culture. For the Joint-Disciplinary AOC, students complete 6-8 semester-long activities (including Advanced French I & II); and are strongly encouraged to include a French component in their senior thesis project. Only courses at the level of Advanced French or beyond count toward the AOC. See the links to AOC checklists below.

Students may, upon consultation with faculty, include up to 2 courses taught in English as part of their AOC, whether the English sections of French literature seminars or relevant courses in other disciplines, including history, art history, music, philosophy, and political science. For courses taught in English in other disciplines to count toward the AOC, students should focus their projects and written work on topics related to France and/or the Francophone world, and use source materials (criticism, theory, secondary sources) written in French where possible.

SECONDARY FIELDS:

To recognize student achievement in the study of the French language, we offer two secondary field tracks: French Language and French Language and Culture. Students who begin studying French at NCF are able to complete a secondary field in French language after 6 semesters of study. Secondary fields in French are particularly good options for students who

transfer to NCF with some prior study of French.

Students who begin the French sequence at NCF in Elementary or Intermediate French can complete a secondary field in French Language by completing the six-semester language sequence: Elementary French I & II; and/or Intermediate French I & II; and Advanced French I & II. (Students who start in Elementary will need 6 semesters of study; students who start in Intermediate will need 4.)

Students may also opt to complete a more substantial secondary field in French Language and Culture by completing the language sequence through Advanced French I & II plus 2 additional courses in French Literature. (Students who place into Advanced French will complete this in 4 semesters, those who begin in Elementary or Intermediate will need 8 and 6 semesters, respectively). See the links to Secondary Field checklists below.

RECENTLY OFFERED LITERATURE SEMINARS:

- World War II France in Film and Fiction
- Proust's Remembrance of Things Past
- The Twentieth-Century French Novel
- Eighteenth-Century French Literature
- Colette
- Molière
- Literary Movements of Nineteenth-Century France
- Giving Voice to Identity: Francophone Literatures from the Americas
- African Stories: Fiction from Francophone Africa
- Women Writing of/from Africa: Feminist Truths, Feminist Fictions
- On Stage in Paris and Montréal: 20-21st century theatre

SAMPLE SENIOR THESIS TITLES

- Vive la pensée Maotsétoung!: French Intellectual Maoists and Their Readings of China's Cultural Revolution
- Subversion, Refraction and the Do-It-Yourself Proust: Autobiographical Intertexts of *La Recherche*
- Telling Tales: An Examination of Storytelling in Three North African Francophone Novels
- Film-Poetry Synthesis and the Birth of Experimental Cinema in France
- Questions de genre: Story and Identity in the Feature Films of Safi Faye
- Rethinking Québécois Identity in Three Immigrant Novels
- 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^e siècle
- Guillaume de Machaut's Legacy: Representation and Self-Representation in Medieval France

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 semester sequence (four full-semester courses) or the equivalent:

FOUR-SEMESTER LANGUAGE SEQUENCE:

- Elementary German I
- Elementary German II
- Intermediate German I
- Intermediate German II

For students who have either completed the above sequence or already have an adequate knowledge of German, courses such as:

THIRD-YEAR BRIDGE COURSE:

- German Conversation and Composition (theme-based course: literature, film, culture)

ADVANCED GERMAN:

After the third-year bridge course, students must take **at least three (3)** Advanced German courses. Some past courses in Advanced German include:

- Current Events
- Berlin Metropolis: City as Text
- Afro-German Autobiography
- Heinrich von Kleist's Novellas in Text and Film: „*Erdbeben in Chili*“ and „*Die Marquise von O*“.
- Integration, Cultural Clash, and the New Germany
- Representations of the “Third World” in German Literature
- Individual and/or group tutorials in advanced language skills, German literature in the original, and cultural topics; particularly recommended for thesis preparation

GERMAN LITERATURE & CULTURE COURSES IN ENGLISH TRANSLATION

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. Students must take **at least five (5)** courses taught in English translation. Some topics include:

- Black, White, and German: Afro-Germans and German Identity
- Women and Seduction in English, French, and German Bourgeois Drama
- Through the Looking-Glass: “Snow White” in Text and Film
- Straying from the Path: “Red Riding Hood” in Text and Film
- Protest Cultures of East and West Germany
- Transnational Perspectives in Holocaust Memory
- German Family Memory Novels & Autobiographies
- The Berlin Wall in German Literature, Film, and Music
- Group tutorials: “Hansel and Gretel,” “Bluebeard,” and “Sleeping Beauty”

COURSE OF STUDY

An area of concentration in German requires a 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 (Modern German History) is also required; and relevant coursework in art history, religion, music, or German philosophy is encouraged. The senior thesis may focus on any aspect of German cultural studies. Interdisciplinary approaches are encouraged.

SAMPLE SENIOR THESIS TITLES

- The End of History? Far-Right Authoritarian Parties in Europe and the Syrian Refugee Crisis
- A Study in Nationalism and its Effects on Historical Writing: German Nationalism and the Investiture Contest
- Luciferian Proto-Individualism in Two Adaptations of the Faust Legend
- 'Eres tú, Antígona?: Intertextuality and Representations of Authoritarianism in Two 20th-Century Retellings of Antigone
- Sie sind wieder da: The Return of the Far-Right to German Parliamentary Politics
- Access: Graffiti Through a Privileged Lens
- Of Mafia and Men: Observing Transnational Organized Crime Structures in the Federal Republic of Germany
- “There Goes the Neighborhood”: Racial Politics from the Good Neighbor to the New Jim Crow
- Madness in Arthur Schnitzler's *Therese: Chronik eines Frauenlebens*
- 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
- 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.

FACULTY IN GERMAN

[Wendy Sutherland](#)

[Lauren Hansen](#) (Visiting)

Greek

DESCRIPTION

The study of the Greek language is foundational for understanding the classical and Byzantine worlds. In addition, knowledge of Greek is valuable for better understanding language in general and English in particular.

Greek is a joint-disciplinary Area of Concentration (AOC) that can be paired with any other AOC. It consists of six courses or activities. Four must be in the Greek language. The remaining two can also be in the Greek language, or they can be in classical civilization, or Latin language.

Area of Concentration Requirements:

- 1) Proficiency in Greek. This is demonstrated by the successful completion of four semester courses or more in the Greek language.
- 2) A general knowledge of classical literature, history, and culture. This by successful completion of two additional language courses in Ancient Greek or Latin literature, or at least two courses, tutorials, or ISPs on topics such as Greek and Roman history, art, philosophy, mythology, and literature.

FACULTY IN GREEK

[David S. Rohrbacher](#)

[Carl Shaw](#)

Latin

DESCRIPTION

The study of the Latin language is foundational for understanding the classical, medieval, and early modern periods. In addition, knowledge of Latin is valuable for better understanding the romance languages and English.

Latin is a joint-disciplinary Area of Concentration (AOC) that can be paired with any other AOC. It consists of six courses or activities. Four must be in the Latin language. The remaining two can also be in the Latin language, or they can be in classical civilization, or Greek language.

Area of Concentration Requirements:

- 1) Proficiency in Latin. This is demonstrated by the successful completion of four semester courses or more in the Latin language.
- 2) A general knowledge of classical literature, history, and culture. This by successful completion of two additional language courses in Ancient Greek or Latin literature, or at least two courses, tutorials, or ISPs on topics such as Greek and Roman history, art, philosophy, mythology, and literature.

FACULTY IN LATIN

[David S. Rohrbacher](#)

[Carl Shaw](#)

Humanities Area of Concentration

DESCRIPTION

The Division of Humanities collects together the academic fields concerned with human expression and thought. At New College, Humanities includes Art and Art History, Classics, Languages and Literatures (Chinese, English, French, German, Ancient Greek, Latin, Russian, Spanish), Music, Philosophy, and Religion. Humanities also connects with many interdisciplinary areas—including Environmental Studies; Gender Studies; International and Area Studies; Medieval and Renaissance Studies; Theater, Dance, and Performance Studies, to name only a few formally organized interdisciplinary programs at New College.

But “Humanities” is a complex area itself, with roots in the *studia humanitatis*, or the study of human thought, creation, and experiences. It has roots in ancient debates about the best path to developing “virtue” through balancing contemplation and

action in the world. Studying Humanities asks us to continue asking what does it mean to be human, what goes into the category of the human, and how the human intersects or ought to intersect with the non-human world.

Humanities as an AOC allows students to draw together work across the Humanities, to range widely, and engage with multiple lenses to develop a compelling senior project. Because of its range, Humanities is usually not combined with other AOCs.

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, literature with a historical focus)
 - b). theoretical/critical study in one of the humanities disciplines (ex. Introduction to Music, Music Theory I, Postcolonial Literature and Theory, Introduction to Religion, courses in philosophy)
 - c) creative work in one of the humanities disciplines (ex. courses in art, acting or directing, creative writing, dance, music composition or performance)

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 or other material 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:

- No Man’s Wasteland: A Critical Genealogy Of The Anthropocene
- On the Outside: International Travel, Self-Transformation, and Alienation in Film and Literature
- Spiritual But Not Religious, Judaism in the New Age: A Case Study of Jewish Practitioners of Kundalini Yoga as Taught by Yogi Bhanjan in the United States
- Beyond Words: Poetic Authority and Voice in the Works of Claudia Rankine and John Taggart
- Masculinity on the Margins: Redefining American Manhood in New Orleans and Southern Louisiana
- Performance as Survival: Art, Activism, and Identity at the Nuyorican Poets Café
- A New Mythology: Irish Themes and Motifs in Modern Young Adult Literature
- “A Need to Know Basis.” An Account, Analysis, and Response of the Intersection of Prenatal Testing and Informed Consent
- Flitting Fairy and Haughty Harpy: Costuming Ariel in William Shakespeare’s *The Tempest*
- Stendhal and the Heroines of His World
- The Evolution of Orpheus from the Classical World Period to the Renaissance

· “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 allows students to study literature from diverse national and linguistic traditions, gaining a familiarity with genre and periodization across literary fields and an understanding of literary works in a comparative context. Our curriculum includes surveys of literary history and courses that focus on specific historical periods, genres, or thematic questions. The AOC serves students wishing to study literature broadly, including works written in English as well as in other languages; most courses are taught in English (English translation) and some are offered for students who can read foreign languages in the original. The requirements and procedures for areas of concentration in specific literary traditions (Chinese, English, French, Spanish, German, Russian, 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.

THE AREA OF CONCENTRATION IN LITERATURE INVOLVES THE FOLLOWING REQUIREMENTS:

1. Familiarity with literary history, periodization and movements: 2 or more courses in each of three broad historic periods (pre-1700; 1700-1900; 1900 to present).
2. Familiarity with the major genres of literature: completion of two or more courses (6 total) with a primary focus on each of the three major genres (prose fiction, poetry, theater/drama);
3. Familiarity with works from diverse literary traditions; completion of two or more courses in each of three different language/national traditions (6 total). New College currently offers courses in Chinese, Classics, English, French, German, Russian, and Spanish.
4. Familiarity with critical approaches/theories for the study of literature: one course or tutorial that is either a survey of critical theory or that focuses on a specific theoretical approach;
5. Ability to read and understand texts of moderate difficulty in a foreign language that is related to the student's interest in literature. To demonstrate proficiency, students may: take semesters 1-3 of a language sequence offered at NCF; or, if they have previous language study, complete one or more courses at the Intermediate level or higher; or, with the approval of the relevant faculty, satisfactorily complete a reading comprehension test in a language related to the student's area of interest in literature. We encourage all students to complete a literature course where they read and analyze literature in the original (a language other than English) if possible.
6. Completion of a senior thesis that demonstrates engagement with literary criticism and/or theory, familiarity with the techniques and norms of library research in literature, and strong writing skills. Students generally complete a two-semester thesis tutorial before holding a baccalaureate exam and submitting their thesis.

These requirements should be met through a balanced program of courses and tutorials, ISPS, and tutorials (for a full AOC, generally 10-12 courses/projects, from the introductory level through advanced seminars; for a joint-disciplinary AOC, generally 6-8 courses/projects). Any one course may contribute to meeting two or more of the requirements above (for example, Literary Movements of 19th-century France would count towards the completion of 1: coursework focused on a particular historical period; 2: a focus on the genre of prose fiction; 3: work in the French/francophone literary tradition; and 4: if a student enrolled in the French section, demonstrate the ability to read/analyze work in the original).

Students planning to undertake the concentration should work in close consultation with a sponsor from the literature faculty. Students are admitted to the AOC by application in the 5th semester (see below).

Application for Literature Area of Concentration:

Before the end of the first module of the fifth semester, the student submits to the Literature faculty an application for an Area of Concentration in Literature (available from the Humanities Division). Check with any Literature faculty member regarding the deadline for submission of the application, which is earlier than the deadline for submission of the College-wide Provisional Area of Concentration form, usually in the 6th week of the term. If a student chooses a split or interdisciplinary Area of Concentration of which "Literature" is one part, she or he must also submit an application to the Literature faculty.

The faculty meets and considers the applications, reviewing each student's progress in meeting the requirements and plans for future study. If the student is admitted to the AOC, the faculty will make stipulations as to further work the student needs to complete the program. In cases of split or interdisciplinary concentrations, appropriate adaptations of the Literature requirements will be approved by faculty consensus. After admission to the AOC, the student completes the College-wide Provisional Area of Concentration form, in consultation with their sponsor, 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.

FACULTY IN LITERATURE

[Debarati Biswas](#) (Postdoctoral Teaching Fellowship/Visiting Asst. Professor)

[Emily Carr](#) (Visiting Asst. Professor)

[Tetyana Dzyadevych](#) (Visiting Asst. Professor)

[Lauren Hanson](#) (Visiting Asst. Professor)

[Sonia N. Labrador -Rodríguez](#)

[Fang-Yu Li](#)

[Mariam Manzur-Leiva](#)

[Nova Myhill](#)

[José Alberto Portugal](#)

[Amy B. Reid](#)

[Wendy Sutherland](#)

[David S. Rohrbacher](#)

[Carl Shaw](#)

[Jocelyn C. Van Tuyl](#)

[Miriam L. Wallace](#)

[Alina Wyman](#)

[Jessica Young](#)

[Robert Zamsky](#)

[Jing Zhang](#)

Music Area of Concentration

New College's AOC in music aims to develop basic musicianship and allow students to engage with a wide array of musical styles and theoretical approaches. Courses and activities require students to listen, observe, interpret, perform, and create, as well as develop historically- and culturally- and theoretically-informed approaches to music and sound. Students are encouraged to integrate their experiences across academic and artistic disciplines and areas of study to achieve the breadth that a liberal arts institution makes possible.

Students can also create their own areas of concentration by combining music with another major field (Joint-disciplinary AOC or Secondary AOC), or study music as part of an AOC in Humanities, Liberal Arts, or a Special AOC created by the student (e.g. Media Studies, Sound Studies).

Students have a number of opportunities to develop their skills as composers, performers, and thinkers. New Music New College (NMNC) presents world-class performers in concert and master classes, involves students in at least one performance each academic year, and increasingly works to engage local artists and musicians to enrich the community and campus life, emphasizing experimental approaches to music. In addition to this concert series and its associated activities, student composers and performers may work with professional players in a collaborative program with chamber music groups from the Sarasota Orchestra, such as the string quartet, the woodwind quintet, and the piano quartet. During the spring these musicians present student pieces and provided advice for improvement. If students are interested in the opportunities that NMNC might offer them, they should contact Mark Dancigers (mdancigers@ncf.edu).

In regard to more traditional performance opportunities, students can audition for the New College Chorus or join the Chamber Music program and receive academic credit. Off campus, students may participate in the Sarasota Orchestra's education program or State College of Florida's concert band. The music program at New College also encourages students to perform in student-run groups on campus, such as Acapellago, an acapella singing group, and New Cats, a jazz ensemble; however, students receive tutorial credit for such participation only under unusual circumstances. The music program also supports the development of events for Hispanic Heritage Month and Black History Month under the leadership of Hugo Viera-Vargas (hviera-vargas@ncf.edu).

For students who want to take private lessons, the music faculty can support connections with professional musicians in the Sarasota-Manatee community. Music faculty sponsor the lessons as a tutorial, full term participation for a module of credit while the student works with the private instructor. Consult a music faculty member for more details.

AN AREA OF CONCENTRATION IN MUSIC NORMALLY INCLUDES THE FOLLOWING REQUIREMENTS:

1. Music Theory I & II. These two courses provide students a foundation in diatonic (Music Theory I) and chromatic (Music Theory II) harmony. (Two Units)
2. Writing and Information Literacy: Two writing-enhanced courses (WEC) in music. (Two Units)
3. Theory/History/Ethnomusicology/Composition/Electronic Music and Production electives (including tutorials): Six to eight activities chosen in consultation with the advisor reflecting the student's learning goals.
4. Keyboard Skills--ability to improvise harmony and sight read at a basic level. These skills can be acquired through enrollment in Keyboard Skills. Substitution of guitar or other harmony-based instrument possible with the approval of the faculty in music. (one half unit to four units)

HIGHLY RECOMMENDED COURSES AND ACTIVITIES

5. Language other than the native language. If you are interested in graduate study related to music we highly recommend that you study language with the goal of mastery.
6. Secondary discipline— at least two courses or tutorials from a perspective outside of music that have implications for the study of music. These two courses could focus on anthropology (e. g. Anthropology of Performance, Ethnography), sociology (e.g. Sociology of the Arts), history, mathematics, philosophy, psychology, political science, English, gender studies, environmental studies, biology, or any other discipline or area in which music as a subject may be considered. For advice in regard to your interests consult a faculty member in music.
7. Performance activities: while participation in music activities is not required, it is recommended for all the ways it might inspire new paths in experiencing sound and performance.
8. Private lessons: Private lessons are not required, but support a student's growth in musicianship.
9. Computer science: Although we do not require it for an AOC in music, we recommend that students interested in composition take courses in computer science that introduce coding.

JOINT AOC INCLUDING MUSIC

Students at New College may combine their study of music with another discipline for a Joint AOC. A Joint AOC 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. Two writing-enhanced courses (WEC) in music..
3. At least three additional music courses (Theory/History/Ethno/Composition) of the student's choice. Students may consider two semesters of a performance experience (New College Chorus, Chamber Music) as one of the additional music courses.

SECONDARY AOC IN MUSIC

Students at New College may combine their study of music with another discipline for a Secondary AOC. The Secondary AOC differs from the Joint AOC in music in that a student is not required to include music as part of the thesis.:

TITLES OF RECENT THESES AND THESIS PROJECTS INVOLVING MUSIC:

- Francis Christopher Alibro, "Woody Guthrie as Country Musician," 2015
- Harriet Barnes-Duke, "Voodoo Fire: An Ethnographic Study of the Multifaceted Nature of New Orleans Voodoo," 2015
- Elliot Evins, "How Indie Killed Rock," 2013
- Brandt Stirling, "A Composition for Melodic Drum Set," 2017
- Lucille Sanz, "Entre Dos Aguas: The Relationship Between The Traditional Notions of Gender in Flamenco and The Way Nuevo Flamenco Cultivates Its Evolution," 2020
- Ross Daniel Mack (Rose) "Artifact of a Bygone Time: Stephen Sondheim and Pastiche," 2020

See the NCF library web site for more titles of New College theses, found [here](#).

FACULTY IN MUSIC

[Virginia Bray](#) (adjunct)

[Maribeth Clark](#)

[Mark Dancigers](#)

[Nathan Frantz](#) (adjunct)
[Hugo Viera-Vargas](#)
[LJ White](#)

Philosophy Area of Concentration

Pursuing philosophy means questioning--critically, intensively, passionately--our ways of living, valuing, creating, and understanding. Sometimes it does this directly (as in ethics, political philosophy, and epistemology). Sometimes it does this indirectly (as in metaphysics, philosophy of language, and again epistemology), as we strive to understand the natures of the features of reality that we might want and of our fundamental cognitive and experiential relations to those features.

This makes the study of philosophy a great way to explore human values and interpersonal relations, through the critical examination of alternative conceptions of ethical, social, political, and cognitive values. The focus on critical examination, involving issues of the relations between language, logic, and the world and emphasizing analysis, clarity, and cogent reasoning, also makes the study of philosophy a great way to develop critical thinking skills. And philosophy puts the two together, applying rigorous critical thought to matters of fundamental human concern.

The philosophical study of these issues has been a major part of the Western intellectual tradition since its origin in ancient Greece, and the study of philosophy puts students in contact with this history through the exploration of classical, medieval, and modern thought. Students also engage the vital philosophical thought of the present day, working with approaches and techniques developed in the Analytic and the European Continental traditions of 20th and 21st Century thought.

Courses offered in philosophy include: Classical Philosophy, Medieval Philosophy, Modern Philosophy, Introduction to Ethics, Contemporary Ethical Theory, Environmental Ethics, Theory of Knowledge, Metaphysics Survey, Philosophy of Science, Philosophy of Mind, Language Thought and the World, Language and Politics, Ethics of Otherness, Existential Themes, Embodiment, Kant's Critique of Pure Reason, Hegel and Marx, Deleuze and Foucault, Formal Logic, Philosophy of Music, and others.

AN AREA OF CONCENTRATION IN PHILOSOPHY NORMALLY INCLUDES THE FOLLOWING:

1. At least ten undertakings in philosophy, including:
 - a. Two courses (or equivalent) in the history of philosophy, including ancient philosophy, modern philosophy, or both.
 - b. One course (or equivalent) in deductive logic.
 - c. One course (or equivalent) in ethics, and one additional course in value theory (e.g., ethics, aesthetics, metaethics, social and political philosophy).
 - d. Two courses (or equivalent) in contemporary analytic systematic areas (e.g., metaphysics, epistemology, philosophy of religion).
 - e. One course in Continental thought.
 - f. One philosophy course (or equivalent) that meets the college's Diverse Perspectives LAC requirement.
2. A senior thesis and baccalaureate examination (Specific Content Knowledge, Critical Thinking, Communication Skills).

REQUIREMENTS FOR PHILOSOPHY COMPONENT OF JOINT-DISCIPLINARY AOC:

At least seven undertakings in philosophy. Distribution may be adjusted to individual students' needs and interests, but will usually include:

- a. One course (or equivalent) in the history of either ancient or modern philosophy.
- b. One course (or equivalent) in deductive logic.
- c. One course (or equivalent) in ethics.
- d. One course (or equivalent) in contemporary analytic systematic areas (e.g., metaphysics, epistemology, philosophy of religion).
- e. One course (or equivalent) in Continental thought.
- f. One philosophy course (or equivalent) that meets the college's Diverse Perspectives LAC requirement.

An undertaking that meets requirement "f" can also meet one of the other distribution requirements if the subject-matter is appropriate.

REQUIREMENTS FOR A SECONDARY FIELD IN PHILOSOPHY:

The equivalent of five full-semester activities (courses, tutorials, ISPs) in Philosophy, including activities taught by at least two different New College faculty members.

REPRESENTATIVE SENIOR THESES IN PHILOSOPHY:

- Transforming Ourselves, Transforming Our Society: A Virtue-Based Approach to Liberatory Education
- The Question of the Meaning of Being

- A Posthumanist Conception of Consent
- Ways of Care: Developing a Social Conception of Epistemic Responsibility

FACULTY IN PHILOSOPHY

[Nicolas Delon](#)

[Aron Z. Edidin](#)

[April N. Flakne](#)

[Chris Noble](#)

Religion Area of Concentration

“One of the most interesting challenges we face in global diplomacy today is **the need to fully understand and engage the great impact that a wide range of religious traditions have on foreign affairs**. I often say that **if I headed back to college today, I would major in comparative religions** rather than political science. That is because religious actors and institutions are playing an influential role in every region of the world and on nearly every issue central to U.S. foreign policy.”

John Kerry, Secretary of State (2013-17)

OVERVIEW: The religion program at New College has as its main goals, to encourage critical thinking about religious traditions, ideals, rituals, and practices; 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.

COURSES: Prospective students 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) as well as recent senior theses in Religion (www.ncf.edu/religion/senior-thesis-projects).

DECLARING A RELIGION AOC: 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.

JOINT DISCIPLINARY AOC REQUIREMENTS

Declaring a Religion AOC/Joint AOC: 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.

SENIOR THESIS: 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.

See [here](#) for a Religion academic checklist.

REPRESENTATIVE SENIOR THESES IN RELIGION:

- ["The Remaining Hours: A Contemporary Midrash, and its Analysis-."](#)
- ["Housing an Unspeakable"](#)
- ["Memory: Abstracted Manifestations of the Void of Jewish Life within the Jewish Museum of Berlin-."](#)
- ["Dancing Out of Bounds: The Disruptive Image of the Tavern Dancer in the Babylonian Talmud."](#)
- ["From the Cradle to Nirvana: Caregiver Parenting Styles in Childhood and Dispositional Mindfulness in Adulthood."](#)
- ["Catholic Empire: Austria-Hungary and the Nationalities Question"](#)
- ["A Tillichian Analysis of Hip Hop as an Instrument for Communal Courage and Religious Expression"](#)
- "Collective Action: The Social Dimension of Buddhist Karma Doctrine."
- ["Something About Nothing: An Analysis of the Interplay Between Nothingness, Suffering, and Suicide in the Works of Emil Cioran."](#)
- ["Pursuing Harmony with Life's Flux: The Pragmatic Value of Experience for Modern Life in William James."](#)
- "Varieties of Religious Experience and Aldous Huxley's island."
- ["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."
- "Religious Responses to the Problem of Evil."
- "Dissent in Modern Catholicism."
- ["Acting Womanish: Black Slave Women's Religion."](#)
- ["Creativity in Crisis: The Theology and Fiction of Flannery O'Connor and Dietrich Bonhoeffer."](#)

FACULTY IN RELIGION

[Alexandria Griffin](#) (Visiting Asst. Professor)

[Susan Marks](#)

[Manuel Lopez](#)

[Nassima Neggaz](#)

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. 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. Students are encouraged to 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 participated in both summer and semester programs of study at Lomonosov Moscow State University, St. Petersburg State University, the Linguistics University, Nizhny-Novgorod, and the summer program at Middlebury College, Vermont. 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: Russian Realism; Dostoevsky: The Major Novels; Women in Russian Literature: 1780s-1990s; The Russian Short Story; Nabokov's Early Novels: Resident and Stranger. 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 Poetry, 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.

AOC REQUIREMENTS

- 1) At least five semesters of language instruction (although six or seven are recommended)
- 2) Six or more courses and tutorials devoted to the study of Russian literature and literary history (so, altogether, a minimum of eleven Russian language and literature courses, not counting thesis tutorials)
- 3) Completion of a senior thesis on the topic of Russian studies (usually Russian literature or culture)

It is also highly recommended that at least one ISP is devoted to the study of Russian language, literature or culture

JOINT AOC REQUIREMENTS:

A minimum of seven courses in Russian language and literature, possible in the following combinations of courses:

A) At least **five language courses** (normally Beginning Russian I and II, Intermediate Russian I and II and Third-Year Russian I or equivalents) and at least **two Russian literature courses**

Or

B) **Six language courses** (normally Beginning Russian I and II, Intermediate Russian I and II and Third-Year Russian I and II or equivalents) and at least **one Russian literature course**

REPRESENTATIVE THESES IN RUSSIAN LANGUAGE & LITERATURE

- Dostoevsky and the Problem of Microcosm: Bakhtin, 'Bobok,' and 'The Dream of a Ridiculous Man'
- 'The Nose' in Translation: Making Sense of Nonsense
- Behind Blue Eyes: Psychological Profiles of Dostoevsky's Criminals
- Doubles and Doubling in Vladimir Nabokov's Russian Novels
- If They Cut Off both of my Hands, I will Compose Music Anyway': Dmitri Shostakovich's Interpretation of the Poetic Voice in 'Six Poems of Marina Tsvetaeva' and 'Four Verses of Captain Lebyadkin'
- Dehumanization in Varlam Shalamov's Kolyma Tales
- Authority and Authorship: The Plight of the Artist in Vladimir Nabokov's Despair and Invitation to a Beheading
- Gogol's 'Shinel' in English: A Commentary and Translation
- Reading and Writing in Nabokov's Invitation to a Beheading
- 'You always see something, but you never see all': Narrative Devices and the Reader's Role in James Joyce's Portrait of the Artist as a Young Man and Andrey Bely's Kotik Letaeu
- An Analysis of Attitudes towards Death in Tolstoy's 'Master and Man,' War and Peace, Anna Karenina, and 'The Death of Ivan Ilych'
- The Gooseberries Taste Test: Moral Progress in Chekhov's Prose
- Nikolai Gogol and the Fantastic

FACULTY IN RUSSIAN

Tetyana Dzyadevych (Visiting Asst. Professor)

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. Courses on Literature and Culture are offered both in Spanish and in English translation. Offerings change each year and include the study of particular authors, a genre, a period, a region, or a special topic.

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. Spanish Oral & Written Expression 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 (which corresponds to the fifth semester of the language sequence), 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," "Spanish-American Short Stories"), or on a particular topic, region, or period ("Vision of America"). Tutorials and Independent Research Projects in Spanish are discussed and designed in advance with a faculty member. In addition to the regular courses offered in Spanish, 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, to be determined based on the thesis topic. 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 will be discussed and decided in advance with a member of the Spanish faculty; and an Area of Concentration plan of study 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, will generally comprise the following:

[1] When chosen as a single or a double Area of Concentration (AOC): the satisfactory completion of no less than ten semester-long academic activities (including Courses, Tutorials, Independent Research Projects) approved by the faculty of the program; at least one Independent Study Project 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 (beginning with Spanish Oral and Written Expression, that is, the fourth semester of the language sequence), and at least one of them must be undertaken during the senior year as an advanced Spanish course or tutorial.

[2] When chosen as a joint Area of Concentration: the satisfactory completion of no less than eight academic activities (including Courses, Tutorials, Independent Research Projects) approved by the faculty of the program. No less than five of them must be taken in Spanish, (beginning with Spanish Oral and Written Expression that is, the fourth semester of the language sequence), and at least one of them must be undertaken during the senior year as an advanced Spanish course or tutorial.

OTHER REQUIREMENTS INCLUDE:

1. One semester of study abroad, supervised and/or approved by the Spanish faculty, when chosen as an Area of Concentration. 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. Courses taken abroad will be counted towards fulfillment of the AOC requirements. For students choosing Spanish as a joint area of concentration, study abroad is highly recommended, but not required.
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 beginning with Spanish Oral and Written Expression. Each one of these academic activities will have specific areas of evaluation in accordance with the course level and content. A well-defined and strong performance in all areas of evaluation is expected from students seeking an AOC in Spanish.
3. 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. In joint areas of concentration, it is expected that a significant portion of the research must be done in Spanish. When those conditions are not present, the student will work on a capstone project in Spanish during the senior year.
4. 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](#)

Division of Natural Sciences

The Division of Natural Sciences contains the following disciplines: biology, chemistry, computer science, mathematics, neuroscience (as a joint AOC), 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 JOINT 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 joint 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 1. This course will continue with techniques of integration, logarithms and exponential functions, infinite sequences and sums and power series. If time remains the course will touch on Fourier series. Prerequisites: Calculus with Theory 1.

Linear Algebra*

This course is an introduction to the theory of vector spaces and linear transformations and to their representation by means of matrices. The topics that will be covered are: matrices and linear systems of equations, algebra of matrices, determinants,

vector spaces, linear transformations, eigenvalues and eigenvectors, matrix diagonalization, and inner product spaces.
Prerequisites: Calculus or the consent of instructor.

Computational Ordinary Differential Equations

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

Prerequisites: Calculus I and II.

Probability*

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

Prerequisite: Calculus.

Discrete Dynamical Modeling

An important problem in science is to predict the behavior of systems that change in time. Such systems are called dynamical systems. This course introduces students to a set of mathematical methods used to model dynamical systems. It focuses on discrete dynamical models in which time is viewed as a sequence of steps. Students will learn how to translate real world problem into mathematical equations and they also learn how to use mathematical and computational methods to analyze the problem and make predictions. 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 are the ones who are interested 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 Gorbusha*) 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

[Rebekah Jones](#) (Visiting Asst. Professor)

[Chris Kottke](#)

[Patrick T. McDonald](#)

[Eirini Poimenidou](#)

[Necmettin Yildirim](#)

Biology Area of Concentration

A concentration in Biology begins with course work in a two-semester introductory sequence (Foundations of Biology 1 and 2 and Foundations of Biology Laboratory), which may be taken in any order. A well-rounded biologist will build on basic concepts with study in three core levels of organization: molecular/cellular biology, organismal biology, and ecology/evolution. Course offerings supplemented by tutorials allow students to accomplish this in seven contracts. Additional coursework in the other Natural Science disciplines is also required. Two additional Biology elective courses will ensure students are well-rounded biologists and receive training in multiple areas to assist their thesis research and future goals. In the current curriculum, molecular and cellular courses include Genetics, Developmental Biology, Microbiology, Neurobiology, and Cellular Biology. Organismal biology is represented by course offerings, including Organismic Biology, Botany, Entomology, Fish Biology, Invertebrate Zoology, Marine Mammal Biology, Plant Physiology, and the Biology of Sharks, Skates, and Rays. In the area of ecology and evolution, students may select from current offerings such as Animal Behavior, Biology of Urbanization, Conservation Biology, Coral Reef Ecology, Forest Ecology Laboratory, and Marine Ecology in addition to traditionally-titled courses in Ecology and Evolution. Advanced courses (often called "topics courses"), lab tutorials, internships, and seminars give the student additional opportunities to explore their interests. Critical thinking, quantitative skill development, and writing skills are a part of all undertakings in the Biology concentration.

Coursework in biology should include eight biology courses beyond the introductory level. Students must take one lecture course within each of the three levels of organization. Students must also take three semesters of laboratory experiences that cover at least two levels of organization. One advanced course must be taken to help students develop mastery in an area of their choosing. The curriculum is flexible to accommodate student needs and faculty offer tutorials in multiple special areas to support student interest.

Students will also take one Independent Study Project in Biology, a senior thesis in Biology, and a successful baccalaureate exam to complete the expectations for biology Area of Concentration.

Biology students should also complete a Statistics course, Physics 1, Physics 1 Laboratory, Calculus 1, General Chemistry 1 and 2, General Chemistry Laboratory, Organic Chemistry 1, and Organic Chemistry Inquiry Laboratory as well as two additional non-introductory courses (one lecture and one laboratory or workshop or two labs/workshops) in the Natural Sciences (e.g. Organic 2 and Organic 2 Lab, Physics 2 and Physics 2 lab, or other upper level Chemistry/Computer Science/Math/Physics/GIS courses). Completion of a Writing Intensive Course is highly recommended. Students with plans to pursue graduate studies and/or pre-health fields will be advised about specific course selection by their academic advisers.

Students may focus on a subdiscipline of Biology without selecting a different AOC, but each subdiscipline assumes completion of foundational biology and the incorporation into an individual's curriculum of the core areas of study.

See [here](#) for a Biology AOC/Joint checklist.

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
- 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
- Evaluating the Effects of Cover Crops on Soil Organic Matter in Wheat-Fallow Rotation Schemes near Pendleton, Oregon
- Bioinformatic approaches to microsatellite discovery and primer design in the Dakota skipper (*Hesperia dacotae*) genome
- Bridging Academia and Management in Conservation Genetics: The Case of the Florida Duskywing Skipper (*Ephyriades brunnea*)
- A GIS Approach to Assessing the Impacts of Tropical Storm Fay (2008) on Photosynthetic Rates in the Middle St. John's River Basin
- The Interaction of Moringa (*Moringa oleifera* Lam.) Seed Extracts and Microbes

FACULTY IN BIOLOGY

Amy Clore

[Erika Diaz-Almeyda](#) (Biology & Environmental Studies)

[Tiffany Doan](#)

[Kristopher Fennie](#)

Jayne Gardiner

Sandra L. Gilchrist (Biology & Marine Sciences)

[Emily Heffernan](#)

Elizabeth Leininger

Brad Oberle

Tyrone Ryba

[Athena Rycyk](#)

Gerardo Toro-Farmer (Coastal & Marine Sciences)

[Katherine M. Walstrom](#)

Chemistry Area of Concentration

The chemistry program at New College encourages and develops independence, collaboration, and scientific judgment. 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 enjoy access to research grade instruments in laboratory courses and research projects. Research facilities include a 400 MHz NMR spectrometer, several FTIR and UV-visible spectrophotometers, a fluorimeter, high-pressure liquid chromatographs, inert atmosphere glove boxes, electrochemistry equipment, a GC-MS, a real-time PCR machine, a digital imaging system, and a state-of-the-art microwave spectrometer.

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 Environmental Chemistry, Advanced Organic Chemistry, Biochemistry II, Biochemistry Laboratory, Structure Elucidation, and Topics in Bioinorganic Chemistry. Recent tutorials have been conducted in Green Chemistry, Transition Metal Organometallic Chemistry, Atmospheric Chemistry, Computational Chemistry, Virology, and Enzyme Kinetics. Many opportunities are available for tutorials on other topics, as well as laboratory research tutorials.

For students with little experience in the natural sciences, Chemistry and the Environment and Environmental Chemistry are occasionally offered. Both courses present chemistry within the context of society and the environment. Chemistry and the Environment and General Chemistry I satisfy the Natural Sciences Liberal Arts Curriculum requirement.

AN AREA OF CONCENTRATION IN CHEMISTRY REQUIRES:

1. General Chemistry I and II (or Compressed General Chemistry I and II), along with General Chemistry Laboratory during Spring Semester
2. Calculus I, II (Calculus III is strongly recommended for students interested in graduate school)
3. Two semesters of Organic Chemistry - Structure and Reactivity, along with the Chemistry Inquiry Laboratory in the fall and Organic Laboratory in the spring.
4. Physics I and II and one semester of physics lab (two semesters of lab are strongly recommended for students interested in graduate school)
5. Two semesters of Physical Chemistry: Quantum Mechanics and Thermodynamics (with one semester of lab)
6. Inorganic Chemistry (with lab)
7. Biochemistry I
8. One additional advanced chemistry elective
9. One Independent Study Project in chemistry (plus 2 other ISPs)
10. A senior thesis on research carried out with a faculty mentor

Joint and double areas of concentration may be accomplished by arrangement with the chemistry faculty. Joint areas of concentration with chemistry usually include the following requirements:

1. General Chemistry I and II (or Compressed General Chemistry I and II), along with General Chemistry Laboratory during Spring Semester
2. Calculus I and II
3. Two semesters of Organic Chemistry - Structure and Reactivity, along with the Chemistry Inquiry Laboratory in the fall and Organic Laboratory in the spring.
4. Physics I and II and one semester of physics lab
5. Three upper level chemistry courses
6. One Independent Study Project, lab course, or lab tutorial in chemistry (plus 2 other ISPs)

SECONDARY FIELD IN CHEMISTRY

The requirements for a Secondary Field (minor) in Chemistry are 8 courses (at least 4 of which must be completed at New College):

1. General Chemistry I and II (or Compressed General Chemistry I and II), along with General Chemistry Laboratory during Spring Semester
2. Two semesters of Organic Chemistry - Structure and Reactivity, along with the Chemistry Inquiry Laboratory in the fall and Organic Laboratory in the spring.
3. An additional advanced chemistry course (lecture or lab, can also be met by a tutorial)

REPRESENTATIVE SENIOR THESES IN CHEMISTRY:

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

Biochemistry: Students interested in the interface between chemistry and biology may choose an area of concentration in biochemistry. Requirements include:

1. General Chemistry I and II (or Compressed General Chemistry I and II), along with General Chemistry Laboratory during Spring Semester
2. Calculus I and II
3. Foundations of Biology II
4. Two semesters of Organic Chemistry - Structure and Reactivity, along with the Chemistry Inquiry Laboratory in the fall and Organic Laboratory in the spring.
5. Physics I and II (with 2 semesters of physics lab)
6. Physical Chemistry: Thermodynamics (with one semester of lab)
7. Biochemistry I and II
8. Biochemistry Lab

9. Two molecular-level Biology courses plus 2 labs (chosen from Genetics, Cell Biology, Molecular Biology, or Microbiology)
10. One Independent Study Project in chemistry or biochemistry or molecular biology (plus 2 other ISPs)
11. A senior thesis on research carried out with a faculty mentor
12. The thesis prospectus must be signed by two chemists and one biologist. Since Biochemistry is already an interdisciplinary area of concentration, joint areas of concentration with Biochemistry are usually not possible.

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
- RNA Helicase A May Function to Upregulate Genes in the ALG3/ALG 4 26G RNA Interference Pathway
- Kinetic Characterization of the *C. elegans* Metabolic Enzyme IDH-1
- Kinetic Characterization of Glyceraldehyde- 3-Phosphate Dehydrogenase-1 from *C. elegans*
- Stability-Modifying Mutations of *C. elegans* Cytoplasmic Malate Dehydrogenase

FACULTY IN CHEMISTRY

[Rebecca Black](#)

[Lin Jiang](#)

[Levente Pap](#) (Visiting Asst. Professor)

[Suzanne E. Sherman](#) (Provost)

[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.

To obtain a computer science AOC, students should complete the courses listed below. A graphical representation of these requirements can be obtained from any computer science professor. Students considering graduate study in computer science are strongly encouraged to consult with a professor regarding selection of electives that would comprise the best preparation for graduate study.

TO COMPLETE AN AOC IN COMPUTER SCIENCE, STUDENTS SHOULD COMPLETE A THESIS IN COMPUTER SCIENCE ALONG WITH ONE OF THE FOLLOWING PRACTICAL CAPSTONES:

- Technical Internship
- Community Software Engineering Project
- Research Experience for Undergraduates (REU)

Students should complete the following core computer science courses:

- Introduction to Programming (in any language, e.g., Python or C)
- Object Oriented Programming
- Discrete Math for Computer Scientists
- Object-Oriented Design
- Data Structures
- Algorithms
- Software Engineering

Students should additionally obtain breadth in the discipline by taking electives in the following categories:

- 2 Courses in Computer Systems
- 1 Course in Theory or a "wrench course"
- ("wrench courses" include theory/algorithms content in an applied setting)
- 1 Course in Languages
- 2 Courses in Applications
- 2 Courses in Math or Statistics
- 1 Core Artificial Intelligence Course

- (Core AI Courses are Data Mining, Artificial Intelligence and Natural Language Proc)

Examples of Computer Systems Courses:

- Computer Architecture
- Computer Networks
- Operating Systems
- Hacking
- Distributed Computing
- Parallel Algorithms
-

Examples of Computer Systems Courses:

- Databases and Web Applications
- Human-Centered Computing
- Augmented Reality
- Bioinformatics
- Computer Graphics
- Mobile Applications
- High-Performance Computing
- Web Security

Examples of Programming Languages Courses:

- C++
- Functional Problem Solving
- Principles of Programming Languages
- Compilers
- The C Programming Language

Examples of Mathematics/Statistics Courses:

- Dealing with Data (1 or 2)
- Calculus (1, 2 or 3)
- Linear Algebra
- Graph Theory
- Information Theory
- Number Theory

Examples of Theory Courses:

- Theory of Computation
- Cryptography
- Advanced Topics in Algorithms
- Computational Complexity Theory
- Advanced Discrete Mathematics

Examples of "Wrench Courses" (Applied Theory/Algorithms):

- Computer Graphics
- Artificial Intelligence
- Parallel Algorithms
- Compilers
- Advanced Topics in Algorithms

TO OBTAIN A SLASH-AOC IN COMPUTER SCIENCE, STUDENTS SHOULD COMPLETE THE FOLLOWING REQUIREMENTS:

- Introduction to Programming (in any language, e.g., Python or C)
- Object Oriented Programming
- Any 3 Courses in Computer Science
- At least one of these courses should be a non-introductory course with a prerequisite

FACULTY IN COMPUTER SCIENCE

[Caitrin Eaton](#)

[Fahmida Hamid](#)
[David Gillman](#)
[Matthew Lepinski](#)
[Tania Roy](#)

Data Science (Full AOC, Secondary Field and 3+2 program)

Data Science, the art and science of extracting information from large datasets (a.k.a. Big Data), is an interdisciplinary field that offers many exciting and challenging opportunities. Whether you are interested in analyzing consumer transactions, tweets, call data records, a text corpus or sounds in the nature, or creating stunning visualizations, you will find that the concepts, techniques and tools covered in our Data Science program will be extremely employable in a wide range of industrial domains and disciplines where Data Scientists are in high demand, or if you choose, they will form a strong foundation for advanced graduate studies.

DATA SCIENCE AREA OF CONCENTRATION

Data Science is an interdisciplinary field formed from the amalgamation of Computer Science, Statistics and Mathematics that aims to solve the world's problems by revealing information hidden in large datasets known as Big Data. As today's businesses and IT systems continue to produce massive and ever-increasing amounts of digital data, the need for Data Scientists is greater than ever.

The area of concentration starts with courses that form the foundational knowledge and skills in mathematics, statistics, computer programming, databases and data munging, followed by more advanced courses on statistical models, algorithms, distributed computing, software engineering and machine learning. Students will then have the option to conduct an applied data science thesis in any domain of their interest under the supervision of one or more interdisciplinary faculty.

Other faculty from Natural Sciences, Humanities or Social Sciences divisions may also participate as required by the thesis work or additional courses to be taken.

DATA SCIENCE AOC REQUIREMENTS

Core Courses (7 semester courses)

- MATH 2400 Calculus 1
- CSCI 2200 Introduction to Programming in Python
- CSCI 3250 Intermediate Python OR
CSCI 2400 Object Oriented Programming
- STAN 2700 Dealing with Data 1
- STAN 2800 Dealing with Data 2
- MATH 2200 Probability 1 (Mod 1)
- MATH 4550 Probability 2 (Mod 2)
- MATH 2320 Linear Algebra

Core courses are intended to equip AOC students with fundamental skills and knowledge to take further courses in the domain of Data Science. The prerequisite sequences among some of the courses listed above must be honored.

Data Science Area Courses (6 courses)

- IDC 2120 Algorithms for Data Science
- IDC 2130 Databases for Data Science
- IDC 3140 Software Engineering for Data Science
- STAN 3275 Applied Linear Models
- CSCI 4210 Artificial Intelligence and Data Mining
- IDC 4296 Ethics in Data Science

These courses include the main area courses in the domain of Data Science. Students are expected to take all 6 of them during the course of their AOC.

Thesis-Preparation Courses (3 elective courses) and the Undergraduate Thesis

Students will conduct their thesis either as a theoretical/methodological Data Science thesis, or as an applied Data Science thesis that combines skills acquired earlier in the program with skills and knowledge that will be gained by taking cross-disciplinary courses (e.g. courses from Humanities or Social Sciences). Hence, the student is expected to select all 3 elective courses either from POOL A or from POOL B.

The choice of an applied Data Science thesis option, hence the courses to take from POOL B, requires the student to have 2 thesis advisors, one from Data Science and one from the other discipline. The course selection will be subject to both advisors' approval.

For a theoretical/methodological Data Science AOC thesis, students will choose 3 courses from:

POOL A:

- 3xxx and 4xxx courses from CSCI, STAN, MATH or courses from the Graduate Program
- IDC 4132 Distributed Computing

For an applied Data Science AOC thesis, choose 3 courses from:

POOL B:

- 3xxx and 4xxx courses from Humanities, Social Science or Natural Sciences not in POOL A.

Data Science Summer Internship or Community Project

Data Science is a practical field. As such, each AOC student is expected to do an internship or a community project, preferably following the completion of their 3rd year in the program. The internship or project topic must be an applied Data Science undertaking and it must be approved by the student's advisor or internship coordinator.

COURSE REQUIREMENTS FOR DATA SCIENCE SECONDARY FIELD

New College students who are registered in an AOC other than Data Science may complete this secondary field to gain skills and knowledge that complement their AOC. The secondary field is intended to not only provide foundation courses, but also include some of the more advanced courses in Data Science that the students may find useful in conducting their major field of study.

To complete the Secondary Field, the student should take the following 6 required courses:

- CSCI 2200 Introduction to Programming in Python
- CSCI 3250 Intermediate Python OR
CSCI 2400 Object Oriented Programming
- STAN 2700 Dealing with Data 1
- STAN 2800 Dealing with Data 2
- IDC 2130 Databases for Data Science
- CSCI 4210 Artificial Intelligence and Data Mining

The student must also select 2 courses from the following pool:

- IDC 2120 Algorithms for Data Science
- IDC 3140 Software Engineering for Data Science
- STAN 3275 Applied Linear Models
- IDC 4132 Distributed Computing
- STAN 3000 Statistical Learning
- STAN 3230 Data Visualization and Communication

SAMPLE PATH TO THE AOC

The sample path starts with the first-year introductory courses for Data Science including three courses that involve programming in Python and R and a course (with two mods) on probability. These courses are intended to provide AOC candidate students an initial view into the discipline and allow them to decide whether they would like to continue or not. In the second year, the students are expected to take the remaining foundation courses (Calculus and Linear Algebra), a Python continuation course, and also three of the core courses of Data Science (Databases, Algorithms and Software Engineering). With this background, students can go on to take the remaining core courses of Data Science and elective courses oriented towards their thesis.

4 YEAR PLAN

Year	Fall	ISP	Spring	Summer
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1	Dealing with Data 1 Intro. to Programming in Python Probability 1 & 2		Dealing with Data 2 LAC 1 LAC 2	
2	Calculus 1 Databases for Data Science Intermediate Python OR Object-Oriented Programming		Linear Algebra Algorithms for Data Science Software Eng. for Data Science	
3	Applied Linear Models Ethics in Data Science Elective 1		Artificial Intelligence and Data Mining Elective 2 Elective 3	Internship or Community Project
4	Thesis	Thesis	Thesis	

2 Year Plan (assuming student has had two statistics courses, two Programming courses (at least one in Python), Calculus 1 and Linear Algebra)

Year	Fall	ISP	Spring	Summer
1	Probability 1 & 2 Databases for Data Science Ethics in Data Science		Algorithms for Data Science Software Eng. for Data Science Elective 1	Internship or Community Project
2	Applied Linear Models Elective 2 Thesis	Thesis	Artificial Intelligence and Data Mining Elective 3 Thesis	

REQUIREMENTS FOR 3+2 TRACK FOR A COMBINED UNDERGRADUATE + GRADUATE (MS IN DATA SCIENCE) STUDY

This track is intended for high-performing students who aspire to complete a combined sequence of undergraduate + graduate studies faster than the normal duration of 6 years. This is for current and future New College majors (other than Data Science) who would like to pursue a graduate degree in Data Science. Undergraduate students in this track can take additional courses in their 3rd and 4th years from the Data Science graduate program, followed by the second and final year of the Graduate Program itself, earning the 2 degrees by the end of 5th year.

A student is eligible for this track after entering the UG program and showing sufficiently high performance. In other words, the acceptance into this 3+2 track is not automatically granted at the time of undergraduate admission; students will have to apply and seek admission for the track only after they satisfy certain minimum conditions:

- Complete 2 years of study with no Unsatisfactory grade
- Complete prerequisite courses (see below)
- Be recommended for the 3+2 track by a faculty member

The Data Science Graduate Program admissions committee will also review applications for this track and make admission decisions. Other application requirements of the Graduate Program will still apply.

The curriculum for the 3+2 track is as follows (in addition to AOC requirements):

PREREQUISITE COURSES (during the first 2 years of the UG program)

MATH 2400	Calculus 1
MATH 3250	Calculus 2
CSCI 2200	Introduction to Programming in Python
CSCI 3250	Intermediate Python
MATH 2200	Probability 1 (Mod 1)
MATH 4550	Probability 2 (Mod 2)
MATH 2320	Linear Algebra

DURING THE 3RD YEAR OF UNDERGRADUATE STUDY (FALL SEMESTER):

CAP 5300	Statistical Inference for Data Science 1
CAP 5320	Data Munging and Exploratory Data Analysis

DURING THE 4TH YEAR OF UNDERGRADUATE STUDY (FALL SEMESTER, AFTER WHICH STUDENT COMPLETES UNDERGRADUATE PROGRAM):

CAP 5328	Algorithms for Data Science
CAP 5322	Databases for Data Science

DURING THE 4TH YEAR OF STUDY (SPRING SEMESTER)

CAP 5302	Statistical Inference for Data Science 2
CAP 5378	Data Visualization, Presentation, Reporting, and Reproducible Research
CAP 5610	Optimization and Machine Learning
CAP 5327	Distributed Computing for Data Science

DURING THE 5TH YEAR OF STUDY:

Remaining Data Science Graduate Program courses and the Practicum

If the student's AOC already includes some or all of the prerequisite courses, these courses can be counted towards fulfilling the prerequisite course requirements for the 3+2 track. However, CAP XXXX courses must be taken in addition to the AOC requirements and can only be counted towards the Graduate Program requirements.

FACULTY

- Burcin Bozkaya, Professor of Data Science, Director of Applied Data Science Graduate Program
- Melissa Crow, Instructor of Statistics
- David Gillman, Associate Professor of Computer Science
- Bernhard Klingenberg, Professor of Statistics

- Matthew Lepinski, Associate Professor of Computer Science
- Patrick T. McDonald, Professor of Mathematics
- Tiago Perez, Assistant Professor of Data Science
- Eirini Poimenidou, Professor of Mathematics
- Tania Roy, Assistant Professor of Human-Centered Computing
- Andrey Skripnikov, Assistant Professor of Statistics
- Necmettin Yildirim, Professor of Mathematics

Marine Biology Area of Concentration

An area of concentration in Marine Biology allows students to build a strong foundation in basic biological concepts, with an emphasis on marine organisms and ecosystems. This program of study is designed to prepare students for graduate or professional studies in marine biology, biological oceanography, or related fields, as well as for professional careers in marine or environmental fields.

REQUIREMENTS FOR AN AOC IN MARINE BIOLOGY

An area of concentration in Marine Biology normally begins with work in a two-semester introductory course sequence (Foundations of Biology 1 and 2 and Foundations of Biology Laboratory), which may be taken in any order, and an introduction to the properties of the marine environment (Introduction to Oceanography or Introduction to Coastal Marine Systems). A strong foundation in basic biological concepts is acquired through study of three core levels of organization. One lecture and one laboratory course is required in each of the following areas (marine course offerings are marked with a *):

Molecular/Cellular:

Genetics, Genetics Laboratory, Developmental Biology, Microbiology, Microbiology Laboratory, Molecular Biology, Neurobiology, Neurobiology Laboratory, Cellular Biology, Cellular Biology Laboratory

Organismal biology:

Organismic Biology, Organismic Laboratory, Botany, Botany Laboratory, Entomology, Entomology Laboratory, *Fish Biology, *Fish Biology Laboratory, *Invertebrate Zoology, *Invertebrate Zoology Laboratory, *Marine Mammal Biology, Plant Physiology, *Biology of Sharks, Skates, and Rays, *Biology of Sharks, Skates, and Rays Laboratory, *Sensory Biology of Fishes Laboratory.

Ecology and evolution:

Animal Behavior, Animal Behavior Laboratory, Biology of Urbanization, Conservation Biology, *Coral Reef Ecology, *Coral Reef Issues, Ecology, Ecology Laboratory, Evolution, Forest Ecology Laboratory, *Marine Ecology, *Marine Ecology Laboratory, *Methods in Field Ecology, Principles of Ecological Management

Students should complete at least three marine-focused courses or tutorials. In addition to the above-noted (*) courses, other current courses with a marine emphasis also include: GIS and Remote Sensing Apps to Coastal & Marine Studies, Biological Oceanography, Biological Oceanography Laboratory

Additional foundational coursework in the other Natural Science disciplines is also required. Marine Biology students should complete Calculus 1, Calculus 2, a statistics course (Biostatistics, Dealing with Data, or Introductory Statistics), Physics 1, Physics 1 Laboratory, Physics 2, Physics 2 Laboratory, General Chemistry 1, General Chemistry 2, and General Chemistry Laboratory. Organic Chemistry 1, Organic Inquiry Laboratory, Organic Chemistry 2, and Organic Chemistry 2 Laboratory are strongly recommended.

Students will also complete one Independent Study Project in Marine Biology (fieldwork is strongly recommended and one in either Biology or Marine Biology). Students are encouraged to participate in internships and/or study at marine field stations to broaden their experience. Students must also complete a senior thesis in Marine Biology and a successful baccalaureate exam to complete the expectations for the Marine Biology Area of Concentration. A member of the Marine Biology faculty must serve as the thesis sponsor, one other Biology or Marine Biology faculty member must also be a member of the student's thesis/baccalaureate exam committee.

REQUIREMENTS FOR AN AOC IN MARINE BIOLOGY/OTHER DISCIPLINE

Students should fulfill all the normal requirements of the Marine Biology AOC listed above, including completing a thesis sponsored by a member of the Marine Biology faculty. At least one faculty member from the other discipline must agree that the student has completed sufficient work to qualify for a joint AOC in that discipline and be a member of the student's thesis/baccalaureate exam committee.

REQUIREMENTS FOR AN AOC IN OTHER DISCIPLINE/MARINE BIOLOGY

To earn a joint disciplinary concentration in Marine Biology, students should complete the two-course introductory Biology sequence (Foundations of Biology 1 and 2), Introduction to Oceanography or Introduction to Coastal Marine Systems, plus two upper-level lecture and two laboratory Marine Biology courses. At least one member of the Marine Biology faculty must be a member of the student's thesis/baccalaureate exam committee.

REPRESENTATIVE SENIOR THESES IN MARINE BIOLOGY:

- Effects of Glyphosate on the Odor Detection Behavior of Common Snook (*Centropomus undecimalis*)
- Sarasota Bay: a Newly-defined Nursery Area for Blacktip Sharks (*Carcharhinus limbatus*) on the Gulf Coast of Florida
- The Effects of Fish Waste Nutrient Enrichment on *Thalassia testudinum* Banks ex König in Sarasota Bay, Florida
- Mosquito Control to Kayak Trails: the Effects of Mangrove Ditches on the Sarasota Bay Region
- The Distribution of *Cyphoma gibbosum* (Mollusca: Gastropoda: Cypraeoidea: Ovulidae) (the Flaming Tongue Gastropod) in Relation to the Presence of the Fungal Disease Aspergillosis on *Gorgonia* spp. (Anthozoa: Cnidaria: Octocorallia: Gorgoniidae)
- Visually Mediated Behaviors of the Mantis Shrimp, *Pseudosquilla ciliata* (Fabricius, 1787) (Crustacea; Stomatopoda; Pseudosquillidae)
- Population Connectivity of *Acropora palmata* on Cayos Cochinos, Honduras

FACULTY IN MARINE BIOLOGY

[Erika Diaz-Almeyda](#)

[Jayne Gardiner](#)

[Sandra L. Gilchrist](#)

[Brad Oberle](#)

[Athena Rycyk](#)

[Gerardo Toro-Farmer](#)

Mathematics Area of Concentration

(See also [Applied Mathematics](#))

The Mathematics Area of Concentration at New College is both challenging and exciting. Students are exposed to a broad range of mathematical disciplines from linear and abstract algebra to analysis and differential equations. They develop strong critical thinking and problem solving skills, the ability to produce rigorous mathematical proofs, and a deep understanding of powerful mathematical theories having many applications as well as their own internal beauty. A variety of courses and tutorials on advanced topics are available, giving majors the opportunity 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 and Advanced Linear Algebra
- Differential Equations
- Two semesters of Abstract Algebra
- Two semesters of Real Analysis
- Complex Analysis
- Three semesters of Math Seminar
- A thesis in mathematics

In addition, students are encouraged to take courses and tutorials in topology, discrete mathematics, graph theory, probability, geometry, 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.

An essential element of the mathematics program is participation in the Math Seminar, a longstanding New College tradition. Offered every semester, this seminar 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 AOC (minor) in mathematics, the minimum requirements are:

- Calculus I and II
- Differential Equations or Calculus III
- Linear Algebra
- Two semesters of the following: Abstract Algebra I and II, Real Analysis I and II.

- One semester of Math Seminar

RECENT THESES TITLES:

- The Heat Content of Triangles
- Lorentz Violation in the Collective Excitations of Condensates
- Knot Theory and the Alexander Polynomial
- More Rings More Problems: A Discussion of Number Fields for Homomorphic Cryptography
- Mathematical Linguistics: The Pumping Lemma and Classification of Natural Languages
- The Stability of Theories from Categoricity to their Spectrum
- Methods in Tiling with subsets of \mathbb{Z}^n
- Group Ring Cryptography

FACULTY IN MATHEMATICS

[Rebekah Jones](#) (Visiting Asst. Professor)

[Chris Kottke](#)

[Patrick T. McDonald](#)

[Eirini Poimenidou](#)

[Necmettin Yildirim](#)

Natural Sciences Area of Concentration

The Natural Sciences faculty have agreed that a student who earns "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 6 introductory courses distributed among at least three Natural Sciences disciplines (chosen from biology, chemistry, computer science, mathematics or physics). This usually involves the successful completion of the introductory sequence (2 semester courses) in each of three disciplines.
2. A minimum of an additional 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. In addition, we offer coursework and real-life experimental projects carried out in the Optical Spectroscopy and Nanomaterials Laboratory, to support engineering physics interests. Such courses include Laser Physics, Materials Science, Analog Electronics.

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). In addition, co-requisite courses in mathematics are required. 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 and 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

JOINT AREAS 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, and Modern Physics
4. Modern Physics Lab
5. Co-requisite courses in mathematics: Introductory Calculus I and II, Multivariable Calculus III, Differential Equations, and Linear Algebra

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](#) (Physics & Astronomy)

[Mariana Sendova](#)

Statistics Area of Concentration

With the digital revolution, the world is becoming increasingly more quantitative, and the field of statistics has become essential in advancing our understanding of the natural, political and social sciences as well as in medicine and public health. Statistics also constitutes a crucial part of decision making in industry, business, government, and is at the heart of the emerging field of Data Science.

As a student studying statistics at New College, you will develop statistical reasoning skills and apply them when analyzing and modeling data from many different sources. You will learn about both classical and modern statistical techniques, as well as the theoretical foundations underlying these methodologies. At the same time, you are going to obtain the necessary computational skills to work with data and implement these procedures. Finally, you will learn how to communicate and report statistical results effectively, while working on both individual and team projects throughout your classes.

Courses offered in statistics include: Dealing with Data I/II, Linear Models, Statistical Programming and Data Science with R, Categorical Data Analysis, Introduction to Time Series Analysis, Data Visualization and Communication, Statistical Consulting, Statistical Learning.

AN AREA OF CONCENTRATION IN STATISTICS INCLUDES THE FOLLOWING:

1. Mathematics (4 semester courses)
 - a. Calculus 1
 - b. Calculus 2
 - c. Linear Algebra
 - d. Probability 1 & 2 (each is a one-mod course, making it a semester-long course overall)

It is recommended that students planning an AOC in statistics complete the calculus and linear algebra courses by the end of their second year.
2. Core Courses in Statistics (3 semester courses)
 - a. Dealing with Data I
 - b. Dealing with Data II
 - c. Linear Models
3. Continuation Courses (5 semester courses) can be selected from the list below
 - Statistical Programming and Data Science with R
 - Categorical Data Analysis
 - Statistical Learning
 - Introduction to Time Series Analysis
 - Data Visualization and Communication
 - Statistical Consulting
 - One course that is offered as part of the graduate Data Science program, such as: Data Munging and Exploratory Data Analysis; Data Visualization, Presentation, Reporting, and Reproducible Research; or Optimization and Machine Learning.
 - One 3000 level course or higher taken in another discipline that uses advanced statistical methods or reasoning, with prior approval from the statistics faculty.
4. Undergraduate Thesis
 - A comprehensive data analysis project that uses various statistical methods, or a project that thoroughly reviews and evaluates a certain statistical methodology. Alternatively, the development and assessment of new statistical methodology.

SAMPLE PATH TO THE STATISTICS AOC

The sample path starts with the introductory courses Dealing with Data 1 & 2, which are non-calculus based, and the Calculus 1 & 2 sequence, which provides the necessary mathematical background for the study of statistics. In year 2, this is followed by courses in Probability and Linear Algebra, in addition to at least one applied statistics elective. With these backgrounds, students are well prepared to take the core course in Linear Models along with many other elective courses starting in their third year.

4 YEAR SAMPLE PLAN

	Fall	ISP	Spring
Year 1	Dealing with Data I (LAC 6) Calculus 1 (LAC 7) LAC course 1	ISP	Dealing with Data II Calculus 2 LAC course 2

Year 2	Statistical Programming with R Probability 1 and 2 (LAC 8) LAC course 3	ISP	Categorical Data Analysis Linear Algebra LAC course 4
Year 3	Linear Models LAC course 5	ISP	Statistical Learning Time Series
Year 4	Statistical Inference Thesis	Thesis	Thesis

2 YEAR PLAN (ASSUMING STUDENT HAS HAD CALCULUS 1 & 2 AND A ONE SEMESTER INTRODUCTORY STATISTICS COURSE)

	Fall	ISP	Spring
Year 1	Statistical Programming with R Categorical Data Analysis	ISP	Dealing with Data II Linear Algebra Probability 1 and 2
Year 2	Linear Models Time Series Thesis	ISP Thesis	Statistical Learning Statistical Inference Thesis

FACULTY IN STATISTICS

- [Melissa Crow](#), Instructor of Statistics
- [Bernhard Klingenberg](#), Professor of Statistics
- [Andrey Skripnikov](#), Assistant Professor of Statistics

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 of Humanitarianism 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, Tourism: Culture, Power, Place, Anthropology and the Law, Conservation and Indigenous Knowledge, Medical Anthropology, Anthropology of Surgery, and Global Mental Health.

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, Central America, Africa and East Asia. 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:
Introduction to 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:

Introduction to 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. Biological Anthropology and Linguistics:

All majors are required to take an introductory course in at least one of these subfields. For Biological this is Introduction to Biological Anthropology: From Primatology to Molecular Anthropology. For Linguistics this is Language, Culture, and Society. 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
- VaccINATION: Religious Exemptions and Reasoning of Individuals with Vaccine Hesitancy
- The Crux of Conservation: Debating Ecotourism During the COVID-19 Pandemic in Monteverde, Costa Rica
- The Disruptive Potential of Performance Art in Colonial Museums
- A Discussion of the Native American Graves Protection and Repatriation

FACULTY IN ANTHROPOLOGY

[Uzi Baram](#) (Anthropology & Heritage Studies)

[Erin Dean](#)

[Yidong Gong](#) (Medical Anthropology)

[Ana Nevas Mendez](#) (Postdoctoral Fellow/Visiting Assistant Professor)

[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 AOC offers two tracks to both meet a range of student interests and provide solid training for future study/work in this discipline. Owing to extensive overlap in course requirements, students cannot pursue a double AOC in Economics and Quantitative Economics. The economics faculty also offers a secondary field (minor) in Finance, the requirements for which are listed below.

The economics faculty also offers a joint AOC in finance, the requirements for which are listed below.

REQUIREMENTS FOR A SINGLE AREA OF CONCENTRATION OR DOUBLE AOC IN ECONOMICS

ECONOMICS TRACK

The student must satisfactorily complete the required courses listed below plus **five** additional courses in economics (preferably with at least one course with a focus on quantitative analysis). Only one of the additional courses can be a tutorial.

- Introductory Microeconomics
- Introductory Macroeconomics
- Intermediate Microeconomic*
- Intermediate Macroeconomics*
- Mathematical Tools for Economists (or equivalent such as Calculus I)
- Introductory Statistics (or equivalent such as Quantitative Political Analysis I and/or II)

A Statistics course at the intermediate level is not required but highly recommended. Students are also recommended to engage in internships/summer research projects to complement their learning experience with applications from the world of work. 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.

*Except for a few very limited circumstances, course must be taken at New College even if you took a similar class elsewhere. A New College faculty advisor may offer an exception after reviewing the course outline and assignments of said course you wish to transfer.

QUANTITATIVE ECONOMICS TRACK

The Quantitative Economics AOC allows students to graduate with a STEM degree by focusing on empirical and applied economics, as well as developing solid econometrics and mathematical modeling skills to analyze economic issues. This AOC provides students with a quantitative curriculum with advanced training in Econometrics, Mathematics, and/or Computer Science. Empirical and data analytical skills are increasingly demanded by employers, and graduates with this AOC will be able to solve sophisticated economic problems using both analytical and applied approaches. This AOC is also recommended for students interested in pursuing graduate studies in Economics, Finance, Statistics, and Data Analytics. Students are expected to conduct empirical research and must include a substantial quantitative economics component in their thesis project.

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

- Introductory Microeconomics
- Introductory Macroeconomics
- Intermediate Microeconomics*
- Intermediate Macroeconomics*
- Calculus I
- Calculus II
- Introduction to Statistics, Big Data Economics or equivalent
- Econometrics*
- Probability I and II (combined to be one unit)

Inclusion of **substantial empirical/quantitative component** in the final thesis project.

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.

*Except for a few very limited circumstances, course must be taken at New College even if you took a similar class elsewhere. A New College faculty advisor may offer an exception after reviewing the course outline and assignments of said course you wish to transfer.

REQUIREMENTS FOR A SECONDARY FIELD (MINOR) IN ECONOMICS

In order to earn a secondary field (minor) in Economics the student must complete the two-term introductory sequence, plus four other courses in Economics – one of which must be either Intermediate Microeconomics or Intermediate Macroeconomics. As it relates to the latter 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.

REQUIREMENTS FOR A SECONDARY FIELD (MINOR) IN FINANCE

FULL AOC IN ECONOMICS AND SECONDARY FIELD (MINOR) IN FINANCE

The student must fulfill all the normal requirements for a disciplinary concentration in Economics, as listed above. In order to earn a slash or minor AOC in Finance, the student must satisfactorily complete the following courses: Introduction to Accounting and Financial Statement Analysis*, Corporate Finance*, Money and Banking*, International Business*, Public Finance: Taxation*, and Econometrics*. Only two of these classes can be double-counted for the Economics or Quantitative Economics AOC and the secondary field (minor) in Finance.

*Except for a few very limited circumstances, course must be taken at New College even if you took a similar class elsewhere. A New College faculty advisor may offer an exception after reviewing the course outline and assignments of said course you wish to transfer.

FULL AOC IN QUANTITATIVE ECONOMICS AND SECONDARY FIELD (MINOR) IN FINANCE

The student must fulfill all the normal requirements for a disciplinary concentration in quantitative economics, as listed above. In order to earn a secondary field (minor) in finance, the student must satisfactorily complete the following courses: Introduction to Accounting and Financial Statement*, Corporate Finance*, Money and Banking*, International Business* and Public Finance: Taxation*. Only two of these classes can be double-counted for the Quantitative Economics AOC and the secondary field (minor) in Finance.

*Except for a few very limited circumstances, course must be taken at New College even if you took a similar class elsewhere. A New College faculty advisor may offer an exception after reviewing the course outline and assignments of said course you wish to transfer.

FULL AOC IN OTHER DISCIPLINE AND SECONDARY FIELD (MINOR) IN FINANCE

In order to earn the secondary field (minor) in Finance, the student must satisfactorily complete the following courses: Introductory Microeconomics or Macroeconomics, Introduction to Accounting and Financial Statements, Corporate Finance, International Business, Public Finance: Taxation, International Economics, 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.

RECOMMENDED COURSES FOR STUDENTS SEEKING GRADUATE EDUCATION IN ECONOMICS

Students interested in attending graduate programs in Economics are strongly recommended to take – at minimum – Econometrics, Calculus I, Calculus II, Calculus III, Linear Algebra, Functional Analysis, Real Analysis, Differential Equations, Numerical Methods, Mathematical Statistics and/or Probability Theory, advanced courses in Statistics, plus one or two computer programming courses.

SAMPLE PATHWAYS TO COMPLETE AOC REQUIREMENTS

New College students must satisfy both the general education (Chart Your Course: CYC) and economics AOC requirements. In addition to the economics classes, you will need nine CYC classes. With so many opportunities each term, the pathway below is provided as an example of how a student could complete the requirements for graduation. We've put some checkpoints in place so that you make the most of your time at New College. Each term you will meet with a faculty advisor to discuss courses, tutorials, internships, and/or other academic experiences. Schedule a meeting with your faculty advisor to discuss which courses to take as well as how best to sequence them. Each student completes a Provisional AOC plan in the fifth contract to select an AOC, and each student submits a Thesis Prospectus/AOC form in the sixth contract.

NOTE: CYC courses are part of a college-wide requirement for graduation.

A Sample Four-Year Pathway in Economics

Year	Fall Term	January / ISP	Spring Term

Year 1	CYC Course 1	Group ISP is recommended	Intro Macro
	CYC Course 2		CYC Course 3
	Intro Micro		Econ Topics Course 1
	Intro Stats		Math for Economics or Equivalent
<hr/>			
Year 2	CYC Course 4	Econ related ISP or internship	CYC Course 5
	Intermediate Micro		Intermediate Macro
	Econ Topics Course 2		Econ Topics Course 3
	Student Choice 1		Student Choice 2
<hr/>			
Year 3	CYC Course 6	Econ related ISP or internship	CYC Course 7
	Econ Topics Course 4		Econ Topics Course 5
	Student Choice 3		CYC Course 8
	Student Choice 4		Student Choice 5
<hr/>			
Year 4	Make decision: (i) internship/industry study + oral bacc. exam or (ii) senior thesis + oral bacc. exam		Write up of Academic Senior thesis or industry study
	CYC Course 9		
	Thesis Tutorial		OR
	Student Choice 6		Internship

Student Choice 7

Oral bacc. exam

A SAMPLE FOUR-YEAR PATHWAY IN QUANTITATIVE ECONOMICS

YEAR	FALL TERM	JANUARY / ISP	SPRING TERM
Year 1	CYC Course 1	Group ISP is recommended	CYC Course 2
	Intro Micro		Intro Macro
	Statistics for Economics or equivalent		Econ Topics Course 1
	Calculus I		Calculus II
Year 2	CYC Course 3	Econ related ISP or quant internship	LAC Course 4
	Intermediate Micro		Intermediate Macro
	Probability I & II (one unit)		Econometrics
	Student Choice 1		Student Choice 2
Year 3	CYC Course 5	Econ related ISP or quant internship	CYC Course 6
	Econ Topics Course 1		Econ Topics Course 2
	Econ Topics Course 2		CYC Course 7

	Student Choice 3		CYC Course 8
Year 4	Must have a senior thesis topic		Thesis Writing
	Econ Topics Course 3		
	Thesis Tutorial		Oral bacc. exam
	CYC Course 9		
	Econ Topics Course 4		

A SAMPLE FOUR-YEAR PATHWAY IN ECONOMICS FOR STUDENTS INTENDING TO ATTEND GRADUATE SCHOOL

YEAR	FALL TERM	JANUARY / ISP	SPRING TERM
Year 1	CYC Course 1	Group ISP is recommended	CYC Course 2
	Intro Micro		Intro Macro
	Intro Stats		Econ Topics Course 1
	Calculus I		Calculus II
Year 2	CYC Course 3	Econ related ISP or internship	CYC Course 4
	Intermediate Micro		Intermediate Macro

	Econ Topics Course 2		Econ Topics Course 3
	Real Analysis I		Real Analysis II
Year 3	CYC Course 5	Econ related ISP or internship	Econometrics
	Econ Topics Course 4		CYC Course 6
	Linear Algebra		Programming Course 2
	Intro to Programming		CYC Course 7 CYC Course 8
Year 4	CYC Course 9		Thesis Writing
	Thesis Tutorial		Suggestion: more advanced math
	Upper level Math or Stats class		Bacc. exam
	Student Choice		

SAMPLE TWO-YEAR PATHWAY FOR ECONOMICS: TRANSFER STUDENTS

YEAR	FALL TERM	JANUARY / ISP	SPRING TERM
Year 3	Intro Micro	Independent Study	Intro Macro
	Intro Stats		Math for Social Sciences
	Econ Topics Course 1		Econ Topics Course 2
	CYC Course 1		CYC Course 2
Year 4	Intermediate	ISP or internship	Internship

Micro

Econ Topics
Course 3

Intermediate Macro

CYC Course 3

CYC Course 4

Econ Topics
Course 4

Econ Topics Course 5

Senior
Practicum Tut.

ALTERNATIVE THESIS PROJECT: PROFESSIONAL FIELD EXPERIENCE INTERNSHIP

The economics discipline offers students two options in completing their final senior's project: (1) completion of an academic research project; or (2) under the co-sponsorship of Dr. Sherry Yu and Dr. Tarron Khemraj, the completion of a senior project in the form of a professional field experience internship accompanied by a written analytic/research component related to economic issues and policies. Everyone must take the oral baccalaureate exam.

The economics discipline promotes dialogue between academic research and new professional practices in professional settings that may include consultancy firms, business entities, regulatory authorities, public administrations, non-for-profit organizations, and communities. The general goal of this option is to provide students with an opportunity to apply and expand knowledge under professional supervision within a structured learning experience. Students are expected to commit a minimum of 180 hours to the practicum. Students choosing this option to fulfill their senior thesis project must adhere to the following guidelines.

Transfer students are encouraged to participate in the internship option for graduation at the two-year limit. However, transfers choosing the traditional academic senior's thesis must have a thesis topic and thesis tutorial by the Fall of their first year. Students are strongly advised to speak with your academic advisor as soon as possible.

1. TIMELINE

In the Fall semester of the senior year, students must enroll in the Senior Practicum for Economics tutorial co-sponsored by the CEO and their thesis sponsor(s). During this semester, students will conduct a search and apply for field experiences/practicums in partnership with their CEO career coach and thesis sponsor.

In the Spring semester and/or ISP period of the senior year, students will be engaged in the practicum by following the current internship guidelines provided by the CEO. An oral baccalaureate exam will also take place in the Spring semester for students to present their internship experience in front of their thesis committee members followed by questions and answers

2. ANALYTIC/RESEARCH COMPONENT

The written requirement for this senior project is critical for students to demonstrate their writing, research, and analytical skills. Students should engage in active research on topics related to their practicum site by utilizing theoretical knowledge obtained from courses taken in the Economics discipline and apply them to their specific field experience. Examples may include: industry research and assessment, economic risks, economic issues, externalities, business ethics, market efficiency, competition, economic growth, resource allocation, risk mitigation, taxation, socioeconomic factors, inequality, social welfare, environmental economic policies/issues, incentives, market imperfections, and more. Students are strongly encouraged to identify economic issues encountered in their field experience, analyze and provide policy recommendations to address these issues. This analytic/research component should be written with high quality and be approximately 20 pages in length. Students should also explain what skills and knowledge they have applied from NCF coursework, discuss how this internship will help them with future career goals, and offer suggestions (to both NCF or the employer) to improve the professional field experience.

3. ORAL BACCALAUREATE EXAM

The baccalaureate examination, conducted by the baccalaureate committee, is an oral defense of the student's performance in three areas: senior project, area of concentration, and the undergraduate education in general. Students are expected to prepare a slideshow presentation and orally report on their field experience. Students will demonstrate their ability to apply the concepts and principles of economics in the internship, the ability to work effectively with the host organization on related economic issues, offer recommendations and solutions to economic problems based on their academic knowledge, and

provide insights on how to improve the field experience in the future. The baccalaureate committee members will follow up with rounds of Q&A to assess students' ability to express ideas and information orally. A satisfactory Baccalaureate Examination Report signed by all of the members of the committee will need to be submitted to the Office of the Registrar.

RECENT THESIS PROJECTS

1. Uncle Sam's Diet: The Economic Effects of Progressive Income Taxation on Efficiency, Distribution, and Growth
2. The New Millennium—A Comprehensive Study of the Chinese Housing Market and the Effect of the One-Child Policy
3. Lessons from the South African Expanded Public Works Programme
4. The Fall of King Coal: An Analysis of the Factors Leading to the Decline of the U.S. Coal Industry
5. Corporate Cuba American Money and the Creation of Castro's Communism
6. Modeling International Reserves Composition: Central Bank Demand for Gold
7. A Chairman by Chairman analysis of a Dynamic Taylor Rule: Does the Classical Model Stand the Times?
8. Social and Economic Consequences of a Natural Experiment in Argentina's Professional Soccer League
9. Analysis of the Environmental and Economic Aspects of the United States Acid Rain Program
10. The Troubles and Peace: Economics and Politics in Northern Ireland
11. Financial Inequality in Modern European Football: Identifying and Bridging the Gap between Europe's Elite and Other Clubs
12. Microfinance in Bolivia: An Industry Evaluation
13. Paths to Success: The Relationship between Health and Education in Developing Countries
14. The Political Determinants of China's Foreign Direct Investment

FACULTY IN ECONOMICS

[Richard D. Coe](#)

[Tracy Collins](#)

[Tarron Khemraj](#)

[Mark Paul](#)

[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, premodern history, modern European history, and transnational history; the four chosen must include the premodern field 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 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 joint ("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. Joint 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.

SUMMARY OF AOC REQUIREMENTS:

<p>Full AOC (12 courses plus language req.):</p> <ul style="list-style-type: none"> · Historical Methods · 2 courses (at least 1 of which is upper-level) in 4 of the following fields, for a total of 8: <ul style="list-style-type: none"> Premodern history Modern European history American history *East Asian history *Transnational history (the premodern field is required, as is at least one non-western field, here *) · 3 more history courses in any field · 3 semesters of a non-native foreign language or equivalent 	<p>Joint AOC (7 courses plus language req.):</p> <ul style="list-style-type: none"> · Historical Methods · 2 courses (at least 1 of which is upper-level) in 3 of the following fields, for a total of 6: <ul style="list-style-type: none"> Premodern history Modern European history American history East Asian history Transnational history (alternatively, the six courses can be divided 2–2–1–1 in 4 fields) · 3 semesters of a non-native foreign language or equivalent
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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](#)
- [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; and public organization and politics. Basic knowledge of cognate fields and methodologies is also important. Within general guidelines, 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 Workshop (recommended for 2nd and 3rd year students).
5. A course in statistics or quantitative analysis (Quantitative Political Analysis I recommended)
6. Senior Thesis or Portfolio Project in Political Science.
7. Baccalaureate Exam and Oral Defense of the Thesis or Portfolio Project.

Total course minimum: 9 Political Science classes or tutorials (not counting thesis tutorials), plus statistics. A single class from the Quantitative Political Analysis sequence can count towards either the statistics requirement or the political science overall class requirement, but not both.

HIGHLY RECOMMENDED:

The Political Science AOC recommends that students take additional courses that will complement their concentrations in political science. Recommended areas include courses from Economics, History, Sociology, Philosophy, Psychology, Statistics, and Computer Science.

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 “joint AOC” 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.

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](#)

[Amanda Fidalgo](#)

[Keith A. Fitzgerald](#)

[Michael Gorup](#)

[Barbara Hicks](#)

[Jack Reilly](#)

[Rubabeh Shahid](#) (Postdoctoral Fellowship/Visiting Asst. Professor)

[Nat Colletta](#) (Adjunct)

Psychology Area of Concentration

Psychology is the scientific study and application of knowledge related to the behavioral and cognitive processes of humans and other animals. Students in the NCF psychology program will develop familiarity with existing knowledge of at least four broad subfields within psychology, as well as develop depth of knowledge in an area of their choosing. Classes will provide students with a critical and methodological framework to evaluate this body of existing knowledge, and the statistics, methods, and lab courses will provide multiple opportunities for them to acquire and practice the skills they need to create new knowledge in the field. The program is designed to give students the tools needed to think critically about psychological concepts, whether as careful consumers of scientific information in everyday life, or as researchers creating new knowledge in a lab. The ability of our graduates to apply their knowledge and skills in these ways will serve to foster greater insight into individual and group behavior.

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 Seminars (4-6 sections every fall, varied topics)
- Biological Psychology
- Cognitive Psychology
- Developmental Psychology
- Personality Psychology
- Social Psychology
- Behavioral Endocrinology
- Introduction to Statistics
- Research Methods in Psychology
- Advanced Statistics
- Cognitive Neuroscience
- Close Relationships
- Motivated Minds: Learning In and Out of the Classroom
- Cross-Cultural Perspectives in Child Development
- Humans and Other Animals
- Sensation and Perception
- Psychobiology of Sport and Exercise
- Biopsychology of Sex, Gender & Sexual Behavior
- Impression Management
- Self and Identity
- Psychology of Religion
- Seminar in Stigma and Prejudice

Labs are offered in five main areas: Developmental Psychology, Cognitive Psychology, and Social and Personality Psychology, Biological Psychology, and Neuroscience and Behavior. Topics within each area vary; students can choose between labs that focus on humans, other animals, or comparative labs studying both humans and other animals.

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 Seminar:** a prerequisite for most other psychology courses; usually taken in fall of first year; we will accept an Intro Psych class from another college as a substitute IF there is a transcript on file at the registrar's office showing a grade of B or better
 - (2) **Introduction to Statistics:** provides the knowledge necessary to understand the experimental literature in psychology and to conduct statistical tests of their own data; usually taken in the second year or fall of third year
 - (3) **Research Methods:** develops the skills necessary to design, execute, and report empirical research; usually taken in the spring of the third year
 - (4-7) **Four of the six following second tier courses** must be taken; most students have at least three of them completed by the end of the third year:
 - Behavioral Endocrinology
 - Biological Psychology
 - Cognitive Psychology
 - Developmental Psychology
 - Personality Psychology
 - Social Psychology
 - (8) **A laboratory course:** Labs are taught in Cognitive Psychology, Developmental Psychology, Social and Personality Psychology, Biological Psychology, and Neuroscience and Behavior; this must be a full semester or equivalent activity; usually taken in the second or third year
- +
- TWO Advanced-level Psychology classes and/or tutorials:** these require at least 1 second tier class as a prerequisite, so they are usually taken in the spring of the second year or later; each must be full semester or equivalent activity
- +
- 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 Joint AOC in psychology 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.)

Introductory Psychology Seminar: a prerequisite for most other psychology courses.

- (1) **Introductory Psychology Seminar:** a prerequisite for most other psychology courses; usually taken in fall of first year; we will accept an Intro Psych class from another college as a substitute IF there is a transcript on file at the registrar's office showing a grade of B or better
 - (2) **Introduction to Statistics:** provides the knowledge necessary to understand the experimental literature in psychology and to conduct statistical tests of their own data; usually taken in the second year or fall of third year
 - (3) **Research Methods:** develops the skills necessary to design, execute, and report empirical research; usually taken in the spring of the third year
 - (4-6) **Three of the six following second tier courses** must be taken; most students have at least two of them completed by the end of the third year:
 - Behavioral Endocrinology
 - Biological Psychology
 - Cognitive Psychology
 - Developmental Psychology
 - Personality Psychology
 - Social Psychology
 - (7) **A "mini" laboratory course:** (one mod credit) - See psychology faculty for options; a full term lab will also fill this requirement; usually completed in the third or fourth year
- +
- ONE advanced-level Psychology course or tutorial:** these require at least 1 second tier class as a prerequisite, so they are usually taken in the spring of the second year or later; each must be full semester or equivalent activity

SECONDARY FIELD IN PSYCHOLOGY

The requirements for a Secondary Field (minor) in Psychology are 6 courses (at least 3 of which must be completed at New College):

- (1) Introductory Psychology
- (2) A statistics course
- (3) Four additional units of Psychology coursework

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
- Association of Executive Function and Bilingualism to Programming Skills in Children age 5-6
- 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 (Emeritus/Adjunct)

Kathleen Casto
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 Moralizer
- Aging and Attitudinal Conservatism

Sociology Area of Concentration

The discipline of sociology encompasses a broad terrain of subfields 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; and 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, Social 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.

Our program builds the skills that the employers today seek: people who have creativity and innovation, multicultural 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; Social 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 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; Social 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.

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

FACULTY IN SOCIOLOGY

[David K. Brain](#)
[Sarah Hernandez](#)
[Emily Fairchild](#)
[Queen Mecca Zabriskie](#)

Interdisciplinary Studies

Biopsychology

Affiliated Faculty: Kathleen Casto (Psychology), Peter Cook (Psychology), Jayne Gardiner (Biology), Heidi Harley (Psychology), Elizabeth Leininger (Biology), Athena Rycyk (Biology)

Biopsychology sits at the interface of Biology and Psychology. It uses principles of evolution, genetics, physiology, neurobiology, and endocrinology to explain behavior, cognition, learning, perception, memory, attention, emotion, motivation, mental disorders, and other areas of the psychology of whole organisms. Hence, students in this area integrate information from these areas of study. Common paths for students who graduate in biopsychology include animal training, veterinary school, graduate school in biology or psychology, zoo or aquarium technicians or managers, animal lab technicians, or

medical school.

Typically, a student concentrating in Biopsychology emphasizes biology or psychology but takes a significant number of courses in the second discipline. The AOC requires 12 courses and activities. While some of these are specific courses, students also have the flexibility to make choices based on their needs. Course choices should provide the student with the skill sets most relevant for doing their own research work in their area of interest, typically animal behavior and cognition, sensation and perception, neuroscience, &/or neuroendocrinology. Students work with Biopsychology faculty to determine their specific course of study. The requirements are: (1) Foundations of Biology I or II (I preferred if whole animal-oriented, II preferred if neuro-oriented), (2) Introductory Psychology (animal, endocrine, or neuro-oriented preferred), (3) Biological Psychology, (4) Statistics (ask for direction based on your path), (5) Research Methods in an appropriate area (psychology, biology), (6) a lab course in an appropriate area (likely with your probable thesis sponsor), (7) an internship/REU/activity (on- or off-campus) in a relevant area, (8) one (or more) intermediate elective (Cognitive Psychology, Behavioral Endocrinology, Neurobiology), (9-11) 3 more advanced/intermediate electives (whole-animal-oriented examples: Comparative Cognition, Animal Behavior, Goldfish Learning Lab, Invertebrate Zoology, Wellbeing of Humans and Other Animals courses; neuro-oriented examples: Cognitive Neuroscience, Neurobiology, Psychobiology of Sport and Exercise, Lab in Comparative Brain Connectivity), and (12) a thesis-oriented seminar or tutorial. Click [here](#) for a checklist of requirements.

REPRESENTATIVE SENIOR THESES:

- 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)
- Whistle Production Rates in a Group of Male Bottlenose Dolphins (*Tursiops truncatus*) Over Changes in Composition
- Tool Use in River Otters (*Lutra Canadensis*)
- Vocal Productions of Rhythms by the Bottlenose Dolphin (*Tursiops truncatus*)

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 skills 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 an expanse of lawn into educational gardens.

The most successful students are able to align their personal academic interests with the needs of 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. Students desiring to complete a joint disciplinary degree (e.g. Political Science/Environmental Studies) must

complete the nine core requirements listed below, but not the additional five track courses.

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 Ecology Tutorial, Organic 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 five additional courses or tutorials in one of the following tracks: Policy Track (consult with Dr. Alcock), Science Track (consult with Dr. Heffernan) , 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

FACULTY IN ENVIRONMENTAL STUDIES

[Frank Alcock](#)

[Erika Diaz-Almeyda](#)

[David Brain](#)

[Nicolas Delon](#)

[Brad Oberle](#)

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.” Our program is defined broadly and encompasses other related fields including Women’s and Feminist Studies; Gender and Sexuality Studies; Queer and Trans Studies; and Masculinity Studies; it also intersects with interdisciplinary fields including Cultural, Ethnic, and Africana Studies. Our program is comprised of a dedicated cohort of core faculty members, along with more than 30 faculty affiliates in disciplines in the Humanities, Social and Natural Sciences, all of whom support student work in Gender Studies in their classes and tutorials. Each semester we offer a roster of 20+ courses, including courses specifically listed in Gender Studies, as well cross-listed and Gender Studies-eligible courses; see the NCF course schedule for each semester’s offerings, and the GS web page for lists of both recently offered courses and representative senior project titles. Core GS faculty are listed below, and a complete roster of affiliated faculty, contact information for the Program Director and Advisor, as well as the members of Gender Studies

Steering Committee, are available on the GS web page.

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 comprise the final capstone requirement, demonstrating the student's achievement of the required skills and abilities and their engagement with interdisciplinary inquiry.

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 (usually in a student's 5th or 6th contract) before being formally recognized as Gender Studies concentrators. AOC requirements and checklists for the AOC and Joint-Disciplinary AOC, as well as a link to the AOC application, are on the GS web page. Students should contact our Program Advisor for guidance in Gender Studies, including assistance planning a course of study and completing the application.

The AOC in Gender Studies is explicitly interdisciplinary and intersectional, encouraging students to complete courses in a range of disciplines from across the College's three divisions, in addition to interdisciplinary courses specifically designated as Gender Studies. Students pursuing a full AOC also complete an internship or volunteer experience designed to support exploration of possible career paths. 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.). A list of the requirements for both the Gender Studies AOC and the Joint-Disciplinary option are found below.

COURSE OF STUDY

[* THESE REQUIREMENTS WERE UPDATED IN JUNE 2021; STUDENTS WHO ENROLLED AT NCF BEFORE 2021 MAY OPT TO FOLLOW THESE REQUIREMENTS OR TO CONTINUE WITH THE PREVIOUS AOC REQUIREMENTS; SPEAK TO THE GS PROGRAM ADVISOR ABOUT OPTIONS].

The **Gender Studies AOC** consists of eight courses, an internship, and two thesis tutorials (all are full-term activities, whether semester-long or ISP; 2 mod-credit activities = 1 full-term):

- A. Introduction to Gender Studies
- B. A Theory course
- C. Six full-term electives, at least one from each of four categories:
 - 1. Race and Transnational Perspectives
 - 2. Health and Medicine
 - 3. Social Institutions and Interactions
 - 4. Arts, Culture, and Meaning
- D. An internship
- E. Two thesis tutorials
- F. A research skills course is encouraged but not required

The **Gender Studies** component of a **Joint-Disciplinary AOC** requires 6 courses (all are full-term activities, whether semester-long or ISP), plus a senior thesis with a significant Gender Studies component.

- A. Introduction to Gender Studies
- B. A Theory course
- C. Four full-term electives, at least one from each of four categories:
 - 1. Race and Transnational Perspectives
 - 2. Health and Medicine
 - 3. Social Institutions and Interactions
 - 4. Arts, Culture, and Meaning
- D. A thesis with a significant Gender Studies component

The requirements listed above, for both the full and Joint-Disciplinary AOCs, should be completed primarily by taking GS and GS cross-listed courses. Up to three Gender Studies-eligible courses can be counted toward the electives requirement. A list of regularly-offered courses that fulfill each requirement is available from the Gender Studies Program Advisor. Electives listed in more than one category can be counted for either requirement, but classes cannot be double-counted. It is possible for tutorials, and courses taken at other institutions, to fulfill AOC requirements with prior approval by the GSP Advisor. Aside from the Internship and Thesis, no more than two requirements may be fulfilled with tutorials.

SAMPLE SENIOR THESIS TITLES

- Aren't you a little strong for a lady? Gender in Superhero Movies (Gender Studies and Sociology)
- LGBT Gender Presentation, Community Connectedness, and Self Esteem (Gender Studies and Psychology)
- "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)

GENDER STUDIES CORE FACULTY (FACULTY WITH DEMONSTRATED EXPERTISE AND WHO ARE COMMITTED TO SUPPORTING STUDENT WORK IN THE FIELD)

[Nick Clarkson](#)

[Emily Fairchild](#)

[Sandra Gilchrist](#)

[Susan Marks](#)

[Amy Reid](#)

[Xia Shi](#)

[Miriam Wallace](#)

Geographic Information Systems (GIS)

This academic program provides a pathway of courses and academic opportunities for students to acquire skills to be proficient in Geographic Information Systems (GIS). GIS is a powerful tool for multiple real-world applications in professional and academic disciplines. Employers and graduate schools are eager to recruit students with a solid background in GIS analysis, particularly those students with a certification of proficiency. The pathway will provide students with the necessary skills to obtain an NCF-GIS Certificate. Additionally, this certificate will cover the needed content for students to take an online exam offered by the Environmental Systems Research Institute (ESRI). ESRI is an internationally recognized company that produces ArcGIS, one of the best GIS software systems. ArcGIS, as well as their certifications, are extensively used and recognized by state, local and federal government offices, conservation groups, academic institutions, and private companies. Students successfully finishing the NCF-GIS Certificate can take one or more of ESRI's online certification tests. The proposed pathway is described below, along with the requirements for both the NCF and the ESRI certificates.

The following is a recommended sequence of courses for obtaining a GIS Certificate at New College of Florida. This path has to be started no later than one academic year prior to the student's intended graduation date, to guarantee all required and elective courses/activities are met. Individual AOC requirements, prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students must pass all the required courses, and take at least one elective course and one GIS-related activity. Students should always consult the online catalog for class information, and contact GIS-Certificate faculty members to better understand typical course availability and individual program planning. Students successfully finishing the NCF-GIS Certificate coursework can apply to be sponsored by New College to take one or more external online GIS certificates issued by the Environmental Systems Research Institute (ESRI) or equivalent organization.

Certificate pathway 1-year plan

Semester One (Fall)

Course	Credits	Required Course	Elective Course	Related activity
- Introduction to GIS		X		
- Tutorial or thesis GIS-related work				X
- ISP - GIS-related project				X

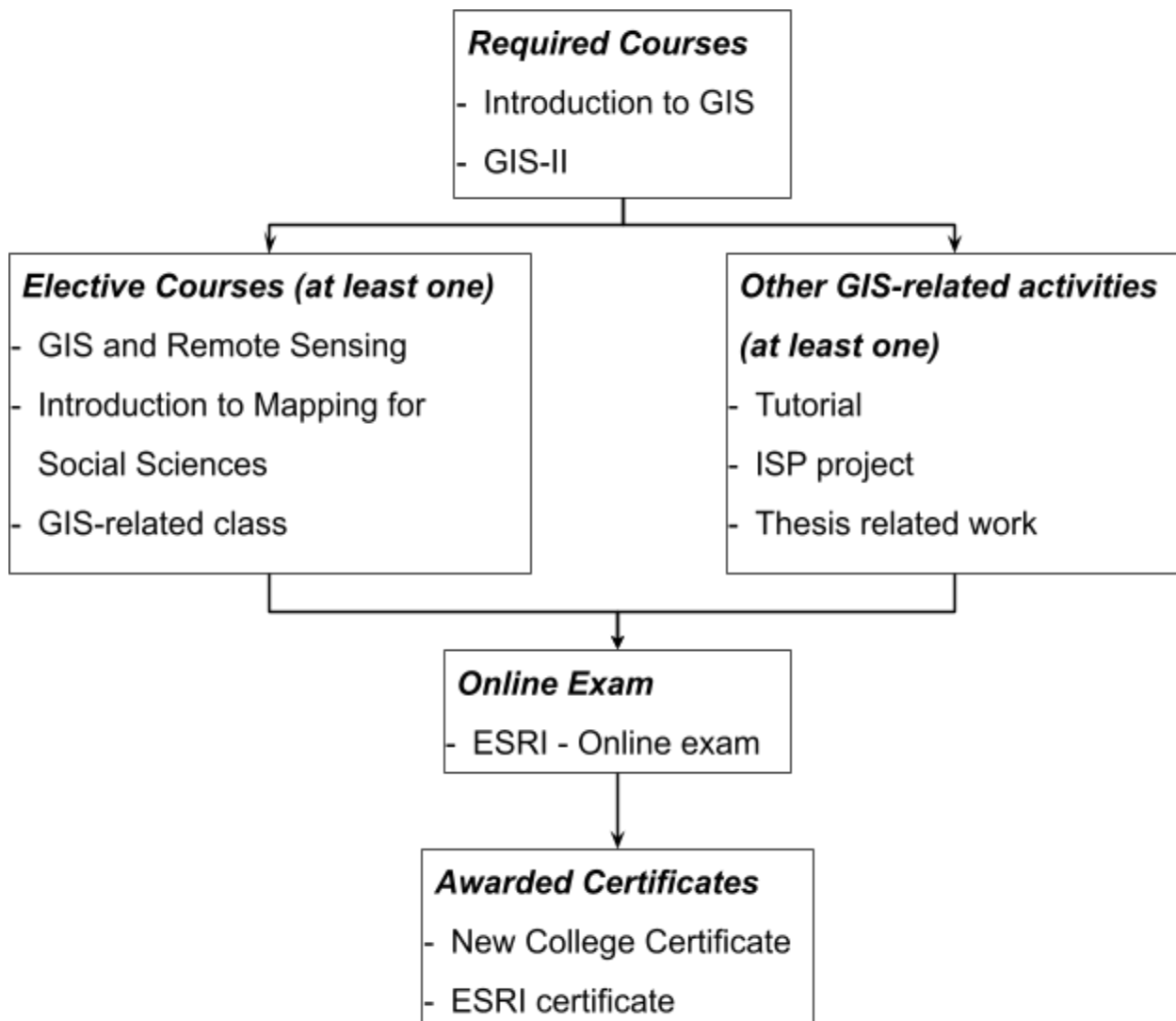
Semester Two (Spring)

Course	Credits	Required Course	Elective Course	Related activity
- GIS-II		X		
- GIS and Remote Sensing			X	
- Introduction to Mapping for Social Sciences			X	
- Tutorial or thesis GIS-related work				X

Semester Three

Course	Credits	Required Course	Elective Course	Related activity
- GIS-related course			X	
- Tutorial or thesis GIS-related work				X
- GIS-related internship				X

Certificate pathway Flowchart



GIS CORE FACULTY
[Gerardo Toro-Farmer](#)

Innovative Digital Media

The Innovative Digital Media Program will support an interdisciplinary Certificate in Innovative Digital Media emphasizing the development of critical thinking, analytical and creative problem-solving, collaboration, and creative content creation.

CERTIFICATE REQUIREMENTS

Five courses identified by the steering committee as IDM eligible across at least two divisions/programs are required to complete the certificate program, totaling 5 units. Students will assemble ePortfolios to demonstrate their acquired skills (and share with employers upon certificate completion). Recent and upcoming course offerings identified by the committee include:

HUMANITIES

Fall 2020 Sculpture: Interactive Art (Buysens) SETSAIL: Local Gods: Mapping Religious Diversity in Sarasota (FYS) (Lopez, Murgu).

Future terms: Digi-Fab: Digital Fabrication for Art (Buysens); Digital Media & Sound (Dancigers); Electronic Music (Dancigers).

SOCIAL SCIENCES

Future Terms: New College Oral History (Dean) Anthropology of Infrastructure and Energy (Dean) Mapping for the Social Sciences (Giglioli)

NATURAL SCIENCES

Fall 2020 Introduction to Programming in Python (Lepinski) Foundations of Human Centered Computing (Roy)
Introduction to GIS (Toro-Farmer)

Future Terms: Introduction to Programming (e.g. Programming in R, Programming in Python) (Lepinski, Crow, Roy)
Natural Language Processing (Hamid) Robotics (Eaton) Introduction to Augmented Reality (Roy)

INTERDISCIPLINARY PROGRAMS (e.g. Environmental Studies, International Studies, Gender Studies, Library)

Spatial Ecologies (Heffernan plus an Arts faculty)

Making Makers: Academic and Public Library Collaboration (Race)

ISPs AND INTERNSHIPS

Biomimicry ISP (Heffernan)

FabLab ISP (Bethune)

CORE FACULTY

[Dan Bethune](#)

[Ryan Buyssens](#)

[Tabea Cornel](#)

[Melissa Crow](#)

[Mark Dancigers](#)

[Erin Dean](#)

[Matt Lepinski](#)

[Manuel Lopez](#)

[Tammera Race](#)

[Tania Roy](#)

[Gerardo Toro-Farmer](#)

Health, Culture & Societies

Health, illness, and disease can only be fully understood if one considers the complex interaction of biological, social, and cultural realities in societies past and present. The Joint AOC in Health, Culture, and Societies (HCS) fosters an understanding for the importance of these interwoven factors. It is designed to complement and/or deepen the learning experience in other AOCs for students who are interested in health-related careers, broadly defined. It is radically interdisciplinary (i.e., cross-divisional) and transdisciplinary (i.e., crossing the lines between academia, professional work outside of academia, and community engagement). This program provides an opportunity for students to explore different aspects and conceptions of health in their broader socio-cultural contexts. The underlying organization and cross-divisional design, make this program appropriate for students who are interested in health from a humanistic (i.e., artistic, literary, historical, philosophical, or ethical), social scientific (i.e., anthropological, psychological, social, economic, or political), and natural scientific (i.e., biological, biochemical, physiological, or epidemiologic) perspective, regardless of AOC. This Joint AOC will make students more competitive in traditional medical, nursing, and public health professions, as well as in allied health fields and specialized areas including, but not limited to, art and music therapy, biophysics, data science, health advocacy, and policy analysis. Moreover, this program allows students to become holistically educated citizens of health while providing flexibility, global vision, focus on equity, and practical skills.

REQUIREMENTS FOR A JOINT AOC

Six core courses that are currently taught at New College, with alternatives available at other Cross College Alliance (CCA) institutions. A Semester-long professionalization seminar and practicum (in this order) are also required. Moreover, students choose two electives, which should be health-related and/or provide important background on social, cultural, political, historical, technological, and/or environmental determinants of health. This design allows students flexibility in creating an experience that meets their needs, while maintaining a basic and interconnected curriculum.

CORE COURSES

1. Epidemiology Matters: An Introduction (Fennie) or other introductory epidemiology course
2. Global Health and Humanity (Fennie) or other introductory global health course
3. A History of Biomedicine (Cornel) or other introductory history of medicine course
4. Biomedical Ethics (Cornel) or Neuroethics (Cornel) or Animal Minds and Ethics (Delon) or other introductory medically/biologically/socially-oriented ethics course
5. Anthropology of the Body, Illness and Health (Gong) or other introductory medical anthropology course
6. Dealing with Data I (Crow) or Introduction to Statistics (Cooper) or Statistics for Economics and the Social Sciences (Lee) or other introductory statistics course

PROFESSIONALIZATION SEMINAR

- The semester-long professionalization seminar is required. The professionalization seminar will be run as a group tutorial by core faculty and Center for Career Engagement and Opportunity (CEO) staff.
- Seminar meetings will consist of career planning exercises and conversations with guests who (have) pursued careers in health, broadly conceived. Students will be exposed to health professionals in multiple fields and at various career stages, e.g., genetic counselor, medical school student, representative of SRQ strong, leadership of Multicultural Health Institute, data scientist at cardiac analytics company, artist working with community members with special needs, and former advisor to the Presidential Commission for the Study of Bioethical Issues (these are concrete examples of our contacts).
- Deliverables will be related to career planning and include career assessment, CV/resume, portfolio / LinkedIn profile, elevator pitch, mock interview, mock salary negotiation, and internship preparation.

PRACTICUM

A practicum is required. The prerequisite for the practicum is the professionalization seminar. The core faculty will collaborate with CEO staff to develop partnerships for placements, and CEO staff will assist students in securing practica. The core faculty and CEO staff will guide students in reflecting upon completed practica.

CORE FACULTY

[Tabea Cornel](#)

[Kris Fennie](#)

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), Erin Dean (Anthropology), Amanda Fidalgo (Political Science), Iliaria Giglioli (Geography), Sandra Gilchrist (Biology), Yidong Gong (Medical 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 Zafra (Religion), Susan Marks (Religion), Thomas McCarthy (History), Nassima Negaz (Religion and Islamic Studies), José Alberto Portugal (Spanish Language and Literature), Amy Reid (French Language and Literature), Xia Shi (History), Wendy Sutherland (German Language and Literature), Gerardo Toro-Farmer (Coastal & Marine Sciences), Jocelyn van Tuyt (French Language and Literature), Hugh Viera Vargas (Ethnomusicology), Alina Wyman (Russian Language and Literature), Jessica Young (English), Sherry Yu (Economics), Jing Zhang (Chinese Language and Culture), Meccasia Zabriskie (Sociology).

In response to the unique challenges of global interdependence, the International Studies program offers several AOC options. 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 both meet a range of student interests and provide solid training for future study or work in the area. The “area studies” track combines fundamental courses on the international political and economic systems with the student’s choice of specialization in a regional area; the “systemic track” focuses on a deeper understanding of the international political and economic systems; and the “issue” track is designed for students with a specific interest in a major international issue that affects more than one region, e.g. global health issues or peace and conflict.

In addition to these three tracks in the IAS AOC, we offer separate AOCs in Caribbean and Latin American Studies, East Asian Studies, and European Studies. These AOCs are designed for students with intensive interests in one of these regions and less of a focus on the international system. Students are free to concentrate in other regional areas either under the IAS area studies track or as an individually designed major.

International and Area Studies, Asian Studies, Caribbean and Latin American Studies, East Asian Studies, and European

Studies are also very appropriate joint AOCs for students combining them with disciplinary AOCs, so we offer a reduced set of requirements for those options.

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

REQUIREMENTS FOR A SINGLE AREA OF CONCENTRATION OR DOUBLE AOC

INTERNATIONAL AND AREA STUDIES - AREA STUDIES TRACK

Completion of the 5th-semester course (or equivalent) of a language appropriate to your area of specialization

Intro to World Politics

1 Comparative Politics course

Intro Microeconomics or Intro Macroeconomics

International Economics or Development Economics

At least 4 courses in your regional area of specialization, including the following:

1 non-language Humanities course

1 History course

1 non-History Social Science course

1 elective in any area

INTERNATIONAL AND AREA STUDIES - SYSTEMIC TRACK

Completion of the 4th-semester course (or equivalent) of a foreign language

Intro to World Politics

1 Comparative Politics course

Race and Ethnicity in Global Perspective

At least 3 of the following economics courses:

Intro Microeconomics

Intro Macroeconomics

International Economics

Development Economics

2 Modern History courses

1 Environmental Politics course covering international or cross-border issues

If possible, an ecology or science course dealing with a major global ecosystem (climate, oceans)

INTERNATIONAL AND AREA STUDIES - ISSUE TRACK

Completion of the 4th-semester course (or equivalent) of a foreign language

Intro to World Politics

1 Comparative Politics course

Intro Microeconomics or Intro Macroeconomics

International Economics or Development Economics

At least 4 courses in your issue of specialization, e.g. global health. The following activities may count for this requirement:

Courses taught here (usually on an occasional basis)

Courses taken at other institutions, if they meet NCF standards

Courses taken abroad, if they meet NCF standards

Up to 2 tutorials

CARIBBEAN AND LATIN AMERICAN STUDIES

Completion of a 6th-semester course (or equivalent) of Spanish (culture or literature in the original language). Students must complete an advanced course or tutorial in the language during their final year at NCF. Students working primarily in a country using a language other than Spanish may substitute 2 semesters of that language (e.g., Portuguese or French) for the 5th and 6th semesters of Spanish, although they are encouraged to attain advanced-level Spanish as well.

Required Foundation Courses:

Introduction to Latin American Studies (introductory)

Interdisciplinary Framework Course on the Caribbean and Latin America (intermediate)

Latin American Social Theory (advanced)

1 Methodology course (in any relevant area of study: e.g. a field within social sciences, natural sciences, or humanities)

5 Core Course Electives with Caribbean and Latin American content

At least 1 course each in the Humanities, Social Sciences, and Natural Sciences.

At least 3 courses must be at the intermediate or advanced level.

EAST ASIAN STUDIES

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.

1 Asian Humanities elective outside of language

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

1 Politics course that addresses Asia

1 Economics course that addresses developing countries or international economics (these courses normally require an intro level economics course)

3 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

Completion of a 6th semester course (or equivalent) of a major European language (culture/literature in the original).

1 other European literature, art, music, culture, or philosophy course

the 2-course core history sequence on Modern Europe

1 Medieval or Renaissance course on Europe

1 Politics course that addresses Europe

1 Economics course that addresses Europe (e.g., international economics – these courses require an intro-level economics course)

2 electives in any field covering Europe

AFRICAN STUDIES, MIDDLE EASTERN STUDIES, OR SOUTH ASIAN 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, CARIBBEAN AND LATIN AMERICAN 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 theory and methods course in the field most related to their thesis topic. Please consult your potential thesis advisor about such a course early in your fifth contract (fourth if you plan to graduate in seven contracts).
- 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 JOINT AOC:

INTERNATIONAL AND AREA STUDIES - AREA STUDIES TRACK

Completion of 3rd-semester course (or equivalent) of a foreign language

Intro to World Politics or Comparative Politics course

Intro Microeconomics or Intro Macroeconomics

International Economics or Development Economics

3 courses in your regional area of specialization, including at least one History course.

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

INTERNATIONAL AND AREA STUDIES - SYSTEMIC TRACK

Intro to World Politics

1 Comparative Politics course
Intro Microeconomics or Intro Macroeconomics
International Economics or Development Economics

2 Modern History courses

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

INTERNATIONAL AND AREA STUDIES - ISSUE TRACK

Intro to World Politics

1 Comparative Politics course
Intro Microeconomics or Intro Macroeconomics
International Economics or Development Economics

3 courses in your issue of specialization.

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

CARIBBEAN AND LATIN AMERICAN STUDIES

Completion of the 4th-semester course or equivalent of Spanish language. Students working primarily in a country using a language other than Spanish may substitute 2 semesters of that language (e.g., Portuguese or French) for the 3rd and 4th semesters of Spanish, although they are encouraged to attain intermediate-level Spanish as well.

3 required Foundation Courses:

Introduction to Latin American Studies (introductory)
Interdisciplinary Framework Course on the Caribbean and Latin America (intermediate)
Latin American Social Theory (advanced)

3 Core courses with Caribbean and Latin American Content: Students must choose 3 electives on the Caribbean and Latin America in at least two Divisions outside of their other AOC.

EAST ASIAN STUDIES OR ASIAN STUDIES*

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

Completion of the 3rd-semester course or equivalent of a major Asian language

1 Asian Humanities elective outside of language

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)

1 Social Science elective (outside of the other AOC you are combining) that addresses Asia or developing countries

1 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 Asian Humanities elective outside of your AOC

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 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:

Completion of the 3rd-semester course or equivalent of a major European language

1 European Humanities elective outside of language

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)

2 Social Science electives (outside of the other AOC you are combining) that address Europe or developed countries

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

1 European Humanities elective outside of your AOC

the 2-course core history sequence on Modern Europe

3 Social Science electives that address Europe or developed countries (2 of them must be outside History)

FOR ALL STUDENTS WITH JOINT AOCs IN INTERNATIONAL AND AREA STUDIES, ASIAN STUDIES, CARIBBEAN AND LATIN AMERICAN 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 students are combining two slashes), it is advisable that the student take a research design course in the field most related to the thesis topic. Please consult your potential thesis advisor about such a course prior during your fifth contract at the latest.

INTERNATIONAL STUDIES FACULTY

[David Harvey](#)

[Barbara Hicks](#)

[Xia Shi](#)

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), 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

Museum Studies

Museum Studies is an interdisciplinary secondary field (minor) that offers a theoretical and practical foundation for engaging critically and creatively with museums, institutions—whether art museums, natural history museums, heritage (archaeological and historic) sites, botanical gardens, science centers, aquariums, or zoos—that collect, preserve, research, interpret, and exhibit tangible and intangible evidence of the human and natural world, with the goal of promoting deeper knowledge, understanding, and inquiry. Students at New College will benefit from the wide variety of museological institutions in the

surrounding area, including, but not limited to: the John and Mable Ringling Museum of Art; the Sarasota Art Museum of Ringling College of Art and Design; the Bishop Museum of Science and Nature; Mote Marine Laboratory and Aquarium; the Family Heritage House Museum at State College of Florida; the Gallery at State College of Florida; Sarasota County Historical Resources/History Center; Marie Selby Botanical Gardens; De Soto National Memorial (National Park Service); Reflections of Manatee; Florida Maritime Museum (Manatee County); Art Center Sarasota; Architecture Sarasota.

This secondary field is designed to complement areas of concentration in a wide variety of disciplines, though it is particularly suited to anthropology and art history. It consists of 1) a set of courses that introduce students to the fields of museum and heritage studies, as well as to the history of collecting and museums; and 2) elective coursework and internships (selected in consultation with faculty in Museum Studies, and approved by the Director of Museum Studies) that will enable students to gain focused experience in a core facet of museum practice, whether collections or communication. This combined exposure to broader theoretical frameworks and targeted practical experience prepares students for a variety of fields and employment, but is especially suited to students contemplating further study and a career in Museum Studies and related fields like Library and Information Science.

REQUIRED COURSES FOR SECONDARY FIELD:

- Three foundational courses:
 - “Museum Studies in Theory and Practice,” or another approved introduction to museum studies.
 - “Worlds of Wonder,” or another approved course on the history of collecting and museums.
 - “Heritage: History and the Past Today,” or another approved introduction to heritage studies that addresses the role of museums.
- One approved non-internship elective course, tutorial, or ISP (taken for full semester credit) in which the student applies knowledge and skills relevant to museum studies to a museum and/or heritage-related topic.
- Two internships (each taken for full semester credit):
 - An exploratory internship that exposes the student to a broad range of museum and/or heritage functions and career paths.
 - An additional internship focused on one of the tracks (collections or communication) laid out below.

Students’ completion of the Museum Studies secondary field is contingent upon the submission of a satisfactory portfolio that consists of: 1) a curated selection of relevant work—which may include, but is not limited to, items such as 2D and 3D designs, creative or analytical writing, and event or program plans—completed in the context of the student’s elective courses; and 2) an accompanying, synthetic reflection. Students are not limited to including work from the three units of elective coursework/internships, but representing each is a minimal requirement. The reflection must articulate how the portfolio materials connect to the selected track (see below), as well as to the student’s overall museum studies coursework, the broader field of museum studies, and their future career plans. Overall, the portfolio should showcase the student’s strengths: the learning and skills that they have acquired as the result of their elective coursework, and their capacity for critical thinking, versatility, and/or collaboration. In consultation with the other Museum Studies faculty, the Director of Museum Studies will review the portfolio, which must be evaluated as satisfactory for the secondary field to be listed with the student’s Area of Concentration.

As indicated above, the elective coursework and internships will culminate with a focus on one of the two tracks—one that foregrounds engagement with collections, and another that foregrounds engagement with museum audiences and communities—as demonstrated by the portfolio of relevant work completed in the context of these elective activities and an accompanying, synthetic reflection. Students need not have identified the specific track by the time they begin their initial, exploratory internship, but they must do so in order to satisfactorily complete this final portfolio.

Note: each internship is normally undertaken for a full semester of credit. In exceptional circumstances, a student may request approval to substitute two equivalent module-credit internships.

COLLECTIONS:

This track entails a focus on the management, study, and/or display of living or non-living collections. Such activities include, but are not limited to, conservation science and restoration, research into collection items or into the history of institutions/collections, collections management, care, and conservation, digital asset management, the preparation of curatorial briefs and exhibitions, display design, and the preparation of collection items for travel, display, or storage.

COMMUNICATION:

This track entails a focus on communication with the various communities (whether internal or external) and audiences connected to museums, shifting the focus from the collections to the publics that engage with them. While museum

communication was once seen as largely unidirectional, from the institution to its audiences, it is now viewed as a more dynamic, interactive exchange between those within and without the institution. Communication may involve the traditional communication and marketing activities of promoting and advertising institutions' exhibitions, programs, and collections to local, national, and/or international media (television, radio, the press, etc.) and social media outlets, as well as activities that include, but are not limited to, the design of and creation of content for institutional websites, the creation of museum signage, various forms of interpretation of the collection for museum audiences (whether the creation of interpretive labels or the design and delivery of education programming), visitor evaluation, outreach and engagement with the local community or new museum publics, and fundraising.

SAMPLE 4-YEAR PLAN OF STUDY

Year 1 Fall Foundational course: Heritage: History and the Past Today		Year 1 Spring Foundational Course: Worlds of Wonder
Year 2 Fall	ISP 2 Internship or ISP that satisfies the elective coursework requirement.	Year 2 Spring Foundational course: Museum Studies in Theory and Practice
Year 3 Fall Elective Coursework or Internship		Year 3 Spring
Year 4 Fall Elective Coursework or Internship	ISP period: Submission of Final Museum Studies Portfolio.	Year 4 Spring

LIST OF FACULTY MEMBERS PARTICIPATING:

[Uzi Baram](#)
[Katherine Brion](#)
[Magdalena Carrasco](#)

Neuroscience

Neuroscience, the interdisciplinary study of the brain and mind, intersects with many other academic disciplines. Students concentrating in any discipline who wish to add Neuroscience as a joint-disciplinary concentration ("X/Neuroscience") will complete courses and educational experiences that include: 1) An orientation to the field of neuroscience, achieved through an introductory course such as Introduction to Neuroscience or Biological psychology. 2) Gaining both depth and breadth of inquiry in neuroscience, achieved by completing four intermediate or advanced Neuroscience-related units (courses or tutorials) that span at least two disciplines (e.g. Biology, Psychology, etc.) Note that no more than two units may overlap between the Neuroscience joint-disciplinary AOC and the requirements of the student's primary AOC. 3) Becoming proficient in at least one neuroscience laboratory research methodology by completing at least one laboratory course in a neuroscience-related area such as Neurobiology lab, Laboratory in Brain Tractography, or Behavioral Endocrinology lab. Additionally, it is highly recommended that students interested in neuroscience complete statistics and writing-intensive coursework if not already required by their primary AOC. Because graduate programs in Neuroscience-related fields are diverse in their focus and prerequisites, students interested in graduate study in Neuroscience should work closely with their advisors to ensure that they have met all prerequisites for graduate programs of their choice, which may not be exactly the same as what is required to complete a joint-disciplinary AOC in Neuroscience.

Please see this checklist [document](#) and [these slides](#) for an outline of the joint-disciplinary AOC.

FACULTY IN NEUROSCIENCE

[Kathleen Casto](#)
[Peter Cook](#)
[Elizabeth Leininger](#)

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

Quantitative Social Sciences

Quantitative Social Science (QSS) is a burgeoning interdisciplinary field that combines quantitative analysis skills with a variety of substantive social science disciplines. The quantitative social science program provides students across the social sciences with the core skills and tools required to conduct sophisticated quantitatively oriented social science research. Designed to accompany the substantive core courses of another social science AOC, this program of study emphasizes the practical methodological components of quantitative data analysis, including research design, applied statistics, programming, and mathematical foundations.

Quantitative Social Science is not just the study of how to do data analysis, but also the study of why data analysis should be done, what its possibilities are, and its limitations. Students who study quantitative social science will emerge with a better understanding of how decisions with data get made, how to interpret the profusion of data in our increasingly digital society, how different social science fields utilize data to understand their areas of study, and how to communicate effectively and clearly with data.

This joint program of study will be of particular interest to students hoping to pursue careers in social fields requiring quantitative analysis skills such as jobs in state or federal government, consulting, media and communications, and as analysts (marketing analyst, political analyst). Many of these careers look for both a social science degree and data analysis skills. Additionally, this joint AOC may be helpful for those interested in graduate school in the social sciences, where sophisticated quantitative skills are increasingly expected as prerequisites for admission.

COURSE REQUIREMENTS FOR JOINT DEGREE

1. Three courses in applied statistics
 - a. One Level I applied statistics course
 - *Examples: Dealing with Data 1, Introduction to Statistics, Quantitative Political Analysis 1.* QSS considers a “Level I” class as a quantitative analysis or applied statistics course without a Prerequisite.
 - b. Two Level II (or higher) applied statistics courses
 - *Examples: Advanced Statistics for Psychology, Econometrics, Quantitative Political Analysis II, many Statistics classes with a prerequisite (including but not limited to: Dealing with Data II, Introduction to Categorical Data Analysis, Statistical Learning).* QSS considers a “Level II” class as a quantitative analysis or applied statistics course with a statistical or quantitative prerequisite.
2. Two classes in computation
 - a. Introduction to Programming
 - b. Second course in computation
 - *Strongly recommended: Databases for Data Science*
3. One course in social science research design
 - *Examples: Research Methods in Psychology, Research Design Workshop in Political Science, Research Methods in Sociology, Method and Theory in Archaeology*
4. Mathematics for the Social Sciences
 - *Alternately, students may take Calculus I and Linear Algebra to satisfy this requirement*
5. Two additional quantitative electives
 - *Recommended Electives: GIS, Visualization, Social Network Analysis, Statistical/Machine/Deep Learning, Probability, Linear Algebra, Calculus, Mathematical/Statistical/Computational Modeling, Algorithms, R programming tutorial*

Total Course Requirements: 9 courses. Up to 3 courses can double count toward a student’s other joint AOC.

ADDITIONAL REQUIREMENTS

1. Language: R and Python must be utilized as the dominant language in at least one course each.
 - This requirement can be supplemented with additional tutorials if necessary.
2. Distribution: Primarily quantitative coursework must be undertaken in at least two different social science fields: Psychology, Economics, Political Science, Sociology, Geography, Anthropology, and History. Primarily

substantive courses in those fields cannot count for this distribution requirement.

3. Practice: The student must complete a quantitatively oriented independent research project. Typically this is met through one of the following paths:
 - Quantitative chapter in a thesis (or a quantitative thesis)
 - Quantitative ISP project
 - Quantitative tutorial/IRP

REQUIREMENTS FOR SECONDARY FIELD DEGREE

Identical to joint AOC, but with only one elective and without the second computation course. Up to 2 courses can double count toward student's primary AOC. Total course requirements: 7 courses.

QSS FACULTY

A member of the Quantitative Social Science faculty must be a member of the baccalaureate committee. While this faculty member does not have to be an academic advisor or thesis sponsor, it is recommended that students consult with a QSS faculty member early in their program of study to ensure that course requirements for the degree are being effectively met.

[Catherine Cottrell](#) (Psychology)

[Amanda Fidalgo](#) (Political Science)

[Tarron Khemraj](#) (Economics)

[Jack Reilly](#) (Political Science)

[Sherry Yu](#) (Economics)

Rhetoric and Writing

The Rhetoric and Writing secondary field is the study of how writers interact with and consider texts, contexts, and audience in order to construct knowledge and effect change. Successful writing is not only dependent on a writer's knowledge and skill, but also on the writer's ability to analyze rhetorical situations. To do so, students read and write about rhetoric and writing in order to think critically about their own texts and composing practices; subsequently, they often change many of their beliefs about writing, which then impacts their processes and strategies. Students in Rhetoric and Writing not only learn procedural knowledge ("knowing what": e.g. what a thesis is) but declarative knowledge ("knowing how": e.g. how to analyze the rhetorical situation to know how to develop the appropriate argument). As rhetorical analysis and written communication are both necessary components of many professions and fields of study, the writing beliefs and practices students develop throughout the program are then transferable to contexts beyond their undergraduate work. Rhetoric and Writing introduces students to practical application not only through their coursework but also through required experiential learning.

REQUIREMENTS

Six courses + professional experience + eportfolio

- 1) Required:: Foundational Course (1)
 - Writing about Writing/Writing About Writing for the Sciences (offered every semester; multiple sections)
- 2) Electives (5 total, chosen from the 2 categories below)
 - a) Rhetoric and Writing Courses (currently labeled as Writing Studies Courses) (3)

Examples:

- Linguistic Approach to Writing (offered every other year)
- Pedagogy in Practice (offered every spring)
- Writing with Communities and Nonprofits (offered fall and spring)
- Scientific Writing (offered every spring)
- Advanced Research Writing (offered every spring for 4th years)
- Exploring the Essay (offered every fall)
- Special Topics tutorial or ISP (current examples include Teaching Writing in Secondary Classrooms; Research Methods in Writing Studies)

- b) Interdisciplinary Electives (at least 2)

Examples:

- Writing Enhanced Courses (WEC)

- Other writing-intensive courses/tutorials that clearly meet some of the stated learning outcomes for the Rhetoric and Writing secondary field; to “count” a non-WEC course or tutorial as an elective for the Rhetoric and Writing secondary field, students will need to receive approval from the Director of Writing.

- 3) Professional experience
 - Internship in related field
 - Employment as Student Writing Assistant in NCF WRC
- 4) Portfolio Evaluation to receive designation

CORE FACULTY IN RHETORIC AND WRITING

[Alexandra Maass](#), Associate Director of Writing

[Avni Vyas](#), Instructor of Writing

[Jennifer Wells](#), Director of Writing

AFFILIATED FACULTY IN RHETORIC AND WRITING

[Carrie Benes](#), History

[Sonia Labrador](#), Spanish Language and Literature

[Matt Lepinski](#), Computer Science

Theater, Dance, and Performance Studies

The program in Theater, Dance, and Performance Studies (TDPS) explores the dynamic nature and multivalent possibilities of performance as an interdisciplinary field. TDPS operates at the intersection of theory and practice, training students to engage with multiple forms of performance, in traditional theatrical contexts as well as broader ways of thinking and being in society. TDPS conceives of performance expansively, valuing broad connections over narrow specialization.

Students will learn to communicate effectively in speech, writing, and embodied practice, to collaborate effectively with others, and to apply their skills in critical analysis to both the production and the consumption of the performances that surround us. The program is broadly interdisciplinary, involving faculty with many differing areas of expertise and preparing students for collaborative endeavors in many fields after graduation, including but not limited to careers in the performing arts.

TDPS takes advantage of the vibrant performing arts resources in the greater Sarasota community such as Urbanite Theatre, West Coast Black Theatre Troupe, Asolo Repertory Theatre, Florida Studio Theatre, Players of Sarasota, Sarasota Contemporary Dance Company, Kuumba Dancers and Drummers, Sarasota Ballet, and Sarasota Opera [add dance co.] amongst others. Practicum courses are taught by artists and scholars that are active in their field affiliated with professional theater and dance companies and the acting faculty at the FSU Asolo Conservatory. Student internships with professional companies are available in many areas of theater, dance, arts management, and education. Students also have the opportunity to take performance courses at other Sarasota area colleges through the Cross College Alliance.

PROGRAM REQUIREMENTS:

The program is divided between courses in performance practice (practicum) and courses with a focus in theoretical, historical, cultural, social, and literary approaches (theory).

AOC REQUIREMENTS

Theory: One full credit academic activity or equivalent designed to introduce the field of Theater Dance and Performance Studies.

Five full credit academic activities or equivalent focusing on theoretical, historical, cultural, social, or literary approaches to the performing arts and performance. These courses must be based in **at least three** different disciplines (ie. TDPS, Music, Literature, Religion, Philosophy, Anthropology, Sociology, etc.) and include **at least two** intermediate/advanced level theoretical, historical, cultural, social, or literary full credit academic activities in any field.

Practicum: **Five** full credit academic activities or equivalents, including:

one activity **each** in Acting, Dance, **and** Technical Theater

one activity in Advanced Acting, Directing, Choreography, **or** Design

one additional elective practicum activity

One internship with a professional or community performance organization

Thesis in Theater, Dance, and Performance Studies. The thesis must include a written component and may also include a performance component.

JOINT DISCIPLINARY AOC

Theory: Four full credit academic activities or equivalent focusing on theoretical, historical, cultural, social, or literary approaches to the performing arts and performance. These academic activities must be based in **at least two** different disciplines (ie. TDPS, Music, Literature, Religion, Philosophy, Anthropology, Sociology, etc.) and include at least one advanced level theoretical, historical, cultural, social, or literary activity in any field. Introduction to Performance Studies is strongly recommended.

Practicum: Four full credit academic activities or equivalent, including at least one activity each in **two** of the following three fields: Acting, Dance, and Technical Theater, and one advanced level practicum activity in any field. The Joint Disciplinary AOC does not require an internship.

Thesis must include a significant component engaging with Theater, Dance, and Performance Studies.

CORE FACULTY IN THEATER

[April Flakne](#) (Philosophy)

[Nova Myhill](#) (English and Theater & Performance Studies)

[Diego Villada](#) (Theater & Performance Studies)

[Queen Zabriskie](#) (Sociology)

AFFILIATED FACULTY IN THEATER:

[Maribeth Clark](#) (Music)

[Mark Dancigers](#) (Music)

[Aron Z. Edidin](#) (Philosophy)

[Susan Marks](#) (Religion)

[Thomas McCarthy](#) (History)

[Amy B. Reid](#) (French Language & Literature)

[Carl Shaw](#) (Classics)

[Wendy Sutherland](#) (German Language and Literature)

[Jocelyn C. Van Tuyl](#) (French Language & Literature)

[Hugo Viera-Vargas](#) (Caribbean/Latin American Studies and Music)

[Maria D. Vesperi](#) (Anthropology)

[Jing Zhang](#) (Chinese Language and Culture)

PRACTICUM SPECIALISTS:

[Tim O'Donnell](#) (Production Manager, Technical Theater (staff))

[Andrei Malaev-Babel](#) (Theater, Adjunct)

[Leymis Willmott](#) (Dance)

Urban Studies (Full & Joint)

Affiliated Faculty (Faculty that have offered courses related to Urban Studies): Anthony Andrews (Anthropology), Uzi Baram (Anthropology), Carrie Beneš (History), David Brain (Sociology & Environmental Studies), Erika Diaz-Almeyda (Biology), Keith Fitzgerald (Political Science), Ilaria Giglioli (Geography), Brad Oberle (Biology), Jack Reilly (Political Science), Maria Vesperi (Anthropology), Jessica Young (English)

At New College, Urban Studies involves an interdisciplinary approach to the development, consequences and sustainability of contemporary human settlements as both social and physical environments, with the cultivation of skills relevant to engaged research and leadership in the work of addressing a range of contemporary challenges. Course work will range from a focus on the challenges of Florida's cities to comparative perspectives on urban development as a phenomenon of global scope and significance. Students should plan their program to cover the three dimensions of urban sustainability: ecological responsibility, economic viability, and social equity. The focus on connecting research to practice means that students will be expected to connect analysis of urban conditions to an understanding of political processes, social conflicts and the possibilities for collaborative solutions.

REQUIREMENTS FOR A FULL AREA OF CONCENTRATION

1. Core: (5 courses)
 - a. Introduction to Urban Studies.
 - b. One course on the history, theory and practice of contemporary urban planning.
 - c. Urban-related course in the social sciences: Urban Anthropology or Urban Sociology.
 - d. Urban History (e.g. Urban History & Theory, or equivalent).
 - e. A course on facilitation, consensus building and collaboration by design.

2. Tools for Urban Analysis: (4 courses—one in each area as a minimum, although students might choose to pursue additional study in one of these areas)
 - a. Statistics. (Dealing with Data I, Statistics for the Social Sciences).
 - b. Spatial Analysis. Intro to GIS. (GIS certificate encouraged.)
 - c. Visual Communication. At least one course: Drawing; Photography; Data Visualization and Communication.
 - d. Urban Analysis:
 - i. Research Methods in the Social Sciences (e.g., Introduction to Sociological Research Methods; Research Methods in Political Science; Ethnography; Quantitative Political Analysis).
 - ii. Urban Ecology (Biology of Urbanization, with pre-req of Foundations of Biology. Microbiology Lab, pre-req of Microbiology and Foundations).
 - iii. Data Science (Students might choose to pursue additional work in data science, including data visualization, programming in Python, Statistical Consulting).
 - iv. Urban Economics.

3. Disciplinary Foundations: (6 courses from the following list, including at least one advanced seminar with an urban focus). At least six courses from the list of courses eligible for credit, representing at least 3 disciplines (depending on the student's specific interests and focus). A key part of planning an individual student's program will be consideration of the foundational work necessary to prepare for an eventual career in the field. Advisers will work closely with students to craft a coherent and focused program, oriented to a potential career path.
 - a. Space & Place: Urban Geography. Postcolonial Geography. Geography of Globalization.
 - b. Understanding Power & Inequality: Race, Class, Gender. Introduction to Sociology through Inequality.
 - c. Urban Politics & Public Policy: Citizenship, Political Authority and the Public Sphere; Sustainable Development. Research Design Workshop in Political Science. Climate Change: Science, Policy, Media and Politics. Political Geography.
 - d. Urban History. Medieval Cities; History & Legacy of Rome; Rise of Urban America; Death, Hell, and Capitalism; The Gothic Cathedral.
 - e. Culture and Place: Heritage: History and the Past Today; Tourism: Culture, Power, Place; Landscapes: Past & Present; Visual Anthropology; Race & Ethnicity in Global Perspective. Public Art and its Publics (Art History). The City in World Literature: Globalized Gentrification (Literature).
 - f. Urban Economics. Intro to Micro; Intro to Macro; Environmental Economics; Public Finance.
 - g. Urban Ecology. Foundations of Biology. Urban Ecology. Biology of Urbanization. Microbiology, Microbiology Lab.

4. Urban Lab (practicum) or Internship. The Urban Lab is a practicum in which students will participate in a group project in collaboration with local community partners. Students can also meet this requirement with either a summer or semester long internship in a related area.

5. Thesis Studio (capstone). Students will be required to participate in a capstone thesis workshop.

REQUIREMENT FOR A JOINT CONCENTRATION

In order to combine Urban Studies with another AOC, students will be required to complete 8 courses in Urban Studies (including a practicum or internship), in addition to related foundational work in the other area of concentration.

1. Core Courses (5)
2. Spatial Analysis (e.g., GIS).
3. Statistics (or equivalent introduction to quantitative analysis).
4. Urban Lab or Internship.
5. Relevant disciplinary coursework. In addition, it is expected that students will take courses in another concentration that contributes to the development of research and analytical skills relevant to Urban Studies. In addition, it is expected that they will take courses as part of the other AOC that contribute to the development of critical perspectives and communication skills relevant to Urban Studies. A member of the Urban Studies faculty will serve on the baccalaureate committee and the thesis or senior project will reflect the joint nature of the concentration. (For example: Biology/Urban Studies. Data Science/Urban Studies. Economics/Urban Studies.)

REPRESENTATIVE SENIOR THESES IN URBAN STUDIES:

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

Academic Support Services

The Center for Career Engagement and Opportunity

The [Center for Career Engagement and Opportunity \(CEO\)](#) empowers every unique Novo Collegian to achieve post-graduation success and connect to a world of possibilities. CEO professional and student staff collaborate with faculty to provide individualized career coaching to students throughout their academic experience ensuring they develop, apply, and communicate skills gained from their liberal arts education, make intentional and strategic career decisions, connect to opportunity, and are successful in pursuing any professional goal. The CEO leads the Novo Career Advantage, New College's four-year career plan for undergraduates. New undergraduate students are assigned a professional career coach at the start of their first year, who partners with students on navigating the career development process and completing the steps of the [Novo Career Advantage](#). Career coaches ensure all students prioritize their professional development, explore careers, have a career plan, and are career-ready by gaining experiences that complement their liberal arts education needed for a successful transition post-graduation.

Career coaches help students with:

- Strategic career planning
- Career/AOC exploration and decisions
- Resumes, CVs and application documents
- Interviewing
- Internships
- Mentorship through the [New College Mentorship Network](#)
- Networking
- Search strategies
- Graduate and professional school applications
- Professional dress through the Career Closet

The CEO also provides advising for [prestigious global scholarships and fellowships](#) and the [Student Research and Travel Grant](#) that help students achieve their professional and career goals through funding opportunities for graduate school study, research, study abroad, language study, and teaching abroad. New College students are very competitive for prestigious awards and have been recipients of the Fulbright, Gilman, Boren, Freeman-Asia, National Science Foundation Graduate Research Fellowship Program, Goldwater, Truman, and many others.

The CEO actively fosters recruiting relationships with employers, internship sites, and graduate and professional schools, hosting a variety of networking and career events and programs for all students throughout the academic year.

Students can connect to opportunities and the CEO through the online platform, Handshake, in myNCF.

Pre-Professional Communities

New College's Pre-Professional Communities are designed for students to continue their studies in their chosen Area of Concentration while developing additional skills and experiences that further prepare them to stand out as applicants when applying to a professional school.

Through professional development opportunities, support resources, programming, admissions test preparation, and immersive experiences outside of the classroom, students have the opportunity to expand their knowledge and challenge themselves as they build key skills to help them become great professionals.

In addition to active student clubs and career support through the Center for Career Engagement and Opportunity, each Pre-Professional Community has a faculty program advisor who advises on course selection and planning, the professional school application process, letters of recommendation, and relevant academic experiences and resources.

- Pre-Law Professional Community: The Pre-Law Professional Community helps connect students pursuing legal careers to special programs, activities, experiences, and preparation that set them apart from other law school applicants. Through personalized pre-law advising and career coaching, students in the Pre-Law Professional

Community have the professional and peer support to achieve their goals. Pre-Law students participate in competitive moot court and mock trial events as part of the Novum Collegium Litigos team through the student-led New College Law Society.

- Pre-Medicine Professional Community: Through individualized comprehensive academic advising and career coaching, in addition to a world-class pre-med science education, the Pre-Medicine Professional Community helps to ensure Novo Collegiates are well prepared to pursue medical school after graduation. The Pre-Med Club is an active student organization and helps students pursuing medical school find volunteer opportunities, mentors, assistance with courses and the MCAT, and guidance in applying for research opportunities.

Novo Career Advantage, four-year career plan for undergraduates

New College prioritizes career exploration, planning, and preparation as an essential part of the academic program. Undergraduate students are expected to complete the Novo Career Advantage, New College's Four-Year Career Plan, ensuring that career development is prioritized throughout their studies. The Novo Career Advantage consists of simple steps that students complete with the Center for Career Engagement and Opportunity (CEO) as well as their faculty advisor. The skills and experiences gained through the Novo Career Advantage increase student career readiness and post-graduation success.

Steps in the Novo Career Advantage are recommended to be completed by specific contract numbers. For transfer students, the steps can be accelerated and mapped out throughout their academic plan.

Steps of the Novo Career Advantage:

1: Exploration (by Contract 2)

- Take the Focus 2 Career Assessment to explore AOC and career options
- Career exploration appointment with CEO Career Coach
- Complete Handshake profile
- Explore options for resume building experiences with faculty advisor and CEO Career Coach such as internships, Research Experiences for Undergraduates (REUs), study abroad, campus leadership roles, jobs, volunteer opportunities, and ISPs.

2. Preparation - Part I (by Contract 4)

- Communicating Skills in Writing: Resume/CV Writing or Review appointment with CEO
- Participate in the Novo Network Second-Year Mentorship Program or networking appointment with CEO career coach
- Create a LinkedIn profile to network for contacts and experiences

3. Preparation - Part II (by Contract 6)

- Communicating Skills Verbally: Mock Interview with the CEO
- Strategic Career Planning appointment with CEO career coach
- Have at least one resume-building experience completed such as an internship, Research Experiences for Undergraduates (REU), study abroad, campus leadership role, job, volunteer opportunity, or career-focused ISP.

4. Take Action (Contract 7+)

- Attend Fourth-Year Kick-Off
- Fourth-year Check-In with CEO Career Coach
- Update and upload resume on Handshake
- Update LinkedIn profile

Steps of the Novo Career Advantage are integrated into courses and other curricular and co-curricular activities; however, students can also complete their steps on their own. Appointments with the CEO can be made online through Handshake in myNCF.

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, Quantitative Resource Center, Writing Resource Center, and an open-use computer lab. Additionally, students participate in TA sessions and workshops in the ARC conference room and group study areas.

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 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 on the first floor of the Library) offers one-on-one advising to help students identify the program abroad or within the United States that best fits their academic interest and need, and offers assistance with the entire process, from the application process through re-entry. The Off-Campus Study/Study Abroad Office also coordinates with National Student Exchange (NSE), EcoLeague and CIEL exchanges. Throughout the year, the Office hosts 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: Counseling and Wellness Center, Dining Services, Dean of Student Affairs, Fitness and Recreation Center, Health Education, Housing and Residential Life, Student Activities and Campus Engagement, Student Disability Services, Student Success & Orientation and Case management. Student Affairs also provides staff support for and works closely with the New College Student Alliance and the Hamilton Center.

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 directs 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.

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). Full time staff, faculty, and Resident Advisors are mandatory reporters responsible for reporting any received notification of potential violation to our relevant policy. New College’s Sexual Discrimination/Harassment regulation can be found [here](#). For more information about Title IX, bystander intervention, and the responsibilities of mandatory reporters, please email titleix@ncf.edu.

File A Report

To file a report of a potential violation concerning any student, staff, faculty, administrator, or other NCF affiliated individual please visit [the Title IX webpage](#) for contact info and [the reporting link](#), or simply email 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, and lifelong learners.

Supporting Residence Life and Dining Services is a staff that includes the Senior Associate Dean of Student Affairs, four 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 exemptions 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. 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 eight Living Learning Communities located on campus. This year’s themes are Global Village, P.R.I.D.E, 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.

Student Activities

On any given day, you can find a variety of events and activities happening on campus! Whether you are interested in plays, movies, athletics/fitness, or other activities - you can find it [here](#). Come visit the SA[u]CE office in HCL 4 to learn about **leadership programs, volunteer opportunities**, joining or starting a **club** ([see here for a list of student groups](#)), and how to stay up to date on campus events. A variety of campus organizations, groups, individuals, and offices create a range of activities on our campus.

As you prepare for the semester be sure to follow Student Activities on [Facebook](#) and [Instagram](#) to stay connected!

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.

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.

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.

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 opportunities to make reasonable accommodations 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. 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.

Student Success

The Student Success Center provides individualized peer staff and professional staff coaching to students on a wide variety of student success topics such as time management, attention management, motivation, study skills, presentation skills, developing faculty relationships, and many more. It is the mission of Student Success to support students in making a successful academic transition to New College and develop skills that will serve them well beyond graduation.

New Student Orientation

New students include first time in college and transfer students. New students take part in an orientation program prior to the first week of classes in the fall and spring semesters. This familiarizes students with New College's academic systems, services, and resources. Orientation seeks to establish early connections between students and faculty, staff, and returning students

Case Management

The Case Management office provides individualized support services through the coordination of intervention and resources for at-risk students. It is the mission of Case Management to assist students with overcoming barriers to success; exploring financial solutions, facilitating mental and physical health support, developing self-advocacy skills, and serving as an advocate for students.

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 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 Follett, 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 Appeals, Concerns, and Complaints

Attempts to resolve issues and concerns informally at the grass-roots level are more likely to result in a timely resolution. Because of this, students are strongly encouraged to begin their pursuit of an informal resolution by having a face-to-face meeting with the faculty member, supervisor, or other person in the area where the concern has arisen. Refer to other sections of this Catalog or the online [Campus Directory](#) for contact information for NCF offices, faculty, and staff.

Students are also encouraged to contact the Ombudsperson (ombuds@ncf.edu) for assistance with informal, impartial, and non-adversarial alternatives for the resolution of conflict. The Ombudsperson, guided by the principles of independence, neutrality, confidentiality, and informality, directs students toward appropriate College resources and facilitates discussion to identify the best options to resolve problems.

If a student believes a published policy or procedure has been violated or applied unfairly — or if informal means have not resolved a student's dissatisfaction with a decision, policy, or circumstance — a student may file a formal written complaint. A link to the [online written student complaint submission form](#) can be found on the [Report a Problem](#) webpage.

New College of Florida maintains a record of all submitted written student complaints to ensure they are addressed in a prompt, fair, and consistent manner. New College strives to respond to all written student complaints within 30 days and to resolve complaints within 90 days.

A student may file a complaint externally with the College's accreditor, the Southern Association of Colleges and Schools Commission on Colleges; instructions are provided on this [webpage](#).

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, Genocide and Human Rights 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 and the Quantitative Resource Center are located in the Academic Resource Center on the first floor of Cook Library. The Center for Career Engagement and Opportunity and the Off-Campus Study/Study Abroad Office are 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. 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 interdisciplinary arts. 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 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

New College of Florida Enrollment Management Team members serve as ambassadors to students and assist them from recruitment through graduation, shaping them into well-rounded and well-educated individuals prepared for the challenges and opportunities of life. We create an engaging and personalized connection so all will know who we are and what we do.

The College encourages all qualified applicants to seek admission and does not discriminate in admission decisions on the basis of 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 VP of Enrollment Management 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.

We consider 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, allocation of limited guaranteed scholarship resources may be used 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. Online application options are provided at ncf.edu/apply.

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 to discuss required documents and information specific to your education background.

Please note: 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 Associate Provost, who determines availability of New College courses to non-degree seeking students, community auditors, and students eligible through the local Cross College Alliance. 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 and exam score information) must be received by the Office of Admissions on or before the deadline, EST.

Application

We strongly encourage all applicants for the fall semester to submit their application and other materials by December 1.

November 1st is a priority deadline for financial aid purposes.

First-Time-In-College Applicants (for entry in Fall)

Priority Deadlines: November 1, February 1, and April 1
Student reply/deposit: by May 1

Final deadline: application file complete by July 1

Student notification: typically within 2 weeks

Student reply/deposit: by May 1 or according to notification deadline in the offer of admission

Transfer Applicants (for entry in Fall)

Rolling Admission deadline: application due by July 1
Student notification date: typically within 2 weeks

Transfer and First Time-In-College Applicants (for entry in Spring)

Priority Deadline: November 1

Student notification: typically within 2 weeks

Student reply/deposit: by January 15

See the following link for more information on application and deadlines:

www.ncf.edu/admissions/apply-to-new-college/.

Applying Online

The Office of Admissions requires that students apply online. Online application options are available at www.ncf.edu/apply.

Application Parts for Review

Application with essay: Use the Common Application or the New College Application at www.ncf.edu/apply.

Transcript(s): Most freshman applicants will report their academic records using the Self-reported Student Academic Record (SSAR) system, at <https://ssar.selfreportedtranscript.com>. If you are offered admission and plan to enroll at New College, you must submit official final high school and any required college transcripts after completing high school—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.) If you prefer not to complete the SSAR, you can submit official high school transcript directly to New College.

Transfer applicants and students who have attended school abroad or have been homeschooled, should have their official transcripts submitted directly to the Office of Admissions 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 may request to have the high school transcript requirement waived unless the transcript documents the foreign language entry requirement.

World Language Requirement: Please note, if you enroll without meeting the world language entry requirement, you must satisfactorily complete world 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. You can self-report scores for the application process; official results are required for verification, for students who enroll. **(Students who self-report inaccurate scores may be denied admission, have their admission revoked, or have their registration canceled if enrolled.)** 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 fee waiver information for the SAT and ACT. Transfer applicants who will have 30 or more transferable credit hours, or 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 (optional): The recommendation should be sent via the Common Application or sent directly to the Office

of Admissions by the academic instructor, guidance counselor, or academic or PTK advisor.

Additional Detail: It is your responsibility as the applicant to notify the Office of Admissions 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 2022 class consideration (freshman and transfers)—November 15

Fall 2022 class consideration (freshmen and transfers)—April 1

Applicants with records 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 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 US grade and credit equivalents) by a NACES-member service. 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 by the testing service. For more information see homepages www.toefl.org and 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, CXC's, etc., should be provided on an official transcript or sent to the Office of Admissions 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 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 posted on the [Florida Virtual Campus](#) site.

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, this would typically be 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 listed in the Florida Counseling for Future Education Handbook, typically posted on the Florida Virtual Campus site.*

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. All freshman admission requirements must be met except as specified for mid-level and upper-division transfer applicants.

Mid-Level Transfer Applicants

Transfers with 30 or more but less than 60 transferable semester hours – In addition to meeting the general transfer requirements, students must have successfully completed (C or higher) at least one English Composition course and one college 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 30 transferable 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), 2) the equivalent of 60 semester credit hours of transfer credit, or 3) 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 mid-level transfer students; the high school transcript requirement can be waived for AA transfer students from the Florida College 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, may 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 Admissions Committee may offer admission 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 a designated Enrollment Management staff member, (or the VP's designee), but typically is reviewed by the Senior Associate Dean for Student Affairs.

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, 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 VP of Enrollment Management 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.

Appeals by Denied Applicants

Denied applicants may appeal the decision with a written petition addressed to the VP of Enrollment Management . 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 by the deadline given.

Conduct: The VP for Student Affairs will review appeals by applicants denied admission on the basis of previous misconduct, who submit additional information.

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

Other: The Provost 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. The Provost's decision on appeal shall constitute the College's final decision.

Admission Cycle	Deadline for Receipt of Appeal Petition and Supporting Material	Projected Decision Date
Fall 2022	July 1 , 2022	July 3, 2022
Spring 2022	January 4, 2022	January 8, 2022

Residency for Tuition Purposes

The Office of Admissions 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. 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 in a timely manner.
- Final official transcript does not match records provided by the student on the Self-reported Student Academic Record.
- 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.
- Final official test scores do not match test scores self-reported by the student.
- 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 transfer admissions coordinator at admissions@ncf.edu or (941) 487-5000, or Office of the Registrar at records@ncf.edu or (941) 487-4230, or by mail at 5800 Bay Shore Road, Sarasota FL 34243-2109.

Placement

Sample pathways to complete Area of Concentration requirements are provided under the individual Areas of Concentration, posted by academic division [here](#). 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.

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, 2) a bachelor's or advanced degree from a regionally accredited college or university, or 3) the equivalent of 60 transferable semester credit hours: 3 semester contracts, 1 Independent Study Project, and 15 units (60 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. Students should plan carefully with their faculty to work toward timely graduation.

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. Unless already documented as part of a Florida public college AA, official exam scores to be considered for transfer credit should be sent to the Office of the Registrar directly from the testing agency.

Partial contract or ISP credit is not assigned.

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.*

Documents Originating from another Agency or Institution

In accordance with best practices for the release of student education records, New College of Florida does not release documents that have become the property of the College through a legal release to a third party (New College.) We are not the official, legal custodian of record for any documents that did not originate at New College and, therefore, do not have the legal authority to release them. Such documents include but are not limited to high school records, ACT/SAT scores, AP/IB scores or college transcripts from other institutions. These records are the property of the College and are for our internal college purposes only. Students should contact the originating agency, organization or institution that produced the original records to obtain a legal copy.

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. 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 <https://www.ncf.edu/about/departments-and-offices/finance-office/tuition-and-fee-schedule/>.

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 card, debit card, e-check or some 529 plans; 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 and debit card may only be made on-line and those transactions will be assessed a 2.75% 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 <https://www.ncf.edu/about/departments-and-offices/finance-office/tuition-and-fee-schedule/>. 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, 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.

The Athletic fee provides access and use of the swimming pool, the Fitness Center and other recreational facilities.

Housing and Meal Fees

Housing rental rates, housing use fees, and food service plan rates are updated each year on the College website at <https://www.ncf.edu/about/departments-and-offices/finance-office/tuition-and-fee-schedule>. 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.

Excess Hour Surcharge

In 2009, the Florida Legislature implemented Section 1009.286, Florida Statutes to encourage undergraduate students to complete their baccalaureate degree as quickly and efficiently as possible and established the Excess Credit Hour Surcharge. The law requires universities to add a surcharge to each credit hour taken in excess of the total number of credit hours required to complete the student's degree (124.0 credit hours at New College). The number of credits in excess of the total hours is calculated based on a percentage defined in statute and is referred to by New College as threshold hours. The

amount charged per credit hour is a calculated amount referred to as the excess hour surcharge.

The surcharge percentage is determined by the student's start date and calculated based on the student's First Time in College (FTIC) term and whether or not the FTIC institution was a Florida public institution. If the student entered a state university, such as New College, for the first time as an undergraduate student beginning fall 2009 and after, the surcharge is indicated in the chart below:

Description	Reason	Threshold Hours
Exempt	FTIC in Florida public institution prior to fall 2019 or FTIC not in a Florida public institution is exempt	
50% Surcharge after 120% credit hours	FTIC in fall 2019 but prior for fall 2011 pays 50% surcharge on credit hours over 120%	148.8
100% Surcharge after 115% credit hours	FTIC in fall 2011 but prior to fall 2012 pays 100% surcharge on credit hours over 115%	142.6
100% Surcharge after 110% credit hours	FTIC in fall 2012 but prior to summer 2019 pays 100% surcharge on credit hours over 110%	136.4
100% Surcharge after 120% credit hours	FTIC in summer 2019 and after pays 100% surcharge on credit hours over 120%	148.8

Under Florida law the following are included when calculating the number of hours taken by a student:

- (a) All credit hours for courses taken at the state university, from which the student is seeking a baccalaureate degree, including:
 1. Failed courses.
 2. Courses that are dropped after the university's advertised last day of the drop and add period.
 3. Courses from which a student withdraws.
 4. Repeated courses, except repeated courses for which the student has paid the full cost of instruction as provided in s. 1009.285.
- (b) All credit hours earned at another institution and accepted for transfer by the state university and applied toward the student's baccalaureate degree program.

Under Florida law the following credit hours do not count toward excess credit hours:

- (a) College credits earned through an articulated accelerated mechanism identified in s. 1007.27.
- (b) Credit hours earned through internship programs.
- (c) Credit hours required for certification, recertification, or certificate programs.
- (d) Credit hours in courses from which a student must withdraw due to reasons of medical or personal hardship.
- (e) Credit hours taken by active-duty military personnel.
- (f) Credit hours required to achieve a dual major taken while pursuing a baccalaureate degree.
- (g) Remedial and English as a Second Language credit hours.
- (h) Credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program.

Note: All credit earned while on military active duty is exempt from the Excess Credit Hour law.

Effective July 1, 2018, non-transfer students who graduate within four years of their initial enrollment at New College and incur excess hour surcharges will have up to 12.0 credit hours of their surcharge refunded after graduation. If applicable, this refund will occur at the beginning of the next term after the two-week add/drop period.

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 a 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. Beginning with the Fall 2015 semester, students enrolling for their eighth (8th) 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.)

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 or the Provost's 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.)
- 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.
 - 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.

Veteran's Affair Education Benefits

The Office of the Registrar assists veterans and reservists of the United States armed forces, as well as military-affiliated students, receive education benefits in compliance with the regulations of the U.S. Department of Veterans Affairs (V.A.)

The New College of Florida School Certifying Official (SCO) serves as the liaison between the College and the V.A. and is responsible for transmitting certifications for your education benefits and verifying your enrollment to the V.A.

For questions about how V.A. education benefits, including the Yellow Ribbon Program, impact student financial aid and billing, please contact the Office of Financial Aid.

Important Information: To apply for V.A. education benefits you must provide a copy of your Certificate of Eligibility that shows you are entitled to benefits for an approved program of study. The Certificate of Eligibility is necessary for us to certify your enrollment before you can get paid.

In some cases, discharged veterans must provide a copy of their Certificate of Release or Discharge from Active Duty (DD 214) in order to prove eligibility for other benefits such as those provided for in State of Florida statutes, for example.

The best way to receive a copy of your DD 214 is to register for an eBenefits account at www.ebenefits.va.gov. Once you have an account, click the "Manage Benefits" tab, and go to the Military Personnel File (DPRIS) link to request a copy of your DD 214. If you served before records were scanned into the system, try <https://www.archives.gov/veterans> and click the "Request Military Records Online" tab.

College Credit for Military Training: Please contact the Office of the Registrar at (941) 487-4230 for assistance in converting military training to college credits.

The waivers are in our Regulations at <https://www.ncf.edu/about/departments-and-offices/office-of-the-general-counsel/regulations/>, under Chapter 3-1003(c)(7), and 3-1003(c)(8). The form to apply for waiver or exemption of fees is available at

<https://www.ncf.edu/admissions/financial-aid/veterans-u-s-service-members/>. This applies to: Out-of-state fees for veterans of the US Armed and Reserve Forces and the National Guard who physically reside in Florida while enrolled at the college; also, for persons entitled to and using educational assistance provided by the US Department of Veterans Affairs while enrolled at the college; Out-of-state fees for a person who is an active duty member of the US Armed Forces, residing or stationed outside of the state.

New College of Florida (Facility Code: 11048510) Policy: Veterans Benefits and Transition Act

In compliance with Section 103, Title 38 US Code 3679, of the Veterans Benefits and Transition Act of 2018, New College of Florida will not impose the following penalties on covered individuals* due to the delayed disbursement of funds from the U.S. Department of Veterans Affairs:

- prevent or delay enrollment
- assessment of late fees
- deny access to classes, libraries, or other institutional facilities, or
- require a student to borrow additional funds

New College requires the following of Chapter 31 or Chapter 33 students:

- provide a V.A. Certificate of Eligibility (COE);
- submit a written request to be certified;
- provide any additional information necessary for the College to properly certify enrollment.

This provision ends on the earlier of the following dates:

- the date on which payment from the V.A. is made to the College;
- 90 days after the date the College certified tuition and fees following receipt of the Certificate of Eligibility.

**A covered individual is defined as any student who is entitled to educational assistance under Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post 9/11 G.I. Bill)*

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, noncitizens with aid eligibility, 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 portion of Florida's [Office of Student Financial Assistance 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 National Merit Finalists. 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 Office of Financial Aid 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 Department of Enrollment Management for additional information.

PLUS Loan: The Parent Loan for Undergraduate Students (PLUS) is not included as a component of the financial aid package. 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 for continuing students**)

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 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. **Complete the FAFSA online at 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 2 weeks 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 Department of Enrollment Management 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, you will be notified 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. Statements of Award are provided through 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 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 federal and NCF 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 direct deposit or a 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 and academic activity (using 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 may be reduced.

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.

Full-Time Enrollment, and Records and Credential Requirements for Off-Campus Study for Financial Aid

Students who study off campus must take extra care 1) to meet all their requirements for full-time study (including submission of all assignments and taking all final exams), and 2) to have their official off-campus study records and any required translation/evaluation credentials provided to the Office of the Registrar on time. There are substantial financial consequences for falling below full-time study, and for failing to arrange for official transcripts and credentials to arrive on time: if these are not received and recorded by April 15th (fall study) or October 15th (spring study) or if the program coordinator notifies the

College that the student dropped below full-time study, the College will remove all of the OCS semester's aid from the student's account, and the student will be required to repay that amount to the College as requested. Also, if the student's off-campus study transcripts and credentials are not received and recorded in time for the next SAP review, the student will not be eligible for further aid. (They must be on record with the Office of the Registrar as one condition of SAP for any future term.)

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

The Office of Financial Aid (Palmer Building D) 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 (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, please contact the Registrar staff (registrar@ncf.edu) or 941-487-4230).

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, please contact the Finance Office (business@ncf.edu or at 941-487-4625).

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 is done online using the Electronic Contracts System or “eContracts,” the college’s course registration system. Each enrolled student meets with their faculty advisor to discuss a Preliminary Plan consisting of courses, laboratories, tutorials, and/or internships for each upcoming semester. The Preliminary Plan is for advance planning purposes only. The preferences a student includes on their Preliminary Plan are non-binding; they will be able to make changes to their class schedules when they complete their semester Contract or “eContract” in consultation with their faculty advisor.

The eContract includes: a statement of educational goals; a list of courses, tutorials, internships and other academic undertakings to be taken, totaling at least three (3) units; a description of otherwise undefined projects to be undertaken; and a statement of criteria (e.g., the number of satisfactory course evaluations) to be met in order that the Contract be certified as satisfactory at the end of the semester.

The eContract is due in the Office of the Registrar on the second Wednesday of the term (sometimes on Thursday in the fall semester, depending on what week Labor Day falls). Students may submit late eContracts for a fee until close of business on the second Friday of the semester. Any student whose eContract has not been submitted by 5:00 p.m. on the second Friday of the semester will have their enrollment canceled, unless the student successfully petitions the Provost to be allowed to submit both the eContract and late fee after the deadline.

The semester course schedules at the time of registration is as accurate as possible, but the College reserves the right to cancel courses or alter the schedules as needs dictate. It is the student’s responsibility to verify the accuracy of his or her course schedule prior to the end of the add/drop period.

Every new student (first year, transfer, or returning community auditor) is required to complete and submit health certification information to the College’s Counseling and Wellness Center. Students who do not comply with this requirement will not be allowed to register for courses or remain on campus.

All degree-seeking students at New College must be enrolled full-time each semester. Full-time status requires that a student enroll for a minimum of three (3) units, which is equivalent to twelve (12) semester credits. Students are billed at a flat tuition rate.

Courses that meet for only half a semester are called module courses. Module I courses meet for the first seven weeks of a semester. Module II courses meet for the final seven weeks of a semester. Final examinations for module courses are normally given during the last class meeting.

Regarding course numbers and levels, the letter prefix indicates the division, discipline, or program that offers the course. The first digit of the four-digit numerical group after the prefix indicates the course level:

Level-2 courses are generally appropriate for first year and second year students. Level-3 and level-4 courses are generally appropriate for third year and fourth year students. Most courses except those at Level-2 have prerequisites.

Contact the Office of the Registrar for answers to questions about completing registration for an eContract at (941) 487-4230 or email 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.
5. Demonstrated competency in civic literacy*
6. A satisfactory Baccalaureate Examination (usually in the form of an oral defense of the senior project);
7. A satisfactory Senior Project or Thesis, accepted in final form by Library staff.

* This requirement applies only to students entering in or after Fall 2018. Baccalaureate degree-seeking students initially entering New College of Florida fall semester 2018 and thereafter must demonstrate competency in civic literacy prior to graduation by achieving the score listed below or higher on one of the following assessments:

- U.S. Citizenship and Immigration Services Naturalization Test – Civics (U.S. history and government) with supplemental questions – 60
- Advanced Placement Government and Politics: United States - 3
- Advanced Placement United States History - 4
- CLEP American Government - 50

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

The Liberal Arts Curriculum (for all students entering before Fall 2021)

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 Sciences); at least one additional course that addresses issues of race, class, gender, and/or religious difference; and demonstrated competency in civics literacy.

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 define 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.

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 4 or higher on an approved 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.

Chart Your Course (for all students entering Fall 2021 or later)

To help students develop their full intellectual and personal potential, a liberal arts education should instill interest in diverse academic disciplines, inspire a regard for views different from one's own, and assist students in acquiring important transdisciplinary skills. Chart Your Course provides students with a broadly-based liberal arts and sciences education and a variety of transferable, interdisciplinary skills; the program also regularly requires students to reflect on and articulate their progress, as well as how what they're learning can be applied to their plans beyond New College.

Alongside regular subject content, each CYC course teaches three of the following key skills: Career development; Civic knowledge and engagement; Creative thinking; Critical thinking; Ethical reasoning; Lifelong learning; Global learning; Information literacy; Inquiry & analysis; Integrative learning; Intercultural knowledge & competence; Oral communication; Problem-solving; Quantitative literacy; Reading; Teamwork; and Written communication. Searchable attributes in each term's Class Schedule note which CYC breadth requirements a given course satisfies, as well as which skills it teaches.

Requirements

Students must complete at least ten CYC courses, including:

- One course in each division (attributes: CYC Breadth-Humanities, CYC Breadth-Social Sciences, and CYC Breadth Natural Sciences);
- One Writing-Enhanced course (attribute CYC Breadth-Writing);
- One course in Mathematics or Statistics (attribute CYC Breadth-Mathematics);
- One course in Diverse Perspectives (attribute Diverse Perspectives);
- One course in Civic Literacy;
- And three eligible electives (any CYC course).

These breadth requirements can also be fulfilled by transfer credit or exam, including 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. See [the CYC webpage](#) for details.

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.

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 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.

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 electronically 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). In exceptional circumstances the Division Chair or Associate Provost may sign the Contract, with the contract sponsor's approval.

Contract Renegotiation

After the student submits the contract, 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

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."

Auditing a Course

Audit is a registration status allowing students to attend a course without receiving credit. Audited courses do not count toward the minimum full-time enrollment status of three units per part-of-term. New College of Florida degree-seeking undergraduate students may audit courses at New College with the permission of the course instructor.

Students may audit a course for personal enrichment or for review of certain segments of the course material. Auditing is not permitted during summer or the January Intersession. Audited courses are not recorded on the student's official transcript.

A student who wishes to audit a course must have the instructor of the course sign the student's contract form and write the word "Audit" next to the course on the form. The instructor of the course determines the requirements for auditors, including rules concerning attendance and class participation.

A student may submit a contract or contract renegotiation form with courses listed to be audited during the contract renegotiation period. After the contract renegotiation deadline has passed, students may not change their registration enrollment from audit to satisfactory/unsatisfactory. All audits are dependent on space availability.

Preemptive Unsatisfactory Designations

A "preemptive unsatisfactory" designation may be assigned at the discretion of the instructor before the contract renegotiation deadline. Assignment of a "preemptive unsatisfactory" designation serves as a warning that the student will not satisfactorily complete the course for that term. At the contract sponsor's discretion, that course may still be dropped before the contract renegotiation deadline. If the course remains on the contract after the evaluation submission deadline, the Office of the Registrar will convert the "preemptive unsatisfactory" designation to a regular "unsatisfactory" designation at the end of that term. Like all "unsatisfactory" designations, these converted designations remain a permanent part of the student's academic record.

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 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 in the U.S. or abroad;
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 the 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, including a project completed abroad, a student may petition the Provost for a waiver of this requirement. To petition for a waiver, a student should send a petition form (found [here](#), download for a fillable form) to provost@ncf.edu or in person to Cook Hall 219. 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, or the next business day if December 1 falls on a weekend).

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 December 1 or the next business day if December 1 falls on a weekend. A late ISP Description form will be accepted by the Registrar until the ISP Renegotiation Deadline, which is 5:00pm on the third day of the ISP period. The form must be submitted with signatures from the faculty contract sponsor and faculty ISP advisor. In exceptional circumstances the Division Chair may sign the ISP form, with the contract sponsor's approval. After the renegotiation deadline, **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

ISPs may be renegotiated with respect to topic, scope, etc. at the discretion of the original ISP advisor by filing a revised ISP Description form with the Office of the Registrar. The renegotiation deadline for ISP proposals is at 5:00 p.m. on the third business day of the ISP period. Renegotiation of an ISP Description form that was submitted on time will not be assessed a late fee. If a student is registered for an ISP and fails to submit an Interterm ISP Description form to the Office of the Registrar by the renegotiation deadline, the student forfeits payment for the ISP, and the ISP is recorded on the student's permanent academic record as "Unsatisfactory." Changes to the topic and ISP advisor after the renegotiation deadline require a

successful petition to the Provost.

Summer ISPs

Students can earn ISP credit during the summer in two ways. With approval from their contract sponsor, students can pursue a summer internship for ISP credit under supervision of NCF's Center for Career Engagement and Opportunity; the evaluation for this ISP would be due before the start of the fall term at New College. The other option, with faculty sponsor approval and a completed Summer ISP Description Form, allows a student to enroll in academic activities at an accredited college or university for at least 4 semester credit hours (or 6 quarter hours). The credit hours must be earned with a grade of C or better at the host institution in order to receive transfer credit for an ISP at New College. Since credit for only one ISP may be accepted in transfer, students should ensure they have not already earned transfer credit for an ISP.

May 2nd, or the next business day if May 2nd falls on a weekend, is the deadline for submission of the Summer ISP Description Form to the Office of the Registrar. The contract sponsor also serves as the ISP advisor on the Summer ISP Description Form. Completion of the summer ISP is due by the day before fall classes begin at New College. The official college transcript for the work must be received no later than the last day of classes of the subsequent fall semester. The contract sponsor and/or the host institution may set earlier deadlines for completion and transcript submission.

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 canceled, 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 at a host institution to complete an ISP, the student must submit a request for waiver of New College tuition and fees. Students who elect to enroll at a host institution for their ISP must earn a minimum of 4 semester credits and send an official transcript to the New College Office of the Registrar upon completion of their course or program.

Deadlines for Completing ISPs

All work completed as part of the Interterm ISP is due no later than the last day of the January Interterm. After that date, the ISP is considered incomplete or unsatisfactory.

A summer internship for ISP credit must be completed and evaluated before the start of the fall term at New College. A summer ISP through approved course work at another college must be completed by the day before the first day of fall classes at New College (or earlier, if specified by the host institution or faculty contract sponsor). The New College Office of the Registrar must receive the transcript by the last day of fall classes. (The contract sponsor and/or host institution may set earlier deadlines for completion and transcript submission.)

If a student has turned in an ISP project 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 5:00 p.m. on the Wednesday of the eighteenth week after the beginning of the subsequent spring term will be designated Unsatisfactory. A summer internship for ISP credit must be evaluated before the start of the fall term at New College. The expected completion date for a summer ISP is the beginning of the subsequent fall semester at New College. The New College Office of the Registrar must receive the transcript from the host institution by the last day of fall classes.

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 sections of the Provisional Area of Concentration Plan and of the Thesis Prospectus/Area of Concentration form specify the students' intended area of concentration. There are seven categories of area of concentration (Major) four of which are single and three of which are combined. The determination of how Areas of Concentration may best be combined is made by the faculty of those programs; requirements for specific Areas of Concentration are listed in the General Catalog. In general, Areas of Concentration will have a minimum requirement of 10 units. Faculty involved in setting the requirements for each AOC can decide if they will also set requirements for a related joint AOC or secondary area (i.e., minor). However, if an area is to be offered as either part of a joint concentration or a secondary area (minor), minimum requirements must be defined for each.

Single Areas of Concentration:

1. **Liberal Arts.** A Liberal Arts concentration requires the endorsement of two faculty from different Divisions and presupposes study in all three Divisions. Any student who has completed the Liberal Arts Curriculum (or Chart Your Course, starting in Fall 2021) is eligible to graduate with a Liberal Arts concentration.
2. **Divisional Concentration.** (Humanities, Natural Sciences, or Social Sciences.) A divisional concentration requires the endorsement of two (Natural Sciences and Humanities)/three (Social Sciences) faculty (usually from different disciplines) from within the appropriate Division and fulfillment of other divisional requirements.
3. **Programmatic Concentration.** Programs include academic disciplines and interdisciplinary programs. Requires the endorsement of two faculty from a program currently represented at New College. For programs having only one faculty member, a student must petition the Division for acceptance of the programmatic concentration when appropriate work in the discipline is done off campus with the approval of the New College faculty member representing the discipline.
4. **Special Program Concentration.** A special program concentration is normally an interdisciplinary concentration that has been given a special title. The title must accurately describe the area of study. The title on the area of concentration, thesis prospectus, and other related documents 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.

Concomitant with the submission of any Provisional Area of Concentration or Thesis Prospectus form that is given a name not listed in the New College General Catalog, a description of the proposed program of study will be filed with the Office of the Registrar. These Area of Concentration descriptions must include a short narrative description of the program being proposed, and a specific list of all activities—coursework on or off campus or other educational activities—that should be successfully undertaken to complete the program.

These Area of Concentrations are to be produced by students in collaboration with their professors, and must be signed by the signatories of the area of concentration form. A faculty sponsor in collaboration with the student may retract an Area of Concentration Description at any time or modify it by submitting another of the same name that supersedes the first. If the Area of Concentration is similar to programs offered by other undergraduate institutions, or if it implies preparation for particular graduate or professional programs, it would be very helpful for the description to relate the proposed degree to these other programs.

A copy of the narrative descriptions will be submitted to the Registrar's Office, who in turn shares it with the Provost's Office and Division Chairs, who will be responsible for bringing the proposed programs before their Division for discussion. A file of all special program areas of concentration will be maintained in the Registrar's Office and made available to all students and faculty.

Combined Areas of Concentration:

5. **Joint Concentration.** This is a combination of two or more concentrations offered at New College. Some areas might be available only as part of a joint concentration, whereas some joint concentrations involve combining two areas of

concentration that might be pursued on their own. When joint concentrations involve a full AOC in one of the areas, this will be indicated on the appropriate forms (e.g., Provisional, AOC form, and baccalaureate form, and recorded by the Registrar. The purpose of a joint concentration is to offer students the opportunity to pursue an interdisciplinary program by integrating substantial work in two disciplines in a single program. Both the level of work and the transdisciplinary character distinguishes a joint concentration from a “major” and a “minor.” A Joint Concentration requires the endorsement of three faculty members: at least one from each discipline. This combined concentration is used to indicate a program of study in which substantial study has occurred in two disciplines but not enough for a double concentration. Although a student may pursue more course work in one of the two areas, a joint concentration requires more work in the second area than would be required for a minor. In order to qualify as a joint concentration, each component should generally involve at least 7 units. The baccalaureate committee, with representation from both disciplines, will be responsible for certifying that the student has completed substantial work in both areas, and that the thesis or senior project reflects the transdisciplinary character of this concentration. It is up to each discipline or program to set the minimum requirements for a joint concentration in their area.

6. **Double Area of Concentration (Double Major).** May be accomplished in one of two ways:

A. Two Area of Concentration/Thesis Prospectus forms are filed and all requirements for each major (program) are met, including two theses and two baccalaureate exams (see programmatic concentration above).

B. One thesis or project satisfying the requirements of both concentrations is completed and one baccalaureate exam taken. One Area of Concentration/Thesis Prospectus is filed having the endorsement of two faculty members from each program declared. All requirements of each program are met. The faculty members (two from each program) comprise the baccalaureate committee, though additional faculty may also be on the committee if required or desired by the student and endorsing faculty.

7. **Area of Concentration with Secondary Field (Minor).** A secondary field may be added to any Area of Concentration as specified above. Requires the endorsement of two faculty from an Area of Concentration in one of the six categories outlined above and one faculty member from the secondary program. This program of study meets all requirements for one AOC and sufficient work (generally a minimum of 5 units) in a second program to warrant certification as a Secondary Field, according to the requirements established by the faculty in that program. It is up to each discipline or program to set the minimum requirements for a minor in their area (and the faculty in that area may decide not to offer a minor). The thesis or senior project shall meet the requirements for the primary area of concentration and need not involve work in the secondary field.

Certificate Program

New College offers short, intensive programs to gain certification in career-related skills. Please refer [here](#) for more detailed information.

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. 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.

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. 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 layout.)

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

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 Student

Students who hold baccalaureate exams between the first day of classes and the end of the ISP period must be enrolled for fall term to hold their baccalaureates. Students who hold their baccalaureates between the first day of classes spring semester and two weeks after Commencement must be enrolled spring semester. For students who complete any graduation requirements after the established deadlines for graduation but within two weeks of Commencement, degrees will be conferred at the end of the following academic year.

Students who have completed every requirement for graduation with the exception of the senior thesis or project and the baccalaureate examination, and who have attempted eight or more contracts, are eligible for a special one-unit contract and part-time enrollment status. The eight contracts attempted may include unsatisfactory or incomplete contracts or contracts interrupted by leaves of absence, and contracts awarded as transfer credit toward graduation.

We refer to this option as a Senior Thesis/Project Completion Contract. Typically, this option is not required as most students are expected to complete their senior thesis or project and their baccalaureate exam in the same term that they complete their other graduation requirements. However, this option is available to students in the event that the completion of their senior thesis/project or baccalaureate exam is delayed for some reason.

The goal of the Senior Thesis/Project Unit Contract is to provide students with an opportunity to finish their Senior Thesis or Project and complete their Baccalaureate Exam without needing to register as a full-time student. This type of contract differs from other New College contracts in three keys ways:

- It is only available to students who have completed all graduation requirements other than the senior thesis or project and the baccalaureate exam.
- It does not count as one of the seven contracts required for graduation.
- The contract must contain exactly one unit of educational activity and that educational activity must be directly related to the student's work on their senior project or thesis.

Advisors of students considering a Senior Thesis/Project Completion Contract should be aware that part-time enrollment may affect the student's eligibility for certain types of financial aid. Therefore, advisees considering this option should be encouraged to consult with the financial aid office.

Typically, no more than one term of Senior Thesis/Project Unit Contract will be required to complete the requirements for graduation (as per 6.17 and 6.18). However, there is no prohibition against multiple Senior Thesis/Project Completion

Contracts if exceptional circumstances prevent the completion of the requirements during the first Senior Thesis/Project Completion Contract.

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.

January 2022 Degree Conferral Pilot

New College of Florida is piloting a January 31, 2022 degree conferral date. In a January executive session called by the Chair of the Faculty, 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. The New College faculty, in that executive session, votes conferral of all degrees for students who have completed all degree requirements between May 21, 2021 and January 31, 2022 and have chosen to earn their degrees in January 2022.

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 credits or 18 quarter credits 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. However, if the transcript does not have a clear indication of the number and type 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 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 student's 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 study opportunities through the Off-Campus Study/Study Abroad Office located in the Library and the OCS website abroad.ncf.edu. Planning for an off-campus semester should begin with a visit to the Off-Campus Study/Study Abroad Office.

Off-Campus Study Eligibility

To qualify for off-campus study, students must have completed two successive satisfactory contracts at New College, and must declare their intent by April 1 for the following fall semester or November 1 for spring semester. However, when strongly justified by the educational benefits or time-sensitive nature of their project, students may be able to complete their first-year ISP abroad if their petition to the Provost is approved. Off-Campus study forms and documents are submitted online at abroad.ncf.edu, with the exception of the Declaration for Off-Campus Study and, when applicable, the Tuition Waiver Request, which need to be signed by the contract sponsor and turned in to the Office of the Registrar.

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 equivalent to a full-time contract at New College, with a minimum of 3 units of New College tutorial work, or 12 semester credits or 18-quarter credits of study at an approved host institution.
2. The student's final contract must be completed on campus.
3. Students must complete four contracts (of their seven contracts) on campus in order to graduate.
4. While off campus, students remain responsible for all deadlines related to their 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.
6. Students with financial aid (including any scholarship or need-based aid, and student loans) should check their financial aid Satisfactory Academic Progress (SAP) status for the off-campus semester. Please note that records from off-campus study typically arrive after the scheduled SAP review, which will affect SAP status and may cause aid to be terminated.

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 contract renegotiations, signed by their contract sponsors, to the Office of the Registrar when their schedules at the host institutions are finalized and subsequent contract renegotiations when and if their class schedules change.
- Students who are participating in exchange programs such as the National Student Exchange (NSE) register and pay tuition and fees at New College. Such students may decide, in consultation with their contract sponsor, 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 students must enroll in (and remain enrolled in) a minimum of 3 units or the equivalent of at least 12 semester credits (or 18 quarter credits).
- Students are responsible for arranging to have their official transcripts (and any additional credential translation and/or evaluation documents) sent to the New College Office of the Registrar immediately at the end of the semester.

Special Concerns for Students Paying the Host Institution

Paying the host institution for off-campus study involves a slightly different set of procedures than paying 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.
- Students must request a Tuition Waiver from New College for every semester they study off campus and pay tuition to the host.
- 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 the host institution during fall semester may be eligible to register for an ISP following the semester of off-campus study and must petition the Provost for approval.
- If students anticipate using any Florida PrePaid Contract credits for their tuition at the host institution, they should check with the host institution and with the Florida PrePaid Office to determine if their Florida Prepaid Contract credits may be used at that institution.

Off-Campus Study and Financial Aid

Students who have any type of scholarship or need-based, and/or federal financial aid should consult with the Financial Aid office 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 credits (or 18 quarter credits) at the host institution. It is important that the student have an official transcript and any other required documents sent to the New College Office of the Registrar as soon as possible following the off-campus study. Since 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. Students on financial aid warning or financial aid probation are at particular risk for losing their aid eligibility, because records from off-campus study frequently arrive after the scheduled check for financial aid satisfactory academic progress.

Students who study off campus must take extra care to 1) meet all their requirements for full-time study (including submission of all assignments and taking all final exams), and 2) have their official off-campus study transcript and any required translation/evaluation credentials provided to the New College Office of the Registrar as quickly as possible once their records are available. If the financial aid SAP status is Warning for the off-campus semester, the student's aid is at high risk for being terminated the following semester (for example, if the records arrive after the scheduled SAP check). If the SAP status is Good for the off-campus semester, they may have time to request a recheck during the following term if they meet the dates indicated below.

There are substantial financial consequences for falling below full-time study, and for failing to arrange for official transcripts and credentials to arrive on time. If these are not received and recorded by April 15th (fall OCS study) or October 15th (spring OCS study) or if the program coordinator notifies the College that the student has dropped below

full-time study, the College will remove all of the OCS semester's aid from the student's account, and the student will be required to repay that amount to the College as requested. In addition, if the student's off-campus study transcripts and credentials are not received and recorded in time for the next Satisfactory Academic Progress (SAP) review, the student will not be eligible for further aid. (The student's off-campus study transcripts and credentials must be on record with the Office of the Registrar as one condition of SAP for any future term.)

Off-Campus Study, the Provisional AOC Plan and the Thesis Prospectus

If the proposed semester of off-campus study occurs during the fifth attempted contract, the student must submit the Provisional Area of Concentration Plan before beginning off-campus study.

If the proposed semester of off-campus study occurs during the sixth attempted contract, the student must submit the Thesis Prospectus/Area of Concentration form 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 a student receives any type of financial aid, they should include a valid U.S. address for mailing purposes on their financial aid off-campus study agreement. (Please note: financial aid checks cannot be mailed abroad. Students may arrange for aid to be delivered by direct deposit rather than to a mailing address.)

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 their 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 students are informed of their registration and tuition and fees/obligations, they 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. The student must complete one full academic year at New College and be in good academic status in order to qualify for a Leave of Absence.

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 whose registration has been canceled due to failure to submit a contract 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 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 financial aid and/or scholarships. 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 will be required to complete student loan exit counseling at 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 they use College facilities or services, with the exception of the Library. They 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 fund, 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.
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 after filing the semester contract, the semester contract may receive a designation of Withdrawn, contingent upon if they attended any classes.
9. If the student withdraws during the January Interterm and was registered for an ISP, the ISP will receive a

designation of Withdrawn.

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 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)

Unofficial Withdrawal

Students who receive financial aid must attend all educational activities (courses, labs, tutorials, internships, independent study projects, and independent reading projects) and participate in academically related activities for Title IV federal financial aid (Pell Grant, SEOG, loans) purposes, as well as Bright Futures and other State of Florida funds, and New College scholarships and grants. Students may not self-certify attendance.

Academically related activities include but are not limited to:

- Physically attending a class where there is opportunity for direct interaction between the instructor and the students;
- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- Attending a study group that is assigned by the College;
- Participating in online discussion about academic matters;
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do not include:

- Living in institutional housing;
- Participating in the school's meal plan;
- Logging into an online class without active participation;
- Participating in general academic counseling or advisement.

A student who receives a designation of Unsatisfactory for all educational activities in a semester must be reviewed by the Office of the Registrar within 30 days of the last class of the semester. If it is determined that the student stopped participating in all academically related activities without officially withdrawing or taking a leave of absence from New College, the student will be considered to have unofficially withdrawn.

A student who has stopped participating in academically related activities prior to the 60% point of the semester will be subject to return a portion of their federal financial aid and New College scholarship funds. This applies even if the student later submits a completed withdrawal form. If a student receiving Bright Futures or other State of Florida funds is determined to have unofficially withdrawn from New College at any point during a semester or Independent Study Project (ISP) Interterm, New College must return 100% of the funds for that period to the State of Florida and the student will be required to repay that amount to the College.

A student who is no longer participating in academically related activities is encouraged to follow College procedure and officially withdraw or take a leave of absence to avoid being unofficially withdrawn and subject to the financial penalties described above. Withdrawal and leave of absence forms are available in the Office of the Registrar. Questions about this policy should be directed to the New College of Florida Office of the Registrar.

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. 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, 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 to 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 Called to Active Military Duty Policy

A student called to involuntary active military service is entitled to withdraw from their courses as of the effective date of their orders with a full refund of tuition and fees paid. Payments received for future semesters are also refunded. Involuntary active military duty includes a call to active military duty, training for active duty, or full-time National Guard duty or Reserve activation. A student who is the spouse or dependent of a person called to active military service is entitled to the same consideration.

To receive a refund and initiate the withdrawal process, eligible students should complete a Withdrawal Form requesting a "Withdrawal for Military Service" along with a copy of the affected military person's active duty orders or official letter of notice and submit them to the Office of the Registrar. A withdrawn student's academic record will reflect that the withdrawal is due to active military service.

Students may alternatively choose to remain enrolled in some or all of their courses. In this case, the student may elect one of the following options:

Option 1: Request an Incomplete for some or all courses

Students may request a grade of incomplete in some, or all courses, and take a leave of absence from New College of Florida as of the effective date of the orders to report to active duty. The conditions for completing coursework must be agreed upon in writing by the student and the instructor of the course(s) in which the student is enrolled.

Option 2: Remain enrolled in classes for the current term

Upon agreement with instructors, students may make individual arrangements to complete courses early and prior to reporting for active duty. In these cases, courses are assigned the earned final designation by each instructor at the end of the term.

These options may not be equally viable for all classes, depending on the timing, how much work remains to be completed, whether a final exam constitutes a major portion of the grade, and so on. For these reasons, students are encouraged to consult with their instructors and faculty advisor.

Students do not have the option to withdraw from modular courses that have already been completed, nor can they withdraw from a course for which all work has already been completed/submitted.

Students released from active duty are eligible to return without a time limit imposed and should apply for readmission through the Student Academic Status Committee (SASC).

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

Administration

Office of the President
President: Patricia Okker, Ph.D.

Office of the Provost
Provost and Vice President for Academic Affairs: Suzanne Sherman, Ph.D.

Dean of Studies: Emily Heffernan, Ph.D.

Office of the General Counsel
General Counsel: David Fugett, J.D.

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

Division of Natural Sciences
Chair: Sandra Gilchrist, Ph.D.

Division of Social Sciences
Chair: Barbara Hicks, Ph.D.

Enrollment Management (Admissions, Financial Aid and Registration)
Interim Vice President: David Boisvert

Finance and Administration
Vice President: Chris Kinsley, M.P.A.

Finance and Administration
Associate Vice President for Administrative Affairs: Christie Fitz-Patrick, M.Ed.

Center for Career Engagement and Opportunity
Executive Director: Dwayne Peterson, M.S., MBA

Communications & Marketing
Executive Director: Catherine Helean

Counseling & Wellness Center
Dean of Students: Anne E. Fisher, Ph.D.

Environmental Studies
Director: Heidi Harley, Ph.D.

Facilities Management and Construction
Director: Alan Burr, M.S.

Human Resources
Interim Assistant Vice President: Kristie Harris

Information Technology
Director, Network and Technology Services: Benjamin Foss

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

Jane Bancroft Cook Library
University Librarian/Co-Deans: Tammera Race & Helene Gold

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

Office of Research Programs and Services
Director: Justin Miller, M.S.

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

Student Affairs
Vice President of Student Affairs: Marjorie Thomas, Ph.D.

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

New College of Florida Campus Police
Interim Police Chief: Kathleen Vacca

New College Board of Trustees
Mary Ruiz, Chair
David Fugett, Assistant Secretary, BOT

New College Foundation, Board of Directors
MaryAnne Young, Vice President for Advancement and Executive Director
Alison Gardner, Board Chair

New College Alumnae/i Association, Board of Directors
Dan Stults, Chair

Contact Us

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(941) 487-4210
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Center for Career Engagement & Opportunity
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College Hall
(941) 487-4491
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Communications and Marketing
(941) 487-4153
Communications@ncf.edu

Counseling & Wellness Center
(941) 487-4254
wellness@ncf.edu

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