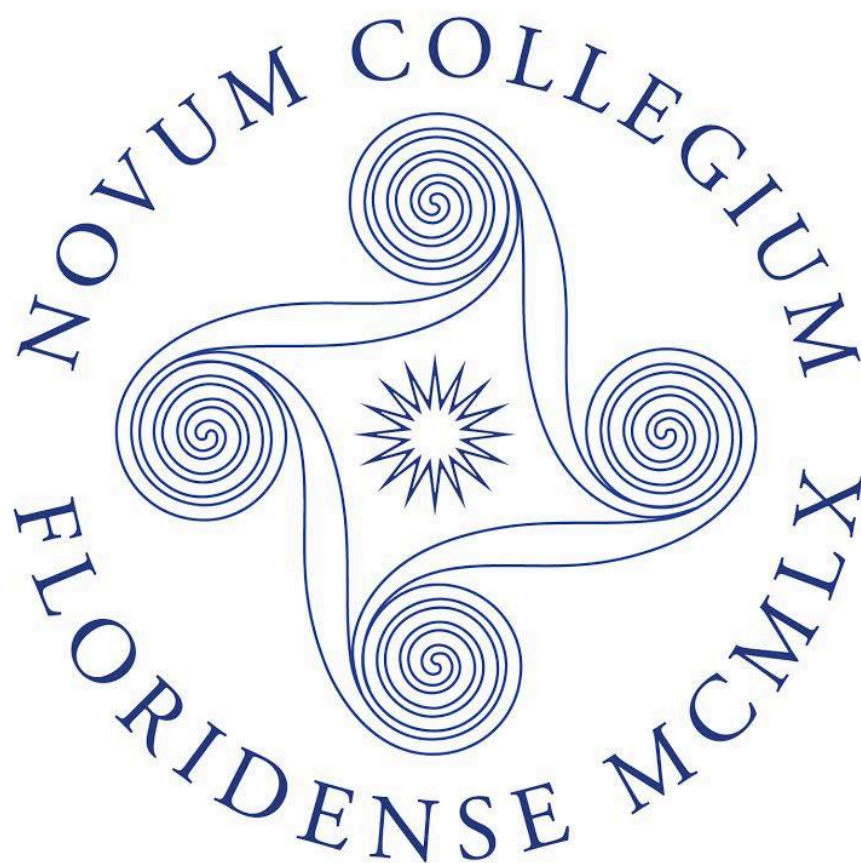


# **New College of Florida General Catalog 2022-23**



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## 2022-23 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 all requirements as stated in the Catalog at their time of admission.

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.<sup>1</sup>*

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

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

- To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.
- To engage in educational reform by combining educational innovation with educational excellence.
- To provide programs of study that allow students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.
- To challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.<sup>3</sup>

*New College pursues these goals through highly selective admissions, an individualized and intensive "academic contract" curriculum, frequent use of individual and small -group instruction, an emphasis on student/faculty collaboration, a required senior thesis, and innovative approaches to the modes of teaching and learning.<sup>4</sup>*

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

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

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

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

### Accreditation

New College of Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's 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, 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 recognition of the 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.

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. Area of Concentration guidelines are provided for each AOC.

### **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 received state funding for this plan and used these funds to improve support for student success, hire additional faculty, and emphasize career preparations. Due to the pandemic, the college switched abruptly to online and hybrid learning in March 2020, along with the entire university system. In fall 2021, New College returned to face to face, in person learning.

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 57,787 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 a County Office of Sustainability and many non profits focusing on sustainable growth,

including Southface, a leading innovator in sustainability work for research, advocacy, and workforce development with offices located on the NCF campus.

Known for its arts and cultural life (symphony, opera, performing theaters, and the Taliesin-designed Van Wezel Performing Arts Hall), downtown Sarasota 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 do not have to compete with thousands of other students and new graduates for jobs or recognition. In fact, Sarasota is an excellent place for work and entrepreneurial experience.

## 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 three day examination and 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: [www.ncf.edu/registrar](http://www.ncf.edu/registrar).

### Holidays

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

The College recognizes that in exceptional circumstances it may be appropriate for a faculty member to hold classes on an official holiday in order to fulfill the educational 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

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 ten courses designated as "Chart Your Course (CYC), New College's Liberal Arts Curriculum", 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); interdisciplinary (e.g. Urban Studies, Environmental Studies, Gender Studies, Medieval/Renaissance Studies); 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 of Florida Graduation Requirements

\*Students must meet requirements as stated in the Undergraduate Catalog at the time of their admission or in the Catalog for the year in which they graduate.

### Bachelor of Arts (B.A.) Degree Requirements:

1. Seven satisfactory semester contracts;
2. Three satisfactory Independent Study Projects (ISPs);
3. The satisfactory completion of 31 units (a unit being equivalent to a full-semester course or an ISP);
4. The satisfactory completion of Chart Your Course (General Education) requirements, listed in the following Chart Your Course section
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.

\*Requirement includes:

- A score 60 or higher on the U.S. Citizenship and Immigration Services Naturalization Test-Civics with supplemental questions. This can also be satisfied by scoring the following on advance placement tests:

Advanced Placement Government and Politics: United States - 3

Advanced Placement United States History - 4

CLEP American Government - 50

- Satisfactory designation in one of these two classes - Political Science American Government, or American History Introductory Survey Since 1877.

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

### Associate in Arts (A.A.) Degree Requirements

The Associate in Arts (A.A.) in Liberal Arts degree is available to students who have completed the following requirements:

- Satisfactory completion of at least 15 academic units (equivalent to 60 semester hours)
- The completion of the appropriate NCF general education requirements:
  - Chart Your Course (CYC) requirements for students who first entered New College in Fall 2021 or later
  - Liberal Arts Curriculum (LAC) requirements for students who first entered New College prior to Fall 2021
- Completion of the Civic Literacy Requirement
- At least 7.5 academic units completed in residence at New College
- The world language admissions requirement, if waived when the student was admitted to New College.

Students who have met the requirements for an A.A. degree will be notified and invited to request an A.A. degree if they so desire. Students may request an A.A. degree by submitting an Application for Graduation with the Office of the Registrar. The A.A. degree will not be awarded to a student who has already received a B.A. degree.

## Chart Your Course, New College's General Education Curriculum

### Description of Requirements

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 consider how what they are 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; Global Learning; Information Literacy; Inquiry & Analysis; Integrative Learning; Intercultural Knowledge & Competence; Lifelong Learning; 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-WEC);
- One course in Mathematics or Statistics (attribute CYC Breadth-Mathematics);
- One course in Diverse Perspectives (attribute CYC Breadth-Diverse Perspectives);
- One course in Civic Literacy (attribute CYC Breadth-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.

### **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 that fulfills the CYC Breadth-Mathematics requirement.
2. A score of 91 or above on the ACCUPLACER Elementary Algebra exam.
3. A score of 3 on any Advanced Placement (AP) mathematics exam.
4. A score of 4 or higher on an approved International Baccalaureate (IB) mathematics exam.
5. A score of 50 or higher on a College-Level Examination Program (CLEP) mathematics exam.
6. A passing score on the mathematics section of the College Level Academic Skills Test taken prior to July, 2009.
7. 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.
8. 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.)
9. 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.)

#### **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 an 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 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](mailto:records@ncf.edu) or at 941-487-4230.

### **Contract Certification**

The contract sponsor certifies the academic contract after evaluations have been submitted to the online Student Evaluation System. This is based on the certification criteria articulated in the contract. The deadline for contract certification is ten days after the beginning of the following semester. Like individual courses, contracts are certified as **Satisfactory**, Incomplete, or **Unsatisfactory**.

### **The Independent Study Project**

The ISP requirement addresses five educational objectives:



1. To train students to carry on independent research, to prepare them to plan and carry through an effective senior thesis;
2. To supplement the curriculum, to provide an opportunity to cover areas not usually available, particularly off-campus;
3. To provide an opportunity for non-traditional, innovative, experiential learning projects 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 to [provost@ncf.edu](mailto:provost@ncf.edu) or in person to Cook Hall 219. The petition can be found on the Resources for Students page. 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. Students who complete a Summer ISP abroad for academic credit need to submit off-campus study forms and documents at [abroad.ncf.edu](http://abroad.ncf.edu). 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. Students who complete part or all of their ISP abroad need to submit off-campus study forms and documents at [abroad.ncf.edu](http://abroad.ncf.edu).

### **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 fourth 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. These require 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 Areas of Concentration 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. This 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](mailto:thesis@ncf.edu). The Library pays for one bound copy of the thesis for the archive. A Divisional copy of the thesis may be made at the request of an appropriate faculty member and will be charged to that Division. All theses that have been completed at New College are available in Cook Library. Signature of the abstract by the faculty thesis sponsor or sponsors signifies approval of the thesis for deposit in the Library.

If the project or thesis takes other than written form—for example, a work of art—the student must also submit a written description of the project to the Library, along with slides, a video, or a recording as the baccalaureate committee deems appropriate.

### **Project or Thesis Format**

The bound copy of the thesis available to library users should be professionally presented as the scholarly document it is. Hence the thesis must comply with certain regulations as to format. Each year the Dean of the Library assigns a library thesis coordinator who checks the theses for form and who receives and signs off on the final document. The library copy of the thesis must conform to the following requirements:

#### **Paper**

The thesis must be printed on acid free, 20-pound weight, at least 25% rag cotton content, white archival bond paper. It is available for purchase in the campus bookstore. The Thesis must be printed single sided.

- Margins -The left margin must be 1.5 inches wide to allow space for binding. The top, right and bottom margins must be one inch wide.
- Print - A standard unified type size and typeface is customary, with script, italicized or slanted typeface reserved for emphasis, technical or other special terms and foreign words. Any necessary variations should be discussed with the faculty thesis sponsor. Any symbols to be inserted in the text, which are not on the standard qwerty keyboard, should be made in the same color ink (black is customary) as the printed text.
- Page Numbers - Pages of the thesis should be consecutively numbered. Roman lower-case numbers are used for the front matter. Arabic numerals are used for the body of the text.
- Spacing- The abstract and the body of the text should be double-spaced. For directions on how to space indented quotations, footnotes or endnotes, or bibliographies, please consult the style guide recommended by the faculty thesis sponsor.
- Illustrations - Photographs, charts and other materials mounted on sheets for inclusion in the thesis must be securely fixed to pages, and should follow the guidelines for margins stated above. Graphs, charts and tables may be in color or black and white. Visual materials may be inserted at the appropriate point in the text, or at the end of the manuscript. Short tables may be placed on a page with some text, or centered on separate sheets.
- 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.
- Abstract - The library copy of the thesis will contain an abstract of approximately two hundred words that is signed by the faculty thesis sponsor(s).
  - If the abstract lacks a signature, the student will be instructed to secure one before the thesis will be accepted. Consider making an appointment to obtain this signature.
  - For senior theses, the abstract should summarize the problems addressed, the research, the methods, and the major findings. For senior projects, the abstract should describe the project, its medium and its shape, and the problems or issues that the project addressed.

### **Electronic Copy of Project or Thesis**

Every student must submit the following:

One final copy of the entire thesis in pdf format to [thesis@ncf.edu](mailto:thesis@ncf.edu).

The file should be submitted at the same time as the print copy. The pdf will be uploaded to the Thesis Database by the library staff.

### **Additional Materials on Disc**

Additional materials submitted on CDs or DVDs will be archived with the thesis. The discs should be labeled appropriately as to authorship, thesis title, and content, placed in a protective case or sleeve, and submitted at the same time as the print thesis.

### **Citations and Bibliography**

Style of citations and format of bibliography (footnotes or endnotes) must be approved by the faculty thesis sponsor.

### **Arrangement of Project or Thesis**

In general, the manuscript is arranged in three sections: 1) preliminaries or front matter, 2) text, and 3) back matter.

### **Preliminaries or Front Matter**

This section contains the following components, some of which are optional. Pagination in this section is in lower-case

Roman numerals.

- Title Page (Count as “page i,” but do not number this page.)
- Dedication (optional) If included, begins pagination here (ii).
- Preface or Acknowledgments (optional)
- Table of Contents (List all parts of thesis, except title page)
- List of Illustrations and List of Tables (when relevant)
- Abstract

### **Text**

Pagination in this section is in Arabic numerals and begins on page 1 of the text. The text may be divided into chapters.

### **Back Matter**

This section should be arranged in the following order:

Appendices (when relevant). If the thesis contains only one appendix, do not “letter” or number it. If, however, the thesis contains more than one appendix, provide a title, letter or number for each one.

Endnotes (when relevant)

Bibliography

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

### **Submission of the Library Copy**

A senior thesis is a scholarly document. Digital copies of theses are made available upon request to members of the public for a fee.

The print thesis must be submitted to the Jane Bancroft Cook Library in a 10 x 13” envelope. Audiovisual materials that are part of the thesis project should be submitted with the print copy. All non-paper materials, such as photographs, CDs and DVDs, must be labeled with the thesis student’s name and year of graduation.

Students must submit an electronic copy of their thesis via email to [thesis@ncf.edu](mailto:thesis@ncf.edu). Submit the complete thesis as a .pdf file.

The final library copy should be as clean and correct as possible. The library thesis coordinator may reject manuscripts with light or unreadable print or that otherwise do not meet the specifications described here. Remember: The library thesis coordinator will review your thesis copy for margins and signatures. There will be no further review by Library staff after acceptance of the thesis. The library thesis coordinator is responsible for accomplishing review in a timely manner.

The Library copy of the thesis, both in print and as a .pdf, must be submitted no later than 5:00pm on the Monday of graduation week.

**Sample Title Page**

(2" top margin)  
THE THEORY OF X

(4 spaces)  
BY  
JANE SMITH

(6 spaces)  
A Thesis

(4 spaces)  
Submitted to the Division of \_\_\_\_\_  
New College of Florida  
in partial fulfillment of the requirements for the degree  
Bachelor of Arts (Single space all of this)  
Under the sponsorship of \_\_\_\_\_

(4 spaces)  
Sarasota, Florida  
Month, Year

(Note: Both the title and the author's name are generally capitalized. If the title is more than one line long, an inverted pyramid form is the customary layout.)

**SAMPLE ABSTRACT**

THE THEORY OF X

Jane Smith

New College of Florida, 2013

**ABSTRACT**

Follow this format. 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 their 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, and 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 intranet 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 SASC review the list of potential graduates and make their recommendation(s) to the New College faculty as a whole, in an executive session called by the Chair of the Faculty. 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 that faculty meeting, the student cannot graduate until the next degree conferral date.

### **Early Graduation**

A student may graduate after the completion of six contracts by successfully petitioning the Provost's Office, prior to beginning their sixth semester, for a 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 bachelor degrees. New College awards degrees in January, May, and August each year for all students who have completed the requirements of their respective degree prior to established deadlines. Diplomas are distributed to graduates following the degree conferral date. All students graduating in August or January are invited to participate in the following May commencement ceremony.

## **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](http://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](http://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  
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 that 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.

## **New College Academic Divisions**

The academic disciplines at New College are grouped into three Divisions; interdisciplinary areas either have faculty appointed in these areas or 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**

The New College Art Area of Concentration (AOC) emphasizes both quality academic work and art-making together, leading to graduates who make art and can speak and write eloquently about their own and others' work. The Art AOC provides a unique environment to incorporate diverse perspectives from a variety of fields into students' studio practices. Courses address technical and conceptual aspects of art making through historical and contemporary perspectives so that students continue to cultivate these competencies independently in the future.

Studio classes support a diverse range of media and students move through foundations to advanced work, with opportunities for competitive exhibition. Painting and drawing studios provide ample space for large-scale projects in oil, acrylic, and watercolor. Sculpture facilities include a foundry and areas for woodworking, welding, resin casting, 3D-printing, and laser-cutting. 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. The Isermann Gallery exhibition space allows students to practice preparing work for exhibition and offers a forum for display and dialog. The Art AOC prepares graduates to pursue careers within the arts as professional artists, designers, educators, or arts administrators, or to take their visual skills in entirely new directions.

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

If transfer students wish to be considered for exemption from any art foundation courses, they may present prior college-level coursework to New College Art faculty for a portfolio review.

### Requirements

A minimum of 13 units is required for the Art AOC. These should include eight courses in Art, three courses in Art History, one critical theory course, one ISP, a senior thesis project, and an exhibition.

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 foundation courses.

<b>Art Foundations Courses Required</b> (select four from the examples below):	
ART 2100 ART 2500 ART 2300 Or ART 4300 ART 2200 ART 2210 ART 2490	Principles of Painting: Color and Form 3D Design: Tools & Technique Sculpture I Sculpture II Drawing Fundamentals Perceptual Drawing Methods Drawing Through Photography
<b>One Art History course</b> (select one):	
ARTH 2250 ARTH 3640 ARTH 3770	Public Art and Its Public(s) in the United States The Gothic Cathedral Michelangelo and his Era
<b>Approved course in Critical Theory:</b>	
LITR 3230	Critical Theory in the United States: An Introduction
Students are 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 <sup>1</sup> :	
<b>One Sculpture course:</b>	
ART 2300 Or ART 4300	Sculpture I Sculpture II
<b>One Painting or Drawing course:</b>	
ART 2210 ART 2490 ART 3350	Perceptual Drawing Methods Drawing Through Photography Color and Culture
<b>Two Art elective courses</b> (in Painting, Drawing, Digital Media, or Sculpture):	
ART 2355 ART 3130 ART 3560 ART 3572	Going Viral: Making Video Art for the Internet Mixed Media Painting Emerging Media and Interactive Art Sculpture: Internet as a Tool for Making Art
<b>Two Art History courses with one covering 20th or 21st-century art:</b>	

<sup>1</sup>

ARTH 2250 ARTH 3640 ARTH 3665 ARTH 3770	Public Art and Its Public(s) in the United States The Gothic Cathedral Modernism in the Visual Arts: 1900-1940 Michelangelo and his Era
One 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)

### Representative Senior Theses in Art:

- Access: Graffiti Through a Privileged Lens
- Analog Aliasing: The Glitch and Self-Representation in the Digital Age
- The Art of Self Defense: An Exploration of Art as a Spiritual and Political Means for Manifesting Black Power
- I Must Be Burned Alive: Performance, Queerness, and Martyrdom Through the Lens of St. Sebastian
- In/Visible Identities: Illusion, Abstraction, Politics, and the Phenomenology of Stateless Being
- Lo Que Quedo de Ti: Violence at the U.S.-Mexico Border. Awareness Through Art
- More Than Just a River of Grass: A Scientific and Artistic Exploration into the Florida Everglades
- Re: Vision - 20th Century Poster Making in the Spanish-Speaking Caribbean
- Symbiosis: Illustrating the Transnational Genre of Anime and a Need for Diversity Within Animated Media

### Faculty in Art

[Kim Anderson](#), Professor of Art

[Ryan Buysens](#), Associate Professor of Digital Media & Art

## Art History Area of Concentration

### Overview

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.



Please note that faculty approval is required if a student wishes to fulfill any of the 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.

**One course in Art** (i.e. Studio or Fine Art):

Examples:  
ART 2100  
ART 2200  
ART 2300  
ART 3130  
ART 3571

Principles of Painting: Color and Form  
Sculpture I  
Drawing Fundamentals  
Mixed Media Painting  
Making Art in the Age of Social Media

**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.

**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):**

**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).

Examples:  
ARTH 2375  
ARTH 2500  
ARTH 3525  
  
ARTH 3665  
ARTH 3750  
  
ARTH 3755

Pleasure and Power: Art in the 18th Century  
Masterpieces: Medieval/Renaissance/Baroque  
Caravaggio (1571-1610): Renaissance and Baroque at the Ringling Museum\*  
Modernism in the Visual Arts: 1900-1940  
Saints and Sinners: Image, Gender, and Spirituality in the Medieval and Early Modern Eras\*  
Monuments & Methods: Classical Antiquity Revisited

**A course organized around a thematic rather than chronological focus:**

Examples:  
ARTH 2100  
ARTH 2250

Motherhood: Image and Experience  
Public Art and Its Public(s) in the United States

ARTH 2260 ARTH 3400 ARTH 3745	Worlds of Wonder: A History of Museums Image and Identity: Portraits and Self-Portraits of the Artist Art and Gender
<p><b>A “global” course</b> with a primary or predominant focus on art that is not European or Euro-American: ARTH 2400 Global Perspectives in Art History</p> <p>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.</p>	
<p><b>A writing-intensive seminar</b> for advanced students with a focus on critical theory and methods of art history; offered in alternate years:</p>	
ARTH 3450	Ways of Seeing: Theory and Methods in Art History
<p><b>An additional full-term unit in art history</b> or an art-related, full-term unit internship sponsored by one of the Art History faculty.</p>	
<p><b>A senior thesis or project and baccalaureate examination</b> 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.</p>	

### Additional Information:

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.

### 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](#), Associate Professor of Art History & Museum Studies  
[Magdalena Elizabeth Carrasco](#), Professor of Art History

## Chinese Language & Culture Area of Concentration

### Overview

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. Students with an Area of Concentration in Chinese develop a high level of proficiency in all aspects of Mandarin Chinese, a broad historical and cultural knowledge of classical and modern Chinese culture, and in-depth knowledge of certain authors, genres, periods, or themes. Courses may explore visual and literary representation of landscape and environment, or heroes and heroines in literature and film, or contemporary literature from China, Hong Kong, and Taiwan that take up contemporary issues of crisis and modernity.

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. Chinese has been combined with a wide range of other disciplines, from humanities, social sciences, and natural sciences.

### Requirements

To complete a full AOC in Chinese Language & Culture, required courses include:

<b>Six semester-long Chinese language courses:</b>		
LANG	2510	First-Year Modern Chinese I
LANG	2520	First-Year Modern Chinese II
LANG	3510	Second-Year Modern Chinese I*
LANG	3520	Second-Year Modern Chinese II*
LANG	4510	Third-Year Modern Chinese I
LANG	4520	Third-Year Modern Chinese II

<b>One advanced reading in classical or modern Chinese, offered as a tutorial:</b>		
LANG	4525	Advanced Reading in Chinese

<b>One survey course in classical or modern Chinese literature and culture (select one):</b>		
LITR	2675	Modern & Contemporary Chinese Literature: A Survey*
LITR	2680	Classical Chinese Literature: A Survey*

<b>One special topics course in classical or modern Chinese culture (select one):</b>		
LITR	2070	Landscape in Chinese Literature*
LITR	2075	Fantastic Tales and Idle Talks in Traditional China*
LITR	2080	Reimagine China and the World: Chinese Science Fiction in the Twenty-first Century*
LITR	2085	Chinese Martial Arts Film*



<b>One tutorial in a subject of student interest:</b>		
LITR	4540	Special Topics Tutorial in Chinese Literature or Culture

<b>Two China-/East Asia-related courses in other disciplines of humanities and social sciences</b> , including but not limited to political science, philosophy, religion, art, art history, history, gender studies, anthropology, or economics (select two):		
ANTH	3215	China, Africa, and Globalization
ECON	3200	Chinese Economy
HIST	4300	Women and Gender in China
HIST	4350	The Age of Openness: China Before Mao (1912-49)
HIST	3875	Chinese History Since 1800*
HIST	3885	Environmental History of China
HIST	3800	Chinese History to 1800*
HIST	2200	East Asian Civilization*
HIST	4350	The Age of Openness: China Before Mao (1912-49)
POLS	3220	Politics of China: Communism and Change
RELI	3250	Chinese Religions*
RELI	3700	Buddhist Meditation
RELI	3720	Monks, Oracles, and Lamas: Buddhism in the Himalayas*
RELI	2700	Buddhism for Beginners: The Buddha, his Quest for Enlightenment, and the Rise of a Global Religion*

**Joint Disciplinary AOC in Chinese Language & Culture:**

To complete a combined AOC with another program, required courses include:

<b>Five -semester courses (or equivalent) in Chinese language:</b>		
LANG	2510	First-Year Modern Chinese I
LANG	2520	First-Year Modern Chinese II
LANG	3510	Second-Year Modern Chinese I*
LANG	3520	Second-Year Modern Chinese II*
LANG	4510	Third-Year Modern Chinese I
LANG	4520	Third-Year Modern Chinese II

<b>Two courses in classical or modern Chinese culture</b> (select two):		
LITR	2070	Landscape in Chinese Literature*
LITR	2075	Fantastic Tales and Idle Talks in Traditional China*
LITR	2080	Reimagine China and the World: Chinese Science Fiction in the Twenty-first Century*

LITR	2085	Chinese Martial Arts Film*
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One China-/East-Asia-related course in humanities or social sciences (select one):		
ANTH	3215	China, Africa, and Globalization
ECON	3200	Chinese Economy
HIST	4300	Women and Gender in China
HIST	4350	The Age of Openness: China Before Mao (1912-49)
HIST	3875	Chinese History Since 1800*
HIST	3885	Environmental History of China
HIST	3800	Chinese History to 1800*
HIST	2200	East Asian Civilization*
HIST	4350	The Age of Openness: China Before Mao (1912-49)
POLS	3220	Politics of China: Communism and Change
RELI	3250	Chinese Religions*
RELI	3700	Buddhist Meditation
RELI	3720	Monks, Oracles, and Lamas: Buddhism in the Himalayas*
RELI	2700	Buddhism for Beginners: The Buddha, his Quest for Enlightenment, and the Rise of a Global Religion*

### Additional Information

#### 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.

#### Representative Senior Theses in Chinese Language and Culture:

- Are You Taiwanren or Taioanlang? A Study of Linguistic Hybridity and Identity Formation in Taiwanese Cinema
- At the Liaison's Gates: Spirit and Security in Hong Kong
- China's Avant-Garde Literature in Translation: Ge Fei
- Examining Female Community Power in the Development of the Chinese Boys' Love Genre
- The Historical Considerations, Social Benefits, and Environmental Impacts of Green Spaces in Shanghai
- Self-Cultivation of the Monkey King: A Confucian Reading of Journey to the West
- To Float Above Water: Mapping Modernity and Identity in Recent Chinese Ecocinema

#### Faculty in Chinese

[Fang-Yu Li](#), Associate Professor of Chinese Language and Culture

[Jing Zhang](#), Associate Professor of Chinese Language and Culture//Director of International and Area Studies

### Classics Area of Concentration

#### Overview

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

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.

<b>Examples:</b>	
LANG 2010 LANG 2020 LANG 2100 LANG 2110 LANG 2120	Elementary Latin I Elementary Latin II Elementary Ancient Greek I Elementary Homeric Greek Elementary Homeric Greek II
<b>General knowledge of classical literature, history, and culture</b> Examples:	
LANG 4010 LANG 4020 LANG 4120 CLAS 2000 CLAS 2035 HIST 2260 LITR 2047 LITR 2090	Advanced Latin: Pliny, Natural History Advanced Latin: Horace, Satires Advanced Greek: Euripides' Cyclops Ancient Epic Greek and Roman Medicine Ancient Rome: History and Legacy Greek and Roman Lyric Poetry Ancient Greek Drama
<b>At least two semesters (or the equivalent) of a modern language</b> (This requirement is waived for those pursuing a joint AOC).	
<b>A senior thesis.</b> 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 in Classics:

- Ancient Greek Prostitution
- Martyrs and Murderers: Women of Euripides
- Oracles, Advisors, 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 Rohrbacher](#), Professor of Classics

[Carl Shaw](#), Professor of Classics

## Creative Writing

### Overview

The holistic AOC in Creative Writing encourages students to cultivate imaginative literacy and cognitive flexibility by exploring aesthetics and methods across and between disciplines and multiple genres.

In addition to instruction in the craft of writing and the history of literary art, coursework in Creative Writing develops core 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 (Joint Area of Concentration)

Creative Writing is a joint-disciplinary Area of Concentration (AOC) that can be paired with any other AOC. Requirements include:

<b>Writing Workshops</b> (select two: one beginning-level and one intermediate/advanced-level course):	
LITR 2110	Beginnings and Endings: A Beginning Creative Writing Workshop*
LITR 2535	Introduction to Creative Writing
LITR 2540	Not Your Typical Coming-of-Age Story: Beginning Creative Writing Workshop
LITR 3130	Dancing Between Genres: Poetry for Prose Writers Workshop
LITR 3170	Poetry Recess: A Creative Writing Workshop
<b>Reading Like a Writer</b> (one course):	
LITR 3244	The Sexual Politics of Meat: A Reading as a Writer Seminar
<b>Craft Seminars</b> (two courses):	
LITR 3248	Writing Environments: Intermediate Craft Seminar
LITR 3550	Strange Matings, Invisible Hands, and Monster Births: Creative Writing Craft Seminar
LITR 3800	Creative Writing, Courage, and the Unknown: An Intermediate/Advanced Craft Seminar
LITR 3885	How a Woman Becomes a Lake and Other Unheroic Acts: A Craft Seminar in Gender and Genre Bending
<b>Fourth-Year Creative Writing Tutorial</b> (one course)	
<b>Senior Capstone Project or Senior Thesis</b> that incorporates a sustained piece of imaginative writing of literary merit.**A Creative Writing professor must serve on the baccalaureate exam committee	

### Faculty in Creative Writing

[Emily Carr](#), Visiting Assistant Professor of Creative Writing

### Representative Senior Theses in Creative Writing:

- Angled Toward Hell, Accompanied by Artist Statement Haunting the Space of Erasure
- Some of These People Are Criminals: An Audio-Only Musical
- The Face of a Skull Shifting: A Poetry Comic
- Divine Inspiration and the Author’s Voice

- For Justice I Would [Will] Not Cry, accompanied by critical introduction Mother I Told Them the Story: The Craft of Bringing A Ghost To Life

## English Area of Concentration

### Overview

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.

### Requirements

The English AOC requires a minimum of 8 units, with 2 classes each in “Textual Analysis,” “Historical Approaches,” “Cross-Cultural,” and “Criticism/Theory.” Students should work in American, British, and Global English literary traditions. Up to 2 Creative Writing classes may also be included (not more than 1 per category)..

CRN	Title/Category	UNITS
Examples: LITR 2330: Reading Poetry LITR 2390: Law & Literature: Rhetoric in Action LITR 2810: Terror and Fiction: British, American and World Literature	Textual Analysis	2
Examples: LITR 2180: Imagining/Reimagining Early England LITR 2750: Revolution & Romanticism LITR 2720: Gothic Tradition LITR 3150: Rewriting the Renaissance HIST 2750: Modern European History (HISTORY) ARTH 2400: Global Perspectives in Art History (Art History)	Historical Approaches* (1 class may be from another historical discipline: Art History, History)	2
Examples: LITR 3410: Global Politics, Radical Comics LITR 2360: Exile, Belonging, and Identity in Multi-Ethnic Literature of the U.S. LITR 2070: Landscape in Chinese Literature (Chinese) LITR 3490: Latin American Storytellers (Spanish) ANTH 3420: Anthropology and Literature (Anthropology) ARTH 2400: Global Perspectives in Art History (Art History)	Cross-cultural* (1 class may be from another discipline or literature)	2
Examples: LITR 2180: Imagining/Reimagining Early England LITR 2850: Realism, Surrealism, and Expressionism LITR 4300: Lines of Sight: Poetry and the Visual Arts LITR 3230: Critical Theory in the U.S. LITR 4220: Postcolonial Literature and Theory LITR 4550: On Stage in Montreal & Paris (French/Francophone)	Criticism/Theory	2
*1 of the 2 classes may be from another discipline or literary tradition		
•At least 2 of the above courses should focus on periods before 1900;		

CRN	Title/Category	UNITS
•At least 1 of the above courses should focus on poetry or poetics; and 1 should focus on drama		
Senior Capstone Project or Senior Thesis		1-2
NOTE: Minimum of 3 courses at the 3000/4000 level		
<b>Total Units</b>		<b>8-10</b>

### Requirements for the Joint AOC in English

The English Joint-AOC requires a minimum of 5 units and should include work in two of the following: British, American, or Global English.

CRN	Title/Category	UNITS
Examples: LITR 2330: Reading Poetry LITR 2390: Law & Literature: Rhetoric in Action LITR 2810: Terror and Fiction: British, American and World Literature	Textual Analysis	1
Examples: LITR 2180: Imagining/Reimagining Early England LITR 2750: Revolution & Romanticism LITR 2720: Gothic Tradition LITR 3150: Rewriting the Renaissance HIST 2750: Modern European History (History) ARTH 2400: Global Perspectives in Art History (Art History)	Historical Approaches* (1 class may be from another historical discipline: Art History, History)	1
Examples: LITR 3410: Global Politics, Radical Comics LITR 2360: Exile, Belonging, and Identity in Multi-Ethnic Literature of the U.S. LITR 2070: Landscape in Chinese Literature (Chinese) LITR 3490: Latin American Storytellers (Spanish) ANTH 3420: Anthropology and Literature (Anthropology) ARTH 2400: Global Perspectives in Art History (Art History)	Cross-cultural* (1 class may be from another discipline or literature)	1
Examples: LITR 2180: Imagining/Reimagining Early England LITR 2850: Realism, Surrealism, and Expressionism LITR 4300: Lines of Sight LITR 3230: Critical Theory in the U.S. LITR 4220: Postcolonial Literature and Theory LITR 4550: On Stage in Montreal & Paris (French/Francophone)	Criticism/Theory	1
•At least 2 of the above courses should focus on periods before 1900; •At least 1 of the above courses should focus on poetry or poetics; and 1 should focus on drama		
<b>Optional:</b> Senior Capstone Project or Senior Thesis		1-2
<b>Total Credits</b>		<b>5-7</b>

### **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.

English values work in related fields highly, particularly history, art history, anthropology, philosophy, religion, classics, and of course literature 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.

### **Representative Senior Thesis projects in English**

- 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 Assistant Professor of English

Nova Myhill, Professor of English and Theater, Dance & Performance Studies

Miriam L. Wallace, Professor of English

Jessica Young, Assistant Professor of English

Robert Zamsky, Professor of English

### **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. Our program prepares students to use French in academic, professional, and personal contexts, including research, study abroad, leisure reading, and travel. Recently offered courses include World War II France in Film and Fiction; Proust's Remembrance of Things Past; The Twentieth -Century French Novel; Colette; Molière; Introduction to Literary Studies: To the Revolution!; Literary Movements of the Nineteenth Century; Giving Voice to Identity: Francophone Literatures from the Americas; African Stories: Fiction from Francophone Africa; On Stage in Paris and Montreal: 20-21<sup>st</sup> Century Theatre; and Women Writing off/from Africa: Feminist Truths, Feminist Fictions.

#### **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. French language courses are listed under Languages: LANG in the course schedule.

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. These seminars are listed under Literature: LITR in the course schedule.

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.

## **Requirements**

### **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 coursework 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 coursework 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.

**French as a Single (or as part of a Double) Area of Concentration:**

<b>Students complete Advanced French I &amp; II plus 6–8 additional academic activities (including Courses, Tutorials, Independent Reading Projects, and Independent Study Projects) for the Full AOC</b>	
LANG 4210	Advanced French I
LANG 4220	Advanced French II
<b>Many of the following courses have both French and English sections and can be used to fulfill the additional course requirements.</b> (Up to two courses may be those conducted in English on French/Francophone topics, e.g., literature in translation, literary theory, history, art history, and music.)	
Examples:	
LITR 2330	Introduction to Literary Studies: To the Revolution!
LITR 3355	Frontières: Écriture de l'Engagement
LITR 2320	Molière
LITR 2310	Colette
LITR 4555	Proust's In Search of Lost Time
LITR 3325	World War II France in Film and Fiction
LITR 3365	Literary Movements of 19 <sup>th</sup> -Century France
LITR 3370	The 20 <sup>th</sup> -Century French Novel
LITR 3477	Women Writing of/from Africa: Feminists Truths, Feminist Fictions
LITR 4100	Giving Voice to Identity: Manifestos and Fiction from Quebec and the Francophone Caribbean
LITR 4550	On Stage in Paris and Montreal: French/Francophone Theatre since 1944
<b>An Independent Study Project or off-campus semester in a French-speaking country or region is strongly encouraged</b>	
<b>A senior project that substantially focuses on French/Francophone literature and culture</b>	
<b>A satisfactory Baccalaureate Examination</b>	

\*Click [here](#) for a French AOC Checklist

### French as part of a Joint Area of Concentration

<b>Students complete Advanced French I &amp; II plus 4–6 additional academic activities (including Courses, Tutorials, Independent Reading Projects, and Independent Study Projects) for the Joint AOC</b>	
LANG 3210	Intermediate French I
LANG 3220	Intermediate French II
<b>Many of the following courses have both French and English sections and can be used to fulfill the additional course requirements.</b> (Up to two courses may be those conducted in English on French/Francophone topics, e.g., literature in translation, literary theory, history, art history, and music.)	
Examples:	
LITR 2330	Introduction to Literary Studies: To the Revolution!
LITR 3355	Frontières: Écriture de l'Engagement
LITR 2320	Molière
LITR 2310	Colette
LITR 4555	Proust's In Search of Lost Time
LITR 3325	World War II France in Film and Fiction
LITR 3365	Literary Movements of 19 <sup>th</sup> -Century France
LITR 3370	The 20 <sup>th</sup> -Century French Novel
LITR 3477	Women Writing of/from Africa: Feminists Truths, Feminist Fictions
LITR 4100	Giving Voice to Identity: Manifestos and Fiction from Quebec and the Francophone Caribbean
LITR 4550	On Stage in Paris and Montreal: French/Francophone Theatre since 1944
<b>An Independent Study Project or off-campus semester in a French-speaking country or region is strongly encouraged</b>	
<b>Students are strongly encouraged to include a French component in their senior thesis project.</b>	
<b>A satisfactory Baccalaureate Examination</b>	

\*Click [here](#) for a Joint French AOC Checklist

### French as a Secondary Field (Minor)

We offer **Secondary Fields** in both **French Language and French Language and Culture**. When combined with an AOC in the Humanities, Social Sciences, Natural Sciences or Interdisciplinary Program, the secondary field documents the study of French language, literature, and culture.

<p><b>Students who begin the French sequence at New College in Elementary or Intermediate French can complete a Secondary Field in French Language after six semesters of study</b> (a particularly good option for students who transfer to NCF with some prior study of French):</p>	
LANG 2210	Elementary French I
LANG 2220	Elementary French II
LANG 3210	Intermediate French I
LANG 3220	Intermediate French II
LANG 4210	Advanced French I
LANG 4220	Advanced French II
<p><b>Students who are placed at the intermediate level at New College can complete a Secondary Field in Spanish Language by completing the following four courses</b> (also a good option for Transfer Students aiming to complete their degree in two years):</p>	
LANG 3210	Intermediate French I
LANG 3220	Intermediate French II
LANG 4210	Advanced French I
LANG 4220	Advanced French II
<p><b>Students who opt to complete a more substantial Secondary Field in French Language and Culture will need to complete the language sequence through Advanced French I &amp; II in addition to 2 additional courses in French Literature:</b></p>	
LANG 4210	Advanced French I
LANG 4220	Advanced French II
<p><b>Many of the following courses have both French and English sections and can be used to fulfill the additional course requirements.</b> (Up to two courses may be those conducted in English on French/Francophone topics, e.g., literature in translation, literary theory, history, art history, and music.):</p>	

Examples:	
LITR 2330	Introduction to Literary Studies: To the Revolution!
LITR 3355	Frontières: Écriture de l'Engagement
LITR 2320	Molière
LITR 2310	Colette
LITR 4555	Proust's In Search of Lost Time
LITR 3325	World War II France in Film and Fiction
LITR 3365	Literary Movements of 19 <sup>th</sup> -Century France
LITR 3370	The 20 <sup>th</sup> -Century French Novel
LITR 3477	Women Writing of/from Africa: Feminists Truths, Feminist Fictions
LITR 4100	Giving Voice to Identity: Manifestos and Fiction from Quebec and the Francophone Caribbean
LITR 4550	On Stage in Paris and Montreal: French/Francophone Theatre since 1944

\*Click [here](#) for a Secondary Field French AOC Checklist

#### 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 Theater

#### Pathways

##### Sample 4 Year Pathway for an AOC in French Literature and Culture

	Fall Term	January ISP	Spring Term
Year 1	<ul style="list-style-type: none"> <li>● Intermediate French I (CYC)</li> <li>● Other</li> <li>● Other</li> <li>● Other</li> </ul>	<ul style="list-style-type: none"> <li>● Student's choice</li> </ul>	<ul style="list-style-type: none"> <li>● Intermediate French II</li> <li>● Other</li> <li>● Other</li> <li>● Other</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● Advanced French I</li> <li>● Bilingual Literature Seminar (English Section)</li> <li>● Other</li> <li>● Other</li> </ul>	<ul style="list-style-type: none"> <li>● Student's choice OR</li> <li>● French Literature or Culture</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced French II</li> <li>● Other</li> <li>● Other</li> <li>● Other</li> </ul>

Year 3	<ul style="list-style-type: none"> <li>• Bilingual Literature Seminar (French Section)</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• French Literature or Culture</li> <li>• OR Off-Campus ISP in a French-Speaking Region</li> </ul>	<ul style="list-style-type: none"> <li>• Bilingual Literature Seminar (French Section)</li> <li>• Optional Tutorial in French Literature or Culture</li> <li>• Other</li> <li>• Other</li> <li>• OR Off-Campus Study in a French-Speaking Region</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Thesis Tutorial</li> <li>• Bilingual Literature Seminar (French Section)</li> <li>• Other</li> <li>• LAC/ other</li> </ul>		<ul style="list-style-type: none"> <li>• Thesis Tutorial</li> <li>• Bilingual Literature Seminar (French Section)</li> <li>• Other</li> <li>• LAC/ other</li> </ul>

**Sample 4-Year Pathway for a Joint-Concentration in French Literature and Culture**

	Fall Term	January ISP	Spring Term
Year 1	<ul style="list-style-type: none"> <li>• Elementary French I</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Student's choice</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary French II</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Intermediate French I (CYC)</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Student's choice OR</li> <li>• French Literature or Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate French II</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Advanced French I</li> <li>• Bilingual Literature Seminar (English Section)</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• French Literature or Culture</li> <li>• OR Off-Campus ISP in a French-Speaking Region</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced French II</li> <li>• Bilingual Literature Seminar (English Section)</li> <li>• Other</li> <li>• Other</li> <li>• OR Off-Campus Study in a French-Speaking Region</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Thesis Tutorial</li> <li>• Bilingual Literature Seminar (French Section)</li> <li>• Other</li> <li>• LAC/ other</li> </ul>		<ul style="list-style-type: none"> <li>• Thesis Tutorial</li> <li>• Bilingual Literature Seminar (French Section)</li> <li>• Other</li> <li>• LAC/ other</li> </ul>

**Sample 2-Year Transfer Pathway for a Secondary Field in French Language**

Year 3	<ul style="list-style-type: none"> <li>• Intermediate French I</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Optional ISP French Literature or Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate French II</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>
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Year 4	<ul style="list-style-type: none"> <li>• Advanced French I</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>		<ul style="list-style-type: none"> <li>• Advanced French II</li> <li>• Other</li> <li>• Other</li> <li>• Other</li> </ul>
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**Sample 2-Year Transfer Pathway for a Secondary Field in French Language and Culture**

Year 3	<ul style="list-style-type: none"> <li>• Advanced French I</li> <li>• Optional Bilingual French Literature Seminar (English Section)</li> <li>• Other</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• January / ISP</li> <li>• Optional ISP in French Literature and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced French II</li> <li>• Optional Bilingual French Literature Seminar (English Section)</li> <li>• Other</li> <li>• Other</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Bilingual Literature Seminar (French Section)</li> <li>• Other</li> <li>• Other</li> <li>• Thesis Tutorial</li> </ul>		<ul style="list-style-type: none"> <li>• Bilingual Literature Seminar (French Section)</li> <li>• Other</li> <li>• Other</li> <li>• Thesis Tutorial</li> </ul>

**Representative Senior Theses in French:**

- Subversion, Refraction and the Do-It-Yourself Proust: Autobiographical Intertexts of *La Recherche*
- La conservation coloniale au service de l'exploitation: Changing Conceptions of Land and Environmental Policy in French Algeria and Indochina
- Guillaume de Machaut's Legacy: Representation and Self-Representation in Medieval France
- 'Dèyè Mòn Gen Mòn': An Examination of Health Disparities Affecting Haitian Communities In Florida
- Une Reprise de Parole: Rereading Two Works of Feminist Experimental Theater from 1970's Quebec Over Thirty Years Later
- Telling Tales: An Examination of Storytelling in Three North African Francophone Novels
- Film-Poetry Synthesis and the Birth of Experimental Cinema in France
- Vive la pensée Maotsétoung!: French Intellectual Maoists and Their Readings of China's Cultural Revolution
- Questions de genre: Story and Identity in the Feature Films of Safi Faye
- Rethinking Québécois Identity in Three Immigrant Novels
- Beyond Rational Choice: The Politics of the French Extreme-Right
- La mise-en-scène de la féminité : la figure de l'actrice dans la littérature française du 19<sup>e</sup> siècle
- Sahara Occidental: Political and Legal Analysis of an Ongoing Conflict
- Litt/oral Stories: Strategies of Resistance in Four Novels of the Caribbean

**Faculty in French**

Amy Reid, Professor of French/Director of the Gender Studies Program

Jocelyn C. Van Tuyl, Professor of French

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

**Overview**

The German program at New College offers courses at all levels of German language as well as courses and tutorials in literature and culture in English translation. Elementary and Intermediate German are offered each year. Advanced German courses present topics focusing on modern German culture and these topics vary from year to year. Students will learn standard modern German and acquire skills in critical thinking, visual literacy, cultural competency, German language proficiency, geography, and reading film as text. The German program also strives to provide students with a broad, inclusive range of cultural contexts in Germany by incorporating material and themes in the courses that refocus Germanness to include diverse racial, ethnic, religious, and gender perspectives and experiences.

Students doing an Area of Concentration in German will complete coursework beyond the second year and/or participate 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 Independent Study Projects (ISPs) and off-campus semesters at branches of the Goethe Institute in Germany. Students are also required to take at least one course in German history (Modern German History). Because of the interdisciplinary nature of the German program, students are encouraged to take courses in other disciplines that offer courses in German culture such as history, art history, politics, international relations, religion, music, philosophy, etc. Students are also encouraged to do a joint Area of Concentration in German and another field. A concentration in German can lead to careers in a wide range of fields such as: political science, law, high school and university teaching, natural sciences, government, international business, and economics in both the United States and Germany.

- For an Area of Concentration (AOC) in German: 10 courses (10 units)
- For a Joint Concentration (slash) in German and another field: 7 courses (7 units)

Intermediate German I, Intermediate German II, and German Conversation and Composition count towards these requirements.

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:

## REQUIREMENTS

**For the AOC in German Language and Literature, required courses include 10 beyond the initial language sequence.**

### 1) LANGUAGE SEQUENCE:

LANG 2610	Elementary German I
LANG 2620	Elementary German II
LANG 3610	Intermediate German I
LANG 3620	Intermediate German II

For students who have either completed the above sequence or the equivalent:

### 2) THIRD-YEAR BRIDGE COURSE:

<b>One (1) third-year bridge course</b>	
LANG 4610 LANG 4612 LANG 4650	German Conversation and Composition German Conversation & Composition: German Through Film German Conversation and Composition: German Media

### 3) ADVANCED GERMAN:

After the third-year bridge course, students must take <b>at least three (3)</b> Advanced German courses. Some past courses in Advanced German include:	
LANG 4620 LANG 4620	Advanced German: German Colonial Legacy/Koloniales Erbe Advanced German: Current Events

### 4) 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 German language.

Students must take <b>at least five (5)</b> German culture courses taught in English translation. Some courses include:	
LITR 3250	Black, White, and German: Afro-Germans and German Identity
LITR 2700	Seduction and Gender in English, French, and German Bourgeois Drama
LITR 2555	Through the Looking-Glass: "Snow White" in Text and Film
LITR 2560	Straying from the Path: "Red Riding Hood" in Text and Film
LITR 3620	History of German Cinema
HUMN 2600	Mapping Slavery: Europe
FYS 2010	SET SAIL: Thinking Green: Nature, Environment, and Sustainability in Germany

### 5) COURSE ELECTIVES IN OTHER DISCIPLINES

When the history course is not concentrated solely on Germany, the student can focus on Germany in their papers and assignments for that course.

At least <b>one (1)</b> German history course is required.	
HIST 4600	Modern German History OR
HIST 2700	Modern European History: 1640–1870
HIST 2750	Modern European History: 1870–Present
HIST 2285	Medieval Cities
HIST 2300	The Middle Ages: The Birth of the Modern World

German topic courses in a discipline outside of German including but not limited to anthropology, art/art history, economics, gender studies, history, international relations, music, philosophy, religion, and political science are encouraged.

### JOINT DISCIPLINARY AOC REQUIREMENTS

**For the Joint AOC in German Language and Literature, there are 7 required courses to be distributed as indicated.**

1) Five semester courses (or equivalent) in German language and culture (in German), to be selected from Language, Bridge, or Advanced German courses.

<b>LANGUAGE SEQUENCE:</b>	
LANG 2610	Elementary German I
LANG 2620	Elementary German II
LANG 3610	Intermediate German I
LANG 3620	Intermediate German II



THIRD-YEAR BRIDGE COURSE:	
LANG 4610	German Conversation and Composition
LANG 4612	German Conversation & Composition: German Through Film
LANG 4650	German Conversation and Composition: German Media

ADVANCED GERMAN COURSE:	
LANG 4620	Advanced German: German Colonial Legacy/Koloniales Erbe
LANG 4620	Advanced German: Current Events

## 2) 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 German language.

Students must take <b>at least one (1)</b> German culture course taught in English translation. Examples include:	
LITR 3250	Black, White, and German: Afro-Germans and German Identity
LITR 2700	Seduction and Gender in English, French, and German Bourgeois Drama
LITR 2555	Through the Looking-Glass: "Snow White" in Text and Film
LITR 2560	Straying from the Path: "Red Riding Hood" in Text and Film
LITR 3620	History of German Cinema
HUMN 2600	Mapping Slavery: Europe
FYS 2010	SET SAIL: Thinking Green: Nature, Environment, and Sustainability in Germany

## 3) COURSE ELECTIVES IN OTHER DISCIPLINES

When the history course is not concentrated solely on Germany, the student can focus on Germany in their papers and assignments for that course.

At least <b>one (1)</b> German history course is required.	
HIST 4600	Modern German History OR
HIST 2700	Modern European History: 1640–1870
HIST 2750	Modern European History: 1870–Present
HIST 2285	Medieval Cities
HIST 2300	The Middle Ages: The Birth of the Modern World

## Additional Information

### STUDY ABROAD

Students are strongly encouraged to study abroad at universities in Germany and Austria for at least one semester in order to improve their level of German language proficiency and cultural competence.

## SENIOR THESIS

Individual and/or group tutorials in advanced language skills, German literature in the original, and cultural topics are particularly recommended for thesis preparation. The senior thesis may focus on any aspect of German cultural studies and is a culmination of the student's learning. The senior thesis also exhibits how the student can work independently, do research, analyze and synthesize material, and present orally both in English and German and use PowerPoint during the baccalaureate exam. The baccalaureate exam presentation is done both in English and in German and the baccalaureate committee can ask questions of the student both in German and English. If the student is doing a double or a joint Area of Concentration, the topic of the thesis must include both areas of study.

## PATHWAYS

### SAMPLE 4-YEAR PATHWAY

#### YEAR 1:

- |   |                    |  |
|---|--------------------|--|
| <ul style="list-style-type: none"><li>• Elementary German I</li><li>• German Lit/Film (English)</li><li>• Elective</li><li>• Elective</li></ul> | ISP #1 (on campus) | <ul style="list-style-type: none"><li>• Elementary German II</li><li>• German Lit/Film (English)</li><li>• Elective</li><li>• Elective</li></ul> |
|---|--------------------|--|

#### YEAR 2:

- |   |        |  |
|---|--------|--|
| <ul style="list-style-type: none"><li>• Intermediate German I</li><li>• German Lit/Film (English)</li><li>• Elective</li><li>• Elective</li></ul> | ISP #2 | <ul style="list-style-type: none"><li>• Intermediate German II</li><li>• German Lit/Film (English)</li><li>• Elective</li><li>• Elective</li></ul> |
|---|--------|--|

#### YEAR 3:

- |   |                         |  |
|---|-------------------------|--|
| <ul style="list-style-type: none"><li>• Conversation &amp; Composition</li><li>• Modern German History</li><li>• German Lit/Film (English)</li><li>• Elective</li></ul> | ISP #3 (thesis-related) | <ul style="list-style-type: none"><li>• Advanced German (Lit/Culture)</li><li>• Modern European History</li><li>• German Lit/Film (English)</li><li>• Elective</li></ul> |
|---|-------------------------|--|

#### YEAR 4:

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Advanced German (Lit/Culture)</li><li>• Thesis Tutorial</li><li>• Elective</li></ul> |  | <ul style="list-style-type: none"><li>• Advanced German (Lit/Culture)</li><li>• Thesis Tutorial</li><li>• Elective</li></ul> |
|--|--|--|

### SAMPLE PATHWAY FOR TRANSFER STUDENTS

Students must have completed at least four semesters of college German (Intermediate German II or the equivalent).

#### YEAR 3

- |   |        |   |
|---|--------|---|
| <ul style="list-style-type: none"><li>• Conversation &amp; Composition</li><li>• Modern German History</li><li>• German Lit/Film (English)</li><li>• Elective</li></ul> | ISP #1 | <ul style="list-style-type: none"><li>• Advanced German</li><li>• German Lit/Film (English)</li><li>• Elective</li><li>• Elective</li></ul> |
|---|--------|---|

#### YEAR 4

- |  |                         |   |
|--|-------------------------|---|
| <ul style="list-style-type: none"><li>• Advanced German</li><li>• German Lit/Film (English)</li><li>• Elective</li><li>• Thesis Tutorial</li></ul> | ISP #2 (thesis-related) | <ul style="list-style-type: none"><li>• Advanced German</li><li>• German Lit/Film (English)</li><li>• Thesis Tutorial</li></ul> |
|--|-------------------------|---|

### 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

### Faculty in German

[Alexandra Hagen](#), Visiting Assistant Professor of German and Film  
[Wendy Sutherland](#), Associate Professor of German Language

## Greek

### Overview

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.

<b>Four must be in the Greek language.</b>	
Examples: LANG 2100 LANG 2110 LANG 2120 LANG 4100 LANG 4140 CLAS 4120 CLAS 4400	Elementary Ancient Greek I Elementary Homeric Greek Elementary Homeric Greek II Advanced Greek I Advanced Greek: Cyclops Tales Advanced Greek: Homeric Hymns Intermediate/Advanced Greek: Homer Iliad 24
<b>The remaining two can also be in the Greek language, or they can be in classical civilization, or Latin language.</b>	
Examples: GRK 2035 CLAS 4430 CLAS 4440	Greek and Roman Medicine Advanced Latin: Pliny Advanced Latin: Ovid

### Faculty in Greek

[David Rohrbacher](#), Professor of Classics  
[Carl Shaw](#), Professor of Classics

## Latin

### Overview

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.

Joint Area of Concentration Requirements in Latin:

<b>Four courses in the Latin Language</b>	
Examples: LANG 2210 LANG 3100 CLAS 4425 CLAS 4430 CLAS 4440	Elementary Latin I Elementary Latin II Advanced Latin: Satyrca of Petronius Advanced Latin: Pliny Advanced Latin: Ovid
<b>Two in the Latin language, or they can be in classical civilization, or Greek language.</b>	
Examples: GRK 2035 LANG 4140 LANG 4100	Greek and Roman Medicine Advanced Greek: Homeric Hymns Advanced Greek I

### **Faculty in Latin**

David Rohrbacher, Professor of Classics

Carl Shaw, Professor of Classics

## **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 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 Kundalina Yoga as Taught by Yogi Bhanan 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

### **Faculty in Humanities:**

[Kim Anderson](#), Professor of Art  
[Dan Bethune](#), Assistant in Humanities (Studio Technician)  
[Debarati Biswas](#), Visiting Assistant Professor of English  
[Virginia Bray](#), Adjunct Instructor of Piano and Chorus  
[Katherine Brion](#), Associate Professor of Art History & Museum Studies  
[Ryan Buysens](#), Associate Professor of Digital Media & Art  
[Emily Carr](#), Visiting Assistant Professor of Creative Writing  
[Magdalena Carrasco](#), Professor of Art History  
[Maribeth Clark](#), Professor of Music/Humanities Division Chair  
[Nicholas Clarkson](#), Assistant Professor of Humanities  
[Nicolas Delon](#), Associate Professor of Philosophy and Environmental Studies  
[Aron Edidin](#), Professor of Philosophy  
[April Flakne](#), Professor of Philosophy  
[Nathan Frantz](#), Adjunct Instructor of Music  
[Alexandria Griffin](#), Visiting Assistant Professor of Religion  
[Alexandra Hagen](#), Visiting Assistant Professor of German & Film  
[Sonia Labrador-Rodriguez](#), Associate Professor of Spanish Language and Literature  
[Fang-yu Li](#), Associate Professor of Chinese Language and Culture  
[Manuel Lopez](#), Associate Professor of Religion & Buddhist Studies/International & Area Studies Student Advisor  
[Andrei Malaev-Babel](#), Adjunct Associate Professor of Theater  
[Mariam Manzur-Leiva](#), Instructor of Spanish Language and Literature  
[Susan Marks](#), Professor of Religion and Judaic Studies/Klingenstein Professorship

[T. J. H. McCarthy](#), Professor of Medieval History  
[Nova Myhill](#), Professor of English and Theater, Dance & Performance Studies  
[Nassima Neggaz](#), Assistant Professor of History & Religion  
[Christopher Noble](#), Assistant Professor of Philosophy  
[Tim O'Donnell](#), Production Manager & Technical Director  
[Patricia Okker](#), New College President/Professor of English  
[Jose Alberto Portugal](#), Professor of Spanish Language and Literature  
[Amy Reid](#), Professor of French & Gender Studies/Director of the Gender Studies Program  
[David Rohrbacher](#), Professor of Classics  
[Carl Shaw](#), Professor of Classics  
[Xia Shi](#), Associate Professor of History and International and Area Studies/Marian Hoppin Chair of Asian Studies  
[Wendy Sutherland](#), Professor of German Language  
[Jocelyn Van Tuyl](#), Professor of French Language and Literature  
[Hugo R. Viera-Vargas](#), Assistant Professor of Caribbean/Latin American Studies and Music  
[Diego Villada](#), Assistant Professor of Theater and Performance Studies  
[Miriam L. Wallace](#), Professor of English  
[Leymis Wilmott](#), Dance Instructor and Artist in Residence  
[Alina Wyman](#), Associate Professor of Russian Language and Literature  
[Jessica Young](#), Assistant Professor of English  
[Robert Zamsky](#), Professor of English  
[Jing Zhang](#), Associate Professor of Chinese Language and Culture/International & Area Studies Director

### 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 5<sup>th</sup> 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 6<sup>th</sup> 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, Visiting Assistant Professor of English

Emily Carr, Visiting Assistant Professor of Creative Writing

Sonia Labrador-Rodríguez, Associate Professor of Spanish Language and Literature

Fang-Yu Li, Associate Professor of Chinese Language and Culture

Mariam Manzur-Leiva, Instructor of Spanish Language and Literature

Nova Myhill, Professor of English

José Alberto Portugal, Professor of Spanish Language and Literature

Amy B. Reid, Professor of French

Wendy Sutherland, Associate Professor of German Language

David Rohrbacher, Professor of Classics

Carl Shaw, Professor of Classics

Jocelyn C. Van Tuyl, Professor of French

Miriam L. Wallace, Professor of English and Gender Studies

Alina Wyman, Associate Professor of Russian Language and Literature

Jessica Young, Assistant Professor of English

Robert Zamsky, Professor of English

Jing Zhang, Associate Professor of Chinese Language and Culture/Director of International and Area Studies

### **Music Area of Concentration**

New College's AOC in music aims to develop musicianship and foster students' engagement with a wide array of musical styles and theoretical approaches. Courses and activities provide opportunities for students to listen, observe, interpret, perform, and create, as well as develop historically, 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 AOCs by combining music with study in another discipline or area (Joint-disciplinary AOC or Secondary AOC), or study music as part of a divisional AOC in Humanities, a special AOC created by the student (e.g. Media Studies, Sound Studies), or include music in their studies as part of the AOC in Liberal Arts.

Students also have opportunities to develop their skills as composers, performers, and thinkers outside of the classroom.

[New Music New College](#) (NMNC) brings world-class performers to campus for concerts that are free to the campus community. As part of their visits, these musical guests often provide workshops and opportunities to discuss their music with students and other community members. In addition, students may participate in two New Music New College performances this academic year led by Interim NMNC Director Ron Silver. Students interested in these opportunities should contact Silver ([rsilver@ncf.edu](mailto:rsilver@ncf.edu)).

In addition to this concert series and its associated activities, student composers and performers may work with

professional players in the Sarasota music community in a collaborative program. Over the course of the year these musicians work with students in the development of their pieces, resulting in a performance during the spring. Interested students should contact Visiting Assistant Professor of Music LJ White ([ljwhite@ncf.edu](mailto:ljwhite@ncf.edu)).

For involvement in more traditional performance opportunities, students can audition for the New College Chorus or join the Chamber Music program and receive academic credit. Through the [Cross College Alliance](#) students have in the past participated in State College of Florida's Symphonic Band or the [Bradenton Symphony Orchestra](#). 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](mailto:hviera-vargas@ncf.edu)).

For students who want to study music privately, 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:**

<b>Courses in Music Theory</b>	
MUSC 2100 MUSC 3100	Music Theory I Music Theory II
<b>Two Writing Enhanced courses</b>	
Examples: MUSC 2175 MUSC 2180 MUSC 2190 MUSC 2400 MUSC 2705	Western Art Music Tradition Baroque Revivals Opera, Ballet, and the Supernatural Music and the Environment The Cultural Politics of Listening
<b>Electives in Music:</b> Theory/History/Ethnomusicology/Composition/Electronic Music and Production electives (including tutorials): four to six activities chosen in consultation with the advisor reflecting the student's learning goals.	
Examples: MUSC 2120 MUSC 2250 MUSC 2350 MUSC 3400 MUSC 3610 MUSC 3990 MUSC 4200	Electronic Music I Voice and Gender Digital Media and Sound Music and Nationalism in Latin America Schoenberg, Stravinsky, and Modernism Music Composition Seminar. Game Scores
<b>Keyboard Skills</b> --ability to improvise harmony and sight read at a basic level. These skills can be acquired through enrollment in Keyboard Skills (MUSC 2300) . Substitution of guitar or other harmony-based instrument possible with the approval of the faculty in music. Two semesters/one unit can count toward the AOC.	
<b>Participation in chamber music or chorus.</b> Two performance courses (one unit) can count toward the AOC.	
<b>Senior Capstone Project or Senior Thesis</b>	

**We highly recommend the following:**

- 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.
- 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.

- 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.
- Private lessons: Private lessons are not required, but support a student's growth in musicianship.
- 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 in 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:

A minimum of 7 units. Students may combine their study of music with another discipline for a Joint AOC.

<b>Required:</b>	
MUSC 2100	Music Theory I
<b>Two Writing Enhanced courses</b>	
Examples: MUSC 2175 MUSC 2180 MUSC 2190 MUSC 2400 MUSC 2705	Western Art Music Tradition Baroque Revivals Opera, Ballet, and the Supernatural Music and the Environment The Cultural Politics of Listening
<b>At least 2 additional Music electives</b> (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.	
Examples: MUSC 2120 MUSC 2200 MUSC 2350 MUSC 3400	Electronic Music I New College Chorus Digital Media and Sound Music and Nationalism in Latin America
Requirements include music as a component of the senior thesis and a faculty member in music serving on the baccalaureate committee.	

\*Click [here](#) for a Music AOC worksheet/checklist.

Narrative requirements:

- Music Theory I
- Two writing-enhanced courses (WEC) in music.
- At least two 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:

- Andre Ayers, "Beating My Opponent": An Examination of Frank Ocean's Strategy to Success in the Music Industry," Humanities AOC 2020.

- Pluto Boll, “‘Waiting for Something to Happen?’ Creating Fear and Unease through Video Game Music and Sound Design,” Music and TDPS Double AOC 2022.
- Rose Mack, “Artifacts of a Bygone Time: Stephen Sondheim and Pastiche,” Music/History AOC 2020.
- Lucille Sanz, “Entre Dos Aguas: The Relationship Between the Traditional Notions of Gender in Flamenco and the Way Nuevo Flamenco Cultivates Its Evolution,” Gender Studies/Music AOC 2020
- Emma Soloway, “Textures, Lyrics, and Sonic Environments: How DIY Music Influences Your Creative Process,” Music AOC 2022.

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

### Faculty in Music

Virginia Bray, Adjunct Instructor of Piano and Chorus

Maribeth Clark, Professor of Music/Humanities Division Chair

Nathan Frantz, Adjunct Instructor of Music

Ashkan Tabatabaie, Visiting Assistant Professor of Music and Digital Media

Hugo R. Viera-Vargas, Assistant Professor of Caribbean/Latin American Studies and Music

LJ White, Visiting Assistant Professor of Humanities

## Philosophy Area of Concentration

### Overview

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.

### Requirements

A minimum of 10 Units, including

<p><b>Two courses (or equivalent) in the history of philosophy</b>, including at least one of two foundational courses:</p> <p>Classical Philosophy (PHIL 2205), or Modern Philosophy (PHIL 2200), or both.</p> <p><b>Other courses in the history of philosophy include</b></p> <p>Classical Chinese Philosophy (PHIL 2210) Comparative History of Philosophy (PHIL 2150) Medieval Philosophy (PHIL 3410)</p>	2
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<p>Spinoza (PHIL 3305)  The Philosophy of Leibniz (PHIL 3310)  Kant's Critique of Pure Reason (PHIL 4600)  Hegel and Marx (PHIL 3450)  Early Modern Women Philosophers (PHIL 4150)</p>	
<p><b>Formal logic</b> (PHIL 2700)</p>	1
<p><b>One course in Ethics, such as</b></p> <p>The Good Life (PHIL 2010)  Introduction to Ethics (PHIL 2400)  Environmental Ethics (PHIL 2450)  Advanced Ethics (PHIL 4500)</p> <p><b>And one additional course in Value Theory</b> (Ethics, Aesthetics, Metaethics, Social and Political Philosophy), such as the foregoing, or</p> <p>Philosophy of Music (PHIL 3350)  Language and Politics (PHIL 2260)  Hegel and Marx (PHIL 3450)  Philosophical and Utopian Literature (PHIL 3220)  Agency, Autonomy, Freedom (PHIL 3510), with appropriate choices of paper topics  Topics in Feminist Philosophy (PHIL 3100), with appropriate choices of paper topics</p> <p>Some cross-listed courses in areas like political theory and bioethics can also satisfy the second value-theory requirement; check with Philosophy faculty about particular courses.</p>	2
<p><b>Two courses in contemporary analytic systematic areas, such as</b></p> <p>Metaphysics Survey (PHIL 2300)  Theory of Knowledge (PHIL 2100)  Language, Thought, and the World (PHIL 3200)  Philosophy of Mind (PHIL 3320)  Philosophy of Science (PHIL 3300)  Social Reality (PHIL 3530)  Agency, Autonomy, Freedom (PHIL 3510), with appropriate choices of paper topics  Topics in Feminist Philosophy (PHIL 3100), with appropriate choices of paper topics</p>	2
<p><b>One course in European Continental thought, such as</b></p> <p>Existentialist Themes (PHIL 2350)  Ethics of Otherness (PHIL 3160)  Embodiment: Phenomenology and Performance (PHIL 3380)  Phenomenology/Critical Phenomenology (PHIL 3550)  The Philosophy of Martin Heidegger (PHIL 4200)</p>	1
<p><b>One Philosophy course that engages diverse perspectives in philosophy, such as</b></p> <p>Classical Chinese Philosophy (PHIL 2210)  Comparative History of Philosophy (PHIL 2150)</p>	1

Topics in Feminist Philosophy (PHIL 3100) Early Modern Women Philosophers (PHIL 4150) Medieval Philosophy (PHIL 3410)	
<b>A senior thesis in Philosophy</b>	

Note: A single course may not in general be used to satisfy more than one of these requirements, but a course that satisfies the Diverse Perspectives requirement may also satisfy one of the others if appropriate. **Alternative ways of satisfying requirements (by transfer credit or alternative courses or tutorials) should be discussed with a Philosophy faculty member.**

### Requirements for the Joint AOC in Philosophy

A minimum of 7 Units, including

<b>One foundational course in the history of philosophy:</b>  Classical Philosophy (PHIL 2205), or Modern Philosophy (PHIL 2200)	1
Formal logic (PHIL 2700)	1
<b>One course in Ethics, such as</b>  The Good Life (PHIL 2010) Introduction to Ethics (PHIL 2400) Environmental Ethics (PHIL 2450) Advanced Ethics (PHIL 4500)	1
<b>One course in contemporary analytic systematic areas, such as</b>  Metaphysics Survey (PHIL 2300) Theory of Knowledge (PHIL 2100) Language, Thought, and the World (PHIL 3200) Philosophy of Mind (PHIL 3320) Philosophy of Science (PHIL 3300) Social Reality (PHIL 3530)	1
<b>One course in European Continental thought, such as</b>  Existentialist Themes (PHIL 2350) Ethics of Otherness (PHIL 3160) Embodiment: Phenomenology and Performance (PHIL 3380) Phenomenology/Critical Phenomenology (PHIL 3550) The Philosophy of Martin Heidegger (PHIL 4200)	1
<b>One Philosophy course that engages diverse perspectives in philosophy, such as</b>  Classical Chinese Philosophy (PHIL 2210) Comparative History of Philosophy (PHIL 2150) Topics in Feminist Philosophy (PHIL 3100) Early Modern Women Philosophers (PHIL 4150)	1
<b>A senior thesis</b> that includes philosophical content	

Note: A single course may not in general be used to satisfy more than one of these requirements, but a course that satisfies the Diverse Perspectives requirement may also satisfy one of the others if appropriate. Alternative ways of satisfying requirements (by transfer credit or alternative courses or tutorials) should be discussed with a Philosophy faculty member.

### Requirements for the Secondary Field in Philosophy

A minimum of 5 Units

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](#), Associate Professor of Philosophy and Environmental Studies

[Aron Edidin](#), Professor of Philosophy

[April Flakne](#), Professor of Philosophy

[Christopher Noble](#), Assistant Professor of Philosophy

### Religion Area of Concentration

Former Secretary of State, John Kerry, writes that “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. [...] if I headed back to college today, I would major in comparative religions rather than political science.”

In light of the pivotal role religion has played in shaping selves, societies, and cultures from ancient times to the present, the Religion 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.

The mission of the religion program is 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, and to foster critical self-consciousness about the values and commitments of one’s own age and society. Through these studies, students reflect upon the historically developed content of their own culture as well as that of others.

### Requirements

Courses: A minimum of 10 units in religion constructing 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	
Examples: RELI 2270 RELI 2320 RELI 2370  RELI 2500 RELI 2700	Introduction to Islam Varieties of Judaism in the Modern World The Many Gods of Hinduism: Ritual, Faith, and Representation in India Contemporary Catholicism Buddhism for Beginners: The Buddha, His Quest for Enlightenment, and the Rise of a Global Religion
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.

During the first module of a student's fifth academic semester, the student will consult with a member of the faculty in Religion to determine what work in the concentration has been done and what remains. This meeting will emphasize the student's skills at communicating the coherence of the student's program of study. With the agreement of a second faculty member in Religion to the proposed plan of study, the student will submit an Area of Concentration form in Religion.

In the sixth academic semester, the student must present a thesis proposal to the faculty in Religion once again fostering the student's ability to communicate the coherence of the chosen topic. This proposal may serve as the basis for an oral examination by the faculty to determine the viability of the project. With the approval of the thesis committee, the student will submit the Thesis Prospectus and write a thesis under the direction of one of the faculty in Religion. The thesis project and baccalaureate exam will further develop the student's critical thinking skills, communication skills, and display the specific content knowledge germane to the chosen topic.

### 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.

\*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 Assistant Professor of Religion

Susan Marks, Professor of Religion and Judaic Studies/Klingenstein Professorship

Manuel Lopez, Associate Professor of Religion & Buddhist Studies

Nassima Neggaz, Assistant Professor of History & Religion

### Russian Language & Literature Area of Concentration

## Overview

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

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.

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## Requirements

A minimum of 11 units. 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. 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.

Language instruction (5 or 6 courses):	
Examples: LANG 2710 LANG 2720 LANG 3710 LANG 3720 LANG 4710 LANG 4720	Beginning Russian I Beginning Russian II Intermediate Russian I Intermediate Russian II Third Year Russian I Third Year Modern Russian II
Russian literature and literary history (6 courses):	
Examples: LITR 2889 LITR 3110 LITR 3120 LITR 3125	The Russian Short Story in Translation Nabokov's Early Novels: Resident and Stranger Women in Russian Literature: 1780s-1990s The Russian City as a Cultural Focus

LITR 3185	Dostoevsky: The Major Novels
At least one ISP devoted to the study of Russian language, literature, or culture is recommended (1 course)	
Senior Capstone Project or Senior Thesis	

**Joint AOC Requirements:**

A minimum of 7 units, possible in the following combinations of courses:

Language Instruction courses (5 courses):	
Examples: LANG 2710 LANG 2720 LANG 3710 LANG 3720 LANG 4710 LANG 4720	Beginning Russian I Beginning Russian II Intermediate Russian I Intermediate Russian II Third Year Russian I Third Year Modern Russian II
Russian Literature and Literary History (2 courses):	
Examples: LITR 2889 LITR 3110 LITR 3120	The Russian Short Story in Translation Nabokov's Early Novels: Resident and Stranger Women in Russian Literature: 1780s-1990s
OR Language Instruction (6 courses):	
Examples: LANG 2710 LANG 2720 LANG 3710 LANG 3720 LANG 4710 LANG 4720	Beginning Russian I Beginning Russian II Intermediate Russian I Intermediate Russian II Third Year Russian I Third Year Modern Russian II
Russian Literature and Literary history (1 course):	
Examples: LITR 2889 LITR 3110 LITR 3120	The Russian Short Story in Translation Nabokov's Early Novels Women in Russian Literature: 1780s-1990s
OPTIONAL: Senior Capstone Project or Senior Thesis	

**Representative Senior 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 Letaev
- 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

Alina Wyman, Associate Professor of Russian Language and Literature

## Spanish Language & Literature Area of Concentration

### Overview

The Spanish program at New College offers courses at all levels of Spanish language, and courses and tutorials on the literatures and cultures 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. The Spanish program also offers introductory courses to language pedagogy and to the practice of translation. (See ADDITIONAL INFORMATION for details on Language Pedagogy & Practice of Translation).

Spanish language is taught in a six-semester sequence after which students can enroll in courses and tutorials on literary and cultural topics conducted in Spanish. In addition to specific courses in our regular offerings, Tutorials, Independent Reading Projects, and Independent Study Projects (during the January Term) are designed to meet the particular needs of students who want to further their study in Spanish language, culture, and literature, or wish to combine their interest in Spanish 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. An Area of Concentration plan of study must be approved by at least two members of the Spanish faculty. (See ADDITIONAL INFORMATION for Placement Procedures and Sequence of Courses.)

Students may concentrate their work in the area of **Spanish Language and Culture** or **Spanish Language and Literature**. Those areas are determined by the student's interests and are defined by specific course work and the senior project topic. In both cases, supporting course work in other relevant disciplines in the Humanities, Social Sciences, and Natural Sciences is expected. Cross-disciplinary work is a vital part of the New College program, and is strongly supported and encouraged by the faculty in Spanish. We work closely with the various interdisciplinary programs at New College.

### Requirements

A high level of proficiency in Spanish language, as demonstrated by satisfactory evaluations in all courses, tutorials, and independent research projects conducted in Spanish, is expected from all students seeking Spanish as an Area of Concentration (AOC) or a Secondary Field. While each student's course of study will reflect their own interests, an Area of Concentration in Spanish will generally comprise the following:

### Spanish as a Single (or as part of a Double) Area of Concentration:

<b>The satisfactory completion of ten or more semester-long academic activities (including Courses, Tutorials, Independent Reading Projects, and Independent Study Projects) approved by the faculty of the program</b>	
<b>Eight or more academic activities must be taken in Spanish, beginning with Intermediate Spanish II</b>	
LANG 3420	Intermediate Spanish II
LANG 3435	Spanish Oral and Written Expression
LANG 3445	Lecturas Hispánicas

**Advanced Spanish courses that fulfill the ten courses or more requirement; at least one course or tutorial must be undertaken during the senior year at this Advanced Spanish level**

Examples:	
LANG 4421	Español avanzado: Antígonas Hispánicas
LANG 4423	Español avanzado: El Cuento Hispanoamericano
LANG 4431	Español avanzado: Género y Canon en las letras hispanoamericanas (Gendered Spanish-American Literary Canon)
LANG 4434	Español avanzado: Perspectivas Latinoamericanas (Latin American Perspectives)
LANG 4450	Español avanzado: Literatura del Caribe Hispánico
LANG 4457	Español avanzado: Novela corta hispanoamericana
LANG 4461	Español avanzado: Temas e Ideas en América Latina Contemporánea (Themes and Ideas in Contemporary Latin America)
LANG 4469	Español avanzado: Voces y Visiones de las Américas (Images of the Americas)

**Up to two courses with relevance to the Hispanic world may be those taught in English, if approved by the Faculty in Spanish:**

Examples:	
LITR 3420	Representations of Power in Modern Latin American Narrative
LITR 3485	The Need for Fictions: The Novel as Investigation of Social Dramas
LITR 3488	A Latin American Gothic?
LITR 3490	Latin American Storytellers
MUSC 3400	Music and Nationalism in Latin America

**At least one Independent Study Project supervised or approved by the faculty of the program**

**One semester of study abroad, supervised and/or approved by the Spanish faculty.** In some exceptional cases (for example, if the demands of a Double Area of Concentration do not allow for a full semester abroad), the Spanish faculty may allow this requirement to be satisfied by work in the form of an Independent Study Project in a Spanish speaking country or an on-campus immersion project co-designed with and supervised by a Spanish faculty member.

**A senior project with a focus on the Hispanic world.** The senior project will reflect the student's interest in the field and their capacity to work on a well-defined aspect of the Hispanic world. Whenever possible, the senior project should be written in Spanish. In a double area of concentration, the senior project may reflect the transdisciplinary character of the concentration. In that case, at a minimum, it is expected that the topic of the senior project be relevant to the Hispanic world, and that a significant portion of the research be done in Spanish. When those conditions are not present, the student will work on a capstone project in Spanish during the senior year.

**A satisfactory Baccalaureate Examination**

## Spanish as part of a Joint Area of Concentration

<b>The satisfactory completion of eight or more semester-long academic activities (including Courses, Tutorials, Independent Reading Projects, and Independent Study Projects) approved by the faculty of the program</b>	
<b>Five or more academic activities must be taken in Spanish, beginning with Intermediate Spanish II</b>	
LANG 3420	Intermediate Spanish II
LANG 3435	Spanish Oral and Written Expression
LANG 3445	Lecturas Hispánicas
<b>Advanced Spanish courses that fulfill the eight courses or more requirement; at least one course or tutorial must be undertaken during the senior year at this Advanced Spanish level:</b>	
Examples:	
LANG 4421	Español avanzado: Antígonas Hispánicas
LANG 4423	Español avanzado: El Cuento Hispanoamericano
LANG 4431	Español avanzado: Género y Canon en las letras hispanoamericanas (Gendered Spanish-American Literary Canon)
LANG 4434	Español avanzado: Perspectivas Latinoamericanas (Latin American Perspectives)
LANG 4450	Español avanzado: Literatura del Caribe Hispánico
LANG 4457	Español avanzado: Novela corta hispanoamericana
LANG 4461	Español avanzado: Temas e Ideas en América Latina Contemporánea (Themes and Ideas in Contemporary Latin America)
LANG 4469	Español avanzado: Voces y Visiones de las Américas (Images of the Americas)
<b>Up to three courses with relevance to the Hispanic world may be those taught in English, if approved by the Faculty in Spanish:</b>	
Examples:	
LITR 3420	Representations of Power in Modern Latin American Narrative
LITR 3485	The Need for Fictions: The Novel as Investigation of Social Dramas
LITR 3488	A Latin American Gothic?
LITR 3490	Latin American Storytellers
MUSC 3400	Music and Nationalism in Latin America
<b>At least one Independent Study Project supervised or approved by the faculty of the program</b>	

<p><b>One semester of study abroad, supervised and/or approved by the Spanish faculty.</b> For students choosing Spanish as a joint area of concentration, one semester of study abroad, supervised and/or approved by the Spanish faculty is highly recommended. Alternatively, if the demands of the Joint Area of Concentration do not allow for a full semester abroad, the Spanish faculty may allow this requirement to be satisfied by work in the form of an Independent Study Project in a Spanish speaking country or an on-campus immersion project co-designed with and supervised by a Spanish faculty member.</p>
<p><b>A senior project with a focus on the Hispanic world.</b> The senior project will reflect the student's interest in the field and their capacity to work on a well-defined aspect of the Hispanic world. In joint areas of concentration, the senior project reflects the transdisciplinary character of this concentration. In that case, at a minimum, it is expected that the topic of the joint senior project be relevant to the Hispanic world, and that a significant portion of the research be done in Spanish. When those conditions are not present, the student will work on a capstone project in Spanish during the senior year.</p>
<p><b>A satisfactory Baccalaureate Examination</b></p>

**Spanish as a Secondary Field (Minor)**

We offer Secondary Fields in both Spanish Language and Spanish Language and Culture. When combined with an AOC in the Humanities, Social Sciences, Natural Sciences or Interdisciplinary Program, the secondary field documents the study of Spanish language, literature, and culture.

<p><b>Students who begin at the elementary level at New College can complete a Secondary Field in Spanish Language by completing the following six courses:</b></p>	
LANG 2410	Elementary Spanish I
LANG 2420	Elementary Spanish II
LANG 3410	Intermediate Spanish I
LANG 3420	Intermediate Spanish II
LANG 3435	Spanish Oral and Written Expression
LANG 3445	Lecturas Hispánicas
<p><b>Students who are placed at the intermediate level at New College can complete a Secondary Field in Spanish Language by completing the following four courses</b> (also a good option for Transfer Students aiming to complete their degree in two years):</p>	
LANG 3410	Intermediate Spanish I
LANG 3420	Intermediate Spanish II
LANG 3435	Spanish Oral and Written Expression
LANG 3445	Lecturas Hispánicas
<p><b>Students who are placed beyond the intermediate level at New College can complete a more substantial Secondary Field in Spanish Language and Culture by completing four courses, the two below plus two additional Advanced Spanish courses:</b></p>	

LANG 3435	Spanish Oral and Written Expression
LANG 3445	Lecturas Hispánicas
<b>Advanced Spanish courses that fulfill the two courses or more requirement:</b>	
Examples:	
LANG 4421	Español avanzado: Antígonas Hispánicas
LANG 4423	Español avanzado: El Cuento Hispanoamericano
LANG 4431	Español avanzado: Género y Canon en las letras hispanoamericanas (Gendered Spanish-American Literary Canon)
LANG 4434	Español avanzado: Perspectivas Latinoamericanas (Latin American Perspectives)
LANG 4450	Español avanzado: Literatura del Caribe Hispánico
LANG 4457	Español avanzado: Novela corta hispanoamericana
LANG 4461	Español avanzado: Temas e Ideas en América Latina Contemporánea (Themes and Ideas in Contemporary Latin America)
LANG 4469	Español avanzado: Voces y Visiones de las Américas (Images of the Americas)

## ADDITIONAL INFORMATION

### Placement Process and Course Sequence

Prior to the beginning of each semester, students who are interested in taking Spanish and are new to the program will undergo a placement process (completion of a placement exam and of a placement form) guided by the Spanish faculty to determine the appropriate level to begin their work in the language.

Spanish language is taught in a six-semester sequence: Elementary Spanish I & II, and Intermediate Spanish I & II 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 literatures of the Hispanic world. These courses are regularly offered, and the sequence follows the Fall-Spring alternating schedule.

After completing Lecturas Hispánicas (which corresponds to the sixth semester of the language sequence), students are prepared to enroll in courses and tutorials that will allow them to further develop their work in the language. Each spring and fall semester we offer one Advanced Spanish course. These courses are conducted entirely in Spanish and may be focused on a literary genre, or on a particular topic, region, or period. Also, each spring and fall semester we offer one course on the literature and/or culture of the Hispanic world taught in English. These courses allow students to further their work in the AOC as they progress in their study of the language, and may allow advanced students to do part of the work in Spanish. Advanced Spanish courses and courses taught in English change their topics in a 4- to 6-year rotation period.

### Study Abroad

The Spanish program faculty work closely with the Off-Campus Study/Study Abroad office to advise and assist students with their study abroad plans. New College participates in the National Student Exchange consortium and has also vetted alternative programs to ensure we can find the best and most affordable program for our students. Courses taken abroad count towards fulfillment of the AOC and graduation requirements.

### Language Pedagogy and the Practice of Translation

In addition to offering paths to develop proficiency in the language, the literatures, and the cultures of the Hispanic world, the Spanish program has developed paths for students to develop abilities and explore possible ways of applying their knowledge of the language. Although we do not offer degrees in pedagogy or translation, we offer introductory courses in language pedagogy (Second Language Acquisition and Course Design) and in the practice of translation (Translation Workshop: Spanish to English); students interested in those fields can further develop through specially designed tutorials and independent study projects.

### **Experiential Learning and Internships**

Students who participate in the seminar of Second Language Acquisition and Course Design have the opportunity to learn about SLA theories, ACTFL Standards and Proficiency Guidelines, Instructional Design frameworks for course design, and instructional technologies for SLA. They put this knowledge into practice by developing a digital teaching portfolio that contains their teaching narrative, samples of lesson plans, and samples of activities they develop throughout the semester. This course provides opportunities for Experiential Learning by offering students the chance to become Teaching Assistants. In this role, students apply their knowledge into the field by leading weekly TA sessions for novice and intermediate NCF students. This offers an opportunity to develop specific career preparation skills for students who intend to apply for language scholarships within and outside of the U.S. and/or pursue a career in education.

There are some limited opportunities to participate in community service in places such as INED San Juan Chamelco, Guatemala. Coordinated by NCF faculty, students interested in the experience will take a Second Language Acquisition and Course Design seminar. In that seminar they will learn about SLA theories, ACTFL Standards and Proficiency Guidelines, Instructional Design frameworks for course design, and instructional technologies for SLA and develop weekly lesson plans for their novice classes. The culminating project is a digital teaching portfolio that contains their teaching narrative, samples of lesson plans and samples of activities they develop throughout the semester. This hands-on experience allows students to develop specific career preparation skills to pursue a career in education.

### **Representative Senior Theses in Spanish Language and Literature:**

- 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
- Uniendo comunidades a través del Lenguaje. Un manual para docentes de inglés como lengua extranjera, basado en nuestra experiencia como docentes en San Juan Chamico, Guatemala.
- Amar y Amparar a nuestras hermanas: Sisterhood in the Subtext of Contemporary Cuban Cinema
- Imagining Decolonial Love Within and Apart from Two Worlds: Decolonizing Gendered and Racialized Identity Between the U.S. & Spanish Caribbean
- Visions for Women in Community. Selected Essays by Rosario Castellanos: Annotated Translations and Analysis
- From Learner to Teacher—and Back Again. Second Language Teaching Method and Practice
- 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
- 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*
- Languages Cross Borders. The Inclusion/Intrusion of English in French and Spanish Writing in North America.

### **Faculty in Spanish**

[Sonia Labrador-Rodríguez](#), Associate Professor of Spanish Language and Literature

[José Alberto Portugal](#), Professor of Spanish Language and Literature

[Mariam Manzur-Leiva](#), Instructor of Spanish Language and Literature

### **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 on its own, while others combine the major with studies in Biology, Physics, Economics, or other concentrations in a Joint degree.

### Requirements:

<b>Core requirements:</b>	
MATH 2311 or 3472	Calculus I OR Calculus with Theory I * Or AP/IB/transfer credit
MATH 2312 or 3473	Calculus II OR Calculus with Theory II * Or AP/IB/transfer credit
MATH 2313	Calculus III
MATH 3105 or 4015	Linear Algebra OR Advanced Linear
MATH 3300	Ordinary Differential Equations
MATH 2500	Probability I
MATH 3550	Probability II
<b>One programming course:</b>	
CSCI 2200 CSCI 2400 CSCI 2100	Intro to Programming in Python Object Oriented Programming Functional Programming
<b>Additional requirements:</b>	
STAN 2700 or 2800	Dealing with Data I or II
MATH 3410	Mathematical Modeling
MATH 4410	Numerical Methods
MATH 3600	Math Seminar - three semesters
	In addition, a course in Complex Analysis is highly recommended
<b>Two Electives from:</b>	
MATH 4015	Advanced Linear Algebra (* If not also used for Linear Algebra requirement)
MATH 4341	Partial Differential Equations
MATH 4226	Real Analysis I
MATH 4227	Real Analysis II
MATH 4301	Abstract Algebra I
MATH 4302	Abstract Algebra II
MATH 4402	Complex Analysis
MATH 3210	Number Theory
MATH 3220	Graph Theory
MATH 4230	Topology
MATH 3800	Set Theory
STAN 3275	Linear Models
MATH 4920	Advanced Topic in Analysis
MATH 4930	Advanced Topic in Algebra
MATH 4950	Advanced Topic in Probability

MATH 4960	Advanced Topic in Geometry/Topology
MATH 4940	Advanced Topic in Applied Math
<b>One Applied Math ISP</b>	
<b>A senior thesis involving Applied Mathematics.</b>	

### Applied Mathematics - Joint AOC Requirements

The requirements for a Joint AOC include all of the requirements for a Full AOC, minus the Math Thesis requirement.

### Applied Mathematics - Secondary AOC Requirements:

MATH 2311 or 3472	Calculus I OR Calculus with Theory I * Or AP/IB/transfer credit
MATH 2312 or 3473	Calculus II OR Calculus with Theory II * Or AP/IB/transfer credit
MATH 2313	Calculus III
MATH 3105	Linear Algebra
MATH 3300	Ordinary Differential Equations
MATH 3410	Mathematical Modeling
MATH 4410	Numerical Modeling
	A course in Programming is highly recommended.

### Representative Senior Theses in Applied Mathematics:

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

### Faculty in Applied Mathematics

Patrick McDonald, Professor of Mathematics

Eirini Poimenidou, Professor of Mathematics

Necmettin Yildirim, Professor of Mathematics//Soo Bong Chae Chair of Applied Mathematics

### Biochemistry Area of Concentration

New College's Biochemistry AOC is an interdisciplinary program designed to let you explore the interface between all four areas of the natural sciences, especially chemistry and biology.

Like our Chemistry program at New College, our Biochemistry AOC encourages and develops independence, scientific judgment and a high level of performance. As a Biochemistry student, you will work closely with faculty trained at leading universities who are carrying out engaging and relevant research. With their guidance, you will develop the skills needed for scientific research in academia and industry.

Our Biochemistry and Chemistry students also have a long tradition of being awarded prestigious undergraduate research grants. In the past five years, nine New College students have received highly prized National Science Foundation Research Experience for Undergraduates (REU) grants for the summer. The programs are sponsored by the National Science Foundation and are hosted in various universities. They are among the most prestigious summer programs in which an undergraduate can participate.

And you can expect your professors to provide the counseling and recommendations you need as you move on from New



College, either to the high-level graduate programs our students consistently attain or to a career in industry, medicine, or other professional fields.

## Requirements

CHEM 2100	General Chemistry I
CHEM 2150	General Chemistry II
CHEM 2160	General Chemistry Laboratory
MATH 2311	Calculus I
MATH 2312	Calculus II
BIOL 2200	Foundations of Biology II
CHEM 3100	Organic Chemistry I: Structure and Reactivity
CHEM 3110	Organic Chemistry Inquiry Laboratory
CHEM 3600	Organic Chemistry II: Structure and Reactivity
CHEM 3610	Organic Chemistry II Laboratory
PHYS 2525	Physics I
PHYS 2510	Physics I Laboratory
PHYS 2550	Physics II
PHYS 2555	Physics II Laboratory (Recommended for graduate school)
CHEM 4760	Physical Chemistry: Thermodynamics
CHEM 4755	Physical Chemistry Laboratory
CHEM 4400	Biochemistry I
CHEM 4600	Biochemistry II
CHEM 4610	Biochemistry laboratory
	Two molecular-level Biology courses plus 2 labs (chosen from Genetics, Cell Biology, Molecular Biology, or Microbiology)
	One Independent Study Project in chemistry or biochemistry or molecular biology (plus 2 other ISPs)
	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.

**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 Biochemistry:

[AMY CLORE](#), PROFESSOR OF BIOLOGY

[KATHERINE WALSTROM](#), PROFESSOR OF BIOCHEMISTRY

## Biology Area of Concentration

### Overview

A concentration in Biology begins with course work in a two-semester introductory sequence (Foundations of Biology I and II 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. Ecology and evolution are represented by course 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 students additional opportunities to explore their interests. Critical thinking, quantitative skill development, and writing skills are a part of all undertakings in the Biology concentration.

### Requirements

Coursework in biology includes eight biology courses beyond the introductory level, with students taking one lecture course within each of the three levels of organization. Students also take three semesters of laboratory experiences that cover at least two levels of organization. One advanced course helps 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, complete a senior thesis in Biology, and pass a successful baccalaureate exam to complete the expectations for a Biology Area of Concentration.

Biology students should also complete a Statistics course, Calculus I, General Chemistry I and II, General Chemistry Laboratory, Organic Chemistry I, Organic Chemistry Inquiry Laboratory, Physics I, Physics I 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 Chemistry II and Organic Chemistry II Laboratory, Physics II and Physics II Laboratory, 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 in biology or careers in various health fields will be advised about specific course selection by their academic advisors.

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 checklist.

<b>Introductory Sequence (may be taken in any order):</b>	
BIOL 2100	Foundations of Biology I
BIOL 2200	Foundations of Biology II
BIOL 2110	Foundations of Biology Laboratory
<b>Intermediate Biology Coursework</b> (Select at least one lecture course in each category, for a total of three courses):	
<b>Molecular/Cellular Scale Lectures:</b>	
BIOL 3500 BIOL 3780 BIOL 3400 BIOL 3550 BIOL 3200	Cell Biology Developmental Biology Introduction to Genetics Introduction to Microbiology Neurobiology
<b>Organismic Scale Lectures:</b>	
BIOL 3700 BIOL 3350 BIOL 2460 BIOL 3600 BIOL 3370 BIOL 3660 BIOL 4500 BIOL 4400	Biology of Sharks, Skates, and Rays Botany Entomology Fish Biology Invertebrate Zoology Marine Mammal Biology Organismic Biology Plant Physiology
<b>Ecology/Evolution Scale Lectures:</b>	
BIOL 2360 BIOL 4600 BIOL 3120 BIOL 3750 BIOL 3100 BIOL 3300 BIOL 3140 BIOL 4100	Animal Behavior Biology of Urbanization Conservation Biology Coral Reef Ecology Ecology Evolution Marine Ecology Principles of Ecological Management
<b>Intermediate Biology Lab Work</b> (Select three labs in at least two different categories):	
<b>Molecular/Cellular Scale Labs:</b>	
BIOL 3510 BIOL 3410	Cell Biology Lab Classical Genetics Techniques Lab

BIOL 3420 BIOL 3560 BIOL 3210	Fundamentals of Applied Genetics Lab Introduction to Microbiology Lab Neurobiology Lab
<b>Organismic Scale Labs:</b>	
BIOL 3710 BIOL 3355 BIOL 2465 BIOL 3610 BIOL 3375 BIOL 4510 BIOL 4410 BIOL 3650	Biology of Sharks, Skates, and Rays Lab Botany Lab Entomology Lab Fish Biology Lab Invertebrate Zoology Lab Organismic Biology Lab Plant Physiology Lab Sensory Biology of Fishes Lecture/Lab
<b>Ecology/Evolution Scale Labs:</b>	
BIOL 3360 BIOL 2500 BIOL 3110 BIOL 3145 BIOL 3130	Animal Behavior Lab Coral Reef Issues Ecology Lab Marine Ecology Lab Methods in Field Ecology
<b>One additional Biology course or tutorial beyond the introductory level and approved by Biology faculty</b> (Select from these and other examples):	
BIOL 4960 BIOL 3800	Research Methods Principles of Bioinformatics Other special topics seminars, etc.
<b>Natural Sciences Coursework for Biology AOC:</b>	
<b>A Statistics Course (Select one):</b>	
BIOL 2150 or STAN 2700	Biostatistics or Dealing with Data
MATH 2311	Calculus I
CHEM 2100	General Chemistry I
CHEM 2150	General Chemistry II
CHEM 2160	General Chemistry Laboratory
CHEM 3100	Organic Chemistry I
CHEM 3110	Organic Chemistry Inquiry Laboratory
PHYS 2500 (Algebra-based) or PHYS 2525 (Calculus-based)	Physics I
PHYS 2510	Physics I Laboratory
<b>Two additional non-introductory courses</b> (Select one lecture and one laboratory or workshop or two laboratories/workshops) in the Natural Sciences:	
CHEM 3600 CHEM 3610 or PHYS 2550 PHYS 2555	Organic Chemistry II Organic Chemistry II Laboratory  Physics II Physics II Laboratory

or other upper level Chemistry, Computer Science, Math, Physics, or GIS courses	
<b>One Independent Study Project (ISP) in Biology</b>	
<i>Completion of a Writing Intensive Course is highly recommended:</i>	
WRTG 2140 or other relevant Writing Intensive Course	Writing about Writing for Students in the Sciences
<b>A senior thesis in Biology</b> (with two Biology faculty on the committee)	

Students interested in graduate school should work closely with a Biology advisor as graduate programs have additional requirements beyond the courses listed above. These vary between biological disciplines.

*Note: Courses listed above are examples that satisfy requirements; unlisted courses or tutorials may satisfy requirements as determined by the baccalaureate exam committee.*

#### **Requirements for a Joint-AOC - A minimum of 7 units**

<b>Introductory Sequence</b> (may be taken in any order):	
BIOL 2100	Foundations of Biology I
BIOL 2200	Foundations of Biology II
BIOL 2110	Foundations of Biology Laboratory
<b>Intermediate Biology Coursework</b> (Select two lecture courses from at least two categories, for a total of two courses):	
<b>Molecular/Cellular Scale Lectures:</b>	
BIOL 3500 BIOL 3780 BIOL 3400 BIOL 3550 BIOL 3200	Cell Biology Developmental Biology Introduction to Genetics Introduction to Microbiology Neurobiology
<b>Organismic Scale Lectures:</b>	
BIOL 3700 BIOL 3350 BIOL 2460 BIOL 3600 BIOL 3370 BIOL 3660 BIOL 4500 BIOL 4400	Biology of Sharks, Skates, and Rays Botany Entomology Fish Biology Invertebrate Zoology Marine Mammal Biology Organismic Biology Plant Physiology
<b>Ecology/Evolution Scale Lectures:</b>	
BIOL 2360 BIOL 4600 BIOL 3120 BIOL 3750 BIOL 3100 BIOL 3300 BIOL 3140	Animal Behavior Biology of Urbanization Conservation Biology Coral Reef Ecology Ecology Evolution Marine Ecology

BIOL 4100	Principles of Ecological Management
<b>Intermediate Biology Lab Work</b> (Select one lab):	
<b>Molecular/Cellular Scale Labs:</b>	
BIOL 3510 BIOL 3410 BIOL 3420 BIOL 3560 BIOL 3210	Cell Biology Lab Classical Genetics Techniques Lab Fundamentals of Applied Genetics Lab Introduction to Microbiology Lab Neurobiology Lab
<b>Organismic Scale Labs:</b>	
BIOL 3710 BIOL 3355 BIOL 2465 BIOL 3610 BIOL 3375 BIOL 4510 BIOL 4410 BIOL 3650	Biology of Sharks, Skates, and Rays Lab Botany Lab Entomology Lab Fish Biology Lab Invertebrate Zoology Lab Organismic Biology Lab Plant Physiology Lab Sensory Biology of Fishes Lecture/Lab
<b>Ecology/Evolution Scale Labs:</b>	
BIOL 3360 BIOL 2500 BIOL 3110 BIOL 3145 BIOL 3130	Animal Behavior Lab Coral Reef Issues Ecology Lab Marine Ecology Lab Methods in Field Ecology
<b>One Independent Study Project (ISP), laboratory, field course, or lab or field tutorial in Biology</b>	
<i>A Statistics Course is highly recommended (Select one):</i>	
BIOL 2150 or STAN 2700	Biostatistics or Dealing with Data
<i>Completion of a Writing Intensive Course is highly recommended:</i>	
WRTG 2140 or other relevant Writing Intensive Course	Writing about Writing for Students in the Sciences
<b>A senior thesis</b> related to Biology (with one Biology faculty member on the committee)	

Students interested in graduate school should work closely with a Biology advisor as graduate programs have additional requirements beyond the courses listed above. These vary between biological disciplines.

**Requirements for a Secondary Field** - A minimum of 5 units

<b>Introductory Sequence</b> (may be taken in any order):	
BIOL 2100	Foundations of Biology I
BIOL 2200	Foundations of Biology II

BIOL 2110	Foundations of Biology Laboratory
<b>Intermediate Biology Coursework</b> (Select two lecture courses from at least two categories, for a total of two courses):	
<b>Molecular/Cellular Scale Lectures:</b>	
BIOL 3500 BIOL 3780 BIOL 3400 BIOL 3550 BIOL 3200	Cell Biology Developmental Biology Introduction to Genetics Introduction to Microbiology Neurobiology
<b>Organismic Scale Lectures:</b>	
BIOL 3700 BIOL 3350 BIOL 2460 BIOL 3600 BIOL 3370 BIOL 3660 BIOL 4500 BIOL 4400	Biology of Sharks, Skates, and Rays Botany Entomology Fish Biology Invertebrate Zoology Marine Mammal Biology Organismic Biology Plant Physiology
<b>Ecology/Evolution Scale Lectures:</b>	
BIOL 2360 BIOL 4600 BIOL 3120 BIOL 3750 BIOL 3100 BIOL 3300 BIOL 3140 BIOL 4100	Animal Behavior Biology of Urbanization Conservation Biology Coral Reef Ecology Ecology Evolution Marine Ecology Principles of Ecological Management
<b>Intermediate Biology Lab Work</b> (Select one lab):	
<b>Molecular/Cellular Scale Labs:</b>	
BIOL 3510 BIOL 3410 BIOL 3420 BIOL 3560 BIOL 3210	Cell Biology Lab Classical Genetics Techniques Lab Fundamentals of Applied Genetics Lab Introduction to Microbiology Lab Neurobiology Lab
<b>Organismic Scale Labs:</b>	
BIOL 3710 BIOL 3355 BIOL 2465 BIOL 3610 BIOL 3375 BIOL 4510 BIOL 4410 BIOL 3650	Biology of Sharks, Skates, and Rays Lab Botany Lab Entomology Lab Fish Biology Lab Invertebrate Zoology Lab Organismic Biology Lab Plant Physiology Lab Sensory Biology of Fishes Lecture/Lab
<b>Ecology/Evolution Scale Labs:</b>	
BIOL 3360 BIOL 2500	Animal Behavior Lab Coral Reef Issues

BIOL 3110 BIOL 3145 BIOL 3130	Ecology Lab Marine Ecology Lab Methods in Field Ecology
<i>A Statistics Course is highly recommended (Select one):</i>	
BIOL 2150 or STAN 2700	Biostatistics or Dealing with Data
<i>Completion of a Writing Intensive Course is highly recommended:</i>	
WRTG 2140 or other relevant Writing Intensive Course	Writing about Writing for Students in the Sciences

Students interested in graduate school should work closely with a Biology advisor as graduate programs have additional requirements beyond the courses listed above. These vary between biological disciplines.

## Pathways

### Sample 2-Year Transfer Pathway

Note: The 2-year pathway shows how a student with an Associate's degree could complete the AOC requirements in 2 years. The pathway assumes a student is granted GenEd and AOC credit for x courses during AA degree work. Developmental courses and prerequisite course requirements, credit loads, and/or course availability may affect a student's individual progress. Students should always consult with their academic advisor to determine individual program planning.

	Fall Term	January ISP	Spring Term
Year 3	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Ecology Lecture</li> <li>• Ecology Lab</li> <li>• Biology Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Biology ISP (with Biology faculty)</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry II</li> <li>• Organismic Biology</li> <li>• Organismic Biology Lab</li> <li>• Tutorial in Biology</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Organic Chemistry I</li> <li>• Organic Chemistry Inquiry Lab</li> <li>• Cell Biology Lecture</li> <li>• Cell Biology Lab</li> </ul>	<ul style="list-style-type: none"> <li>• ISP of student's choice</li> <li>• Thesis Work</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis Writing Tutorial</li> <li>• Non-intro level Natural Sciences Lecture</li> <li>• Non-intro level Natural Sciences Lab</li> </ul>

## Additional Information

### Biology Facilities:

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 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 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. 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. 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.

### 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 Bohan, Instructor of Biology

Amy Clore, Professor of Biology

Erika Díaz Almeyda, Assistant Professor of Biology and Environmental Studies

Kristopher Fennie, Associate Professor of Epidemiology

Jayne M. Gardiner, Associate Professor of Biology

Sandra Gilchrist, Professor of Biology and Marine Science/Natural Sciences Division Chair

Emily Heffernan, Associate Professor of Biology and Environmental Studies/Dean of Studies

Elizabeth C. Leininger, Associate Professor of Biology/SET SAIL Program Director

Brad Oberle, Associate Professor of Biology and Environmental Studies

Tyrone Ryba, Associate Professor of Bioinformatics

Athena Rycyk, Assistant Professor of Biology and Marine Science

Jose Soto, Visiting Assistant Professor of Biology & Ecology

### 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.

**Chemistry AOC requirements:**

CHEM 2100	General Chemistry I
CHEM 2150	General Chemistry II
CHEM 2160	General Chemistry Laboratory
<b>Mathematics requirements:</b>	
MATH 2311	Calculus I
MATH 2312	Calculus II
<b>Organic Chemistry requirements:</b>	
CHEM 3100	Organic Chemistry I: Structure and Reactivity
CHEM 3110	Organic Chemistry Inquiry Laboratory
CHEM 3600	Organic Chemistry II: Structure and Reactivity
CHEM 3610	Organic Chemistry II Laboratory
<b>Physics requirements:</b>	
PHYS 2525	Physics I
PHYS 2510	Physics I Laboratory
PHYS 2550	Physics II
<b>Physical Chemistry requirements:</b>	
CHEM 4750	Physical Chemistry: Quantum Mechanics
CHEM 4760	Physical Chemistry: Thermodynamics
CHEM 4755	Physical Chemistry Laboratory
<b>Inorganic Chemistry requirements:</b>	
CHEM 3200	Inorganic Chemistry
CHEM 3210	Inorganic Chemistry Laboratory
CHEM 4400	Biochemistry I
	One advanced chemistry elective

<b>One Independent Study Project in chemistry</b> (plus 2 other ISPs)
<b>A senior thesis</b> on research carried out with a faculty mentor

\* NOTE: for students interested in graduate school, Calculus III and a 2nd semester of physics lab are strongly recommended.

**Joint and Double AOC Requirements:**

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:

CHEM 2100	General Chemistry I
CHEM 2150	General Chemistry II
CHEM 2160	General Chemistry Laboratory
<b>Math requirements:</b>	
MATH 2311	Calculus I
MATH 2312	Calculus II
<b>Organic Chemistry requirements:</b>	
CHEM 3100	Organic Chemistry I: Structure and Reactivity
CHEM 3110	Organic Chemistry Inquiry Laboratory
CHEM 3600	Organic Chemistry II: Structure and Reactivity
CHEM 3610	Organic Chemistry II Laboratory
<b>Physics requirements:</b>	
PHYS 2525	Physics I
PHYS 2510	Physics I Laboratory
PHYS 2550	Physics II
Three upper level chemistry courses	
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):

CHEM 2100	General Chemistry I
CHEM 2150	General Chemistry II

CHEM 2160	General Chemistry Laboratory
<b>Organic Chemistry requirements:</b>	
CHEM 3100	Organic Chemistry I: Structure and Reactivity
CHEM 3110	Organic Chemistry Inquiry Laboratory
CHEM 3600	Organic Chemistry II: Structure and Reactivity
CHEM 3610	Organic Chemistry II Laboratory
An additional advanced chemistry course (lecture or lab; can also be met by a tutorial)	

## ADDITIONAL INFORMATION

### Chemistry Facilities:

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.

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 multimedia 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.

### 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
- Bdiipza: Synthesis and Metal Complexes of a New Monoanionic [N2O] Heteroscorpionate Ligand
- Mn-doped (CdS)ZnS Quantum Dots as Sensitizers for Sensitized Solar Cells
- The Microwave Spectroscopy of Small Molecules with Methyl Rotors
- Purification and Characterization of C. elegans Mitochondrial Malate Dehydrogenase
- Towards the Synthesis of 1,4-Dibenzyl-1,4,7-Triazacyclononane-7-Monoacetate for a Potential Mimic of Oxalate Degrading Enzymes"

### Faculty in Chemistry

Rebecca Black, Assistant Professor of Organic Chemistry

Lin Jiang, Assistant Professor of Bioorganic Chemistry

Suzanne E. Sherman, Associate Professor of Chemistry/Provost and Vice President for Academic Affairs

Steven Shipman, Professor of Physical Chemistry/Leonard Florsheim Chair

Katherine Walstrom, Professor of Biochemistry

### 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.

#### Computer Science AOC Requirements:

Core requirements:	
CSCI 2200 OR 2550	Introduction To Programming (In Any Language, E.G., Python Or C)
CSCI 2400	Object Oriented Programming
CSCI 2280	Discrete Math
CSCI 3400	Object-Oriented Design
CSCI 3160	Data Structures
CSCI 3200	Algorithms
CSCI 3570	Software Engineering
One Elective in Each of the Following Categories (See Below for Further Details)	
	Applications Artificial Intelligence (Core courses are Data Mining, Artificial Intelligence, and Natural Language Process) Mathematics/Statistics Systems Languages Theory or a "wrench course", which includes theory

	algorithms content in an applied setting
<b>Two Electives in Either Discipline:</b>	
Math Statistics	
<b>A practical capstone:</b>	
Technical Internship Community Software Engineering Project Research Experience For Undergraduates (Reu)	
<b>A Thesis</b> In Computer Science	

Elective course categories:

One advanced elective is required in each area. An advanced elective is any non-core course with a programming prerequisite. For a course with no prerequisites, extra work may be required to count as an elective. The courses offered may vary depending on professors' and students' interests.

A visual display of elective areas and courses can be found [here](#).

Elective Area	Course Title
Applications	Augmented Reality Computer Vision Databases and Web Applications Databases for Back-End Development Front-end Development (no prerequisite; extra work required to count as an elective) Human-Centered Computing Mobile Applications (also in Languages) Usable Privacy and Security Virtual Reality Web Security Tutorial: Computer Graphics (also in Theory) Tutorial: Game Development
Artificial Intelligence	Artificial Intelligence (also in Theory) Machine Learning Natural Language Processing
Mathematics/ Statistics	Calculus (I, II, or III) Dealing with Data (I or II) Graph Theory Information Theory Linear Algebra Number Theory Randomized Algorithms (also in Theory)
Systems	Computer Architecture (no prerequisite; extra work required to count as an elective) Operating Systems Tutorial: Distributed Computing (also in Theory) Tutorial: Embedded Systems (also in Languages) Tutorial: Hacking Tutorial (also in Languages)
Languages	C (no prerequisite; counts as an elective) C++ C# Functional Programming (no prerequisite; counts as an elective) Mobile Applications (also in Applications) Tutorial: Compilers (also in Theory) Tutorial: Hacking Tutorial (also in Systems) Tutorial: Embedded Systems (also in Systems) Tutorial: Principles of Programming Languages

Theory	Advanced Algorithms Artificial Intelligence (also in Artificial Intelligence) Cryptography Randomized Algorithms (also in Math) Theory of Computation Topics in Algorithms Tutorial: Advanced Discrete Mathematics Tutorial: Compilers Tutorial (also in Languages) Tutorial: Computer Graphics (also in Applications) Tutorial: Distributed Computing (also in Systems)
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**Secondary-AOC in computer science requirements:**

CSCI 2200 OR 2550	Introduction to Programming (in any language, e.g., Python or C)
CSCI 2400	Object Oriented Programming
Any three courses in computer science (At least one of these courses should be a non-introductory course with a prerequisite)	

**ADDITIONAL INFORMATION**

**Facilities**

New College has a number of servers that support students and faculty in the computer science and data science programs. These include 5 HP physical servers with NVIDIA graphics processing units (Tesla, Titan X and 1080 Ti); 1 SuperMicro physical server with 4 NVIDIA graphics processing units (Quadro RTX 6000); 1 SuperMicro physical server with 4 NVIDIA graphics processing units (RTX A5000 and 1080 Ti); and 12 virtual servers used in a variety of computer science, data science, and statistics courses.

**Representative Senior Theses in Computer Science**

- Convo: An Android Application Aimed to Facilitate Social Connectedness on New College of Florida’s Campus
- Files in (Cyber) Space: Comparing the Security of BitTorrent with the Inter-Planetary File System
- BTS-Dash: A Multi-Platform Social Media Aggregator
- Information Asymmetry in the U.S. Healthcare Market and Applications of Data Collection Technologies
- Roots: A Subscription Platform for Digital Media
- Dance for the Soul: An AI Choreographer
- Using Sustainable Development to Mitigate and Respond to Climate Change: A Data Analysis of Climate Change in Taiwan Using R
- Manipulating Temporal Processing Through Neural Entrainment to Enhance Intertemporal Decision-Making
- Using the Bloomberg Terminal to Evaluate Stock Market Trends: An Analysis of Historical EPS Forecast Accuracy for All Firms in the 2019 S&P 500 Index

**Faculty in Computer Science**

Fahmida Hamid, Assistant Professor of Computer Science  
David Gillman, Associate Professor of Computer Science  
Matthew Lepinski, Associate Professor of Computer Science/Chair of the Faculty  
Tania Roy, Assistant Professor of Human Centered Computing

**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.

## Requirements

### Data Science AOC Requirements

<b>Core requirements (7 semester courses):</b>	
MATH 2311	Calculus I
CSCI 2200	Introduction to Programming in Python
CSCI 3250 OR 2400	Intermediate Python OR Object Oriented Programming
STAN 2700	Dealing with Data I
STAN 2800	Dealing with Data II
MATH 2500	Probability I (Mod I)
MATH 3510	Probability II (Mod II)
MATH 3105	Linear Algebra
<b>Data Science Area Courses (6 semester courses):</b>	
DATA 3120	Algorithms for Data Science
DATA 4300	Databases for Data Science
DATA 3300	Software Engineering for Data Science
STAN 3275	Applied Linear Models
CSCI 4210	Artificial Intelligence and Data Mining
DATA 2400	Ethics in Data Science
<b>Thesis preparation courses (3 elective courses from either Pool A or B):</b> 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.	
POOL A: 3xxx and 4xxx courses	In CSCI, STAN, MATH or the Graduate Program.



DATA 3131	Distributed Computing
POOL B: 3xxx and 4xxx courses	In Humanities, Social Science or Natural Sciences not in POOL A.
<p><b>Data Science Summer Internship or Community project:</b> 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 3<sup>rd</sup> 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.</p>	

### 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 primary AOC. The secondary field is intended to not only provide foundation courses, but also includes some of the more advanced courses in Data Science that the students may find useful in conducting their major field of study.

<b>Core requirements</b> (6 semester courses):	
CSCI 2200	Introduction to Programming in Python
CSCI 3250 OR 2400	Intermediate Python OR Object Oriented Programming
STAN 2700	Dealing with Data I
STAN 2800	Dealing with Data II
IDC 2130	Databases for Data Science
CSCI 4210	Artificial Intelligence and Data Mining
<b>Electives</b> (select 2 of the following):	
IDC 2120 IDC 3140 STAN 3275 IDC 4132 STAN 3000 STAN 3230	Algorithms for Data Science Software Engineering for Data Science Applied Linear Models Distributed Computing Statistical Learning 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 CYC 1 CYC 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.

<b>In addition to the chosen AOC requirements, the following prerequisite courses</b> (during the first 2 years of UG program):	
MATH 2311	Calculus I
MATH 2312	Calculus II
CSCI 2200	Introduction to Programming in Python
CSCI 3250	Intermediate Python
MATH 2500	Probability I
MATH 3500	Probability II
MATH 3105	Linear Algebra
<b>Year 3, fall semester:</b>	
CAP 5300	Statistical Inference for Data Science 1
<b>Year 4, fall semester, after which student completes UG program:</b>	
CAP 5328 CAP 5322	Algorithms for Data Science Databases for Data Science
<b>Year 4, spring semester:</b>	
CAP 5302 CAP5378  CAP 5610 CAP 5131	Statistical Inference for Data Science 2 Data Visualization, Presentation, Reporting, and Reproducible Research Optimization and Machine Learning Distributed Computing for Data Science
<b>Year 5: Remaining Data Science Graduate Program courses and the Practicum</b> 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.	

## ADDITIONAL INFORMATION

### Facilities

New College has a number of servers that support students and faculty in the computer science and data science programs. These include 5 HP physical servers with NVIDIA graphics processing units (Tesla, Titan X and 1080 Ti); 1 SuperMicro physical server with 4 NVIDIA graphics processing units (Quadro RTX 6000); 1 SuperMicro physical server with 4 NVIDIA graphics processing units (RTX A5000 and 1080 Ti); and 12 virtual servers used in a variety of computer science, data science, and statistics courses.

### 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/Chair of the Faculty
- [Patrick 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/Soo Bong Chae Chair of Applied 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.

New College is situated on Sarasota Bay and our students have the opportunity to study and conduct research at the Pritzker Marine Biology Research Center, located on our Bayfront Campus. The Center is home to more than 100 aquaria, anchored by a 15,000-gallon research and display tank. Each tank in the Living Ecosystem Teaching and Research Aquarium features different captive ecosystems, including a cold-water rocky shore and Sarasota Bay grass flats. Through a natural filtration system designed by students, the Center draws and recycles water from Sarasota Bay.

A marine science research and sailing dock was completed in spring of 2022, which serves the marine biology program's 32-foot pontoon research boat, Limbatus; a smaller research skiff; and a rigid inflatable rescue vessel.

### Requirements

<b>Two-semester introductory course sequence</b> , which may be taken in any order:	
BIOL 2100 BIOL 2200 BIOL 2110	Foundations of Biology I Foundations of Biology II Foundations of Biology Laboratory
<b>Introduction to the properties of the marine environment:</b>	
BIOL 2650 BIOL 2785	Introduction to Oceanography or Introduction to Coastal Marine Systems
<b>One lecture and one laboratory course is required in each of the following areas</b> (See narrative below for details):	
	Molecular/Cellular Organismal biology Ecology and evolution
<b>Students should complete at least three marine-focused courses or tutorials.</b> Other current courses with a marine emphasis also include: GIS and Remote Sensing Apps to Coastal & Marine Studies,	

<b>Foundational coursework in other Natural Science disciplines:</b>	
<b>One statistics course:</b>	
BIOL 2150 STAN 2700 STAT 2100	Biostatistics Dealing with Data I Introductory Statistics
MATH 2311	Calculus I
<b>A quantitative or computational course</b> in addition to a statistics course and Calculus I, such as:	
STAN 2800 MATH 2312 BIOL 2185 CSCI 2200	Dealing with Data 2 Calculus II Applied Bioinformatics Lab Introduction to Programming in Python
PHYS 2525 PHYS 2510	Physics I Physics I Lab
PHYS 2550 PHYS 2555	Physics II Physics II Lab
CHEM 2100 CHEM 2150 CHEM 2160	General Chemistry I General Chemistry II General Chemistry Lab
	Calculus II, Organic Inquiry Laboratory, Organic Chemistry 2, and Organic Chemistry 2 Laboratory are strongly recommended for students considering graduate school.
<b>One Independent Study Project in Marine Biology</b> (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.	
<b>A senior thesis in Marine Biology and a successful baccalaureate exam.</b> 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.	

\*Click [here](#) for a Marine Biology Checklist.

### Requirements for an AOC in Other Discipline/Marine Biology

To earn a joint disciplinary concentration in Marine Biology,

<b>Two-semester introductory course sequence, which may be taken in any order:</b>	
BIOL 2100	Foundations of Biology I
BIOL 2200	Foundations of Biology II
<b>Introduction to the properties of the marine environment:</b>	

BIOL 2650	Introduction to Oceanography or
BIOL 2785	Introduction to Coastal Marine Systems
<b>Two upper-level lecture and two laboratory Marine Biology courses</b>	
At least one member of the Marine Biology faculty must be a member of the student's thesis/baccalaureate exam committee.	

## Additional Information

### Marine Biology Facilities:

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.

A marine science research and sailing dock was completed in spring of 2022. The L-shaped dock is six feet wide and extends 294 feet west from the shore of the Caples campus and then 144 feet to the southwest, and the site was selected for its environmental compatibility and proximity to deep water. The dock was constructed with environmentally-friendly materials: Surestep PVC open deck grating, designed for maximum sunlight penetration to underwater aquatic life; and high-density polyethylene piling wraps that protect the water from any chemicals in the treated wood pilings. The dock currently serves the marine biology program's 32-foot pontoon research boat, *Limbatus*; a smaller research skiff; and a rigid inflatable rescue vessel. The dock bolsters New College's strong and popular programs in marine biology and environmental studies, as well as its summer marine biology education programs for teens in Sarasota and Manatee counties.

### 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
- The phenology of humpback (*Megaptera novaeangliae*), blue (*Balaenoptera musculus*), fin (*Balaenoptera physalus*), sperm (*Physeter macrocephalus*), and killer whales (*Orcinus orca*) determined by passive acoustic monitoring near Barkley Canyon.

## Faculty in Marine Biology

[Erika Diaz Almeyda](#), Assistant Professor of Biology and Environmental Studies  
[Jayne M. Gardiner](#), Associate Professor of Biology  
[Sandra Gilchrist](#), Professor of Biology and Marine Science/Natural Sciences Division Chair  
[Brad Oberle](#), Associate Professor of Biology and Environmental Studies  
[Athena Rycyk](#), Assistant Professor of Biology and Marine Science  
[Gerardo Toro-Farmer](#), Associate Professor of Coastal and Marine Science

## 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.

<b>Core Requirements:</b>	
MATH 2311 or 3472	Calculus I OR Calculus with Theory I * Or AP/IB/transfer credit
MATH 2312 or 3473	Calculus II OR Calculus with Theory II * Or AP/IB/transfer credit
MATH 2313	Calculus III
MATH 3105 or 4015	Linear Algebra OR Advanced Linear Algebra
MATH 3330	Ordinary Differential Equations
MATH 2500	Probability I
MATH 3510	Probability II
<b>One programming course in any of the following:</b>	
CSCI 2200	Intro to Programming in Python
CSCI 2400	Object Oriented Programming
CSCI 2100	Functional Programming
<b>Additional Math requirements:</b>	
MATH 4226	Real Analysis I
MATH 4301	Abstract Algebra I
MATH 3710	Math Seminar - three semesters
<b>Two electives from:</b>	
MATH 4227	Real Analysis II
MATH 4302	Abstract Algebra II
MATH 4402	Complex Analysis
MATH 3210	Number Theory
MATH 3220	Graph Theory
MATH 4230	Point Set Topology
MATH 4015	Advanced Linear Algebra (* If not also used for Linear Algebra requirement)
MATH 4341	Partial Differential Equations
MATH 3800	Basic Set Theory
MATH 4410	Introduction to Numerical Methods
MATH 3410	Mathematical Modeling
MATH 4920	Advanced Topic in Analysis
MATH 4930	Advanced Topic in Algebra
MATH 4950	Advanced Topic in Probability

MATH 4960	Advanced Topic in Geometry/Topology
MATH 4940	Advanced Topic in Applied Math

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.

### Mathematics - Joint AOC Requirements

The requirements for a Joint AOC include all of the requirements for a Full AOC, minus the Math Thesis requirement.

For students interested in a Secondary AOC in mathematics, the minimum requirements are:

<b>Core Requirements for Joint AOC:</b>	
MATH 2311 or 3472	Calculus I OR Calculus with Theory I * Or AP/IB/transfer credit
MATH 2312 or 3473	Calculus II OR Calculus with Theory II * Or AP/IB/transfer credit
MATH 2313	Calculus III
MATH 3105	Linear Algebra
MATH 3300	Ordinary Differential Equations
MATH 3410	Mathematical Modeling
MATH 4410	Numerical Modeling
	A course in Programming is highly recommended.

## Additional Information

### Mathematics Facilities

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.

### Representative Senior Theses in Mathematics:

- 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  $Z_n$
- Group Ring Cryptography

### Faculty in Mathematics

[Christopher Kottke](#), Associate Professor of Mathematics

[Patrick McDonald](#), Professor of Mathematics

[Donal O'Shea](#), Professor of Mathematics

[Eirini Poimenidou](#), Professor of Mathematics

[Necmettin Yildirim](#), Professor of Mathematics/Soo Bong Chae Chair of Applied Mathematics

### 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

### Natural Sciences Faculty

[Rebecca Black](#), Assistant Professor of Organic Chemistry

[Burcin Bozkaya](#), Professor of Data Science/Director of Applied Data Science Graduate Program

[Amy Clore](#), Professor of Biology

[Donald Colladay](#), Professor of Physics

[Melissa Crow](#), Instructor of Statistics

[Erika Diaz Almeyda](#), Assistant Professor of Biology and Environmental Studies

[Kristopher Fennie](#), Associate Professor of Epidemiology

[Jayne M. Gardiner](#), Director of Pritzker Marine Biology Research Center (On leave 2022-23)

[Sandra Gilchrist](#), Professor of Biology & Marine Science/Natural Sciences Division Chair

[David Gillman](#), Associate Professor of Computer Science

[Fahmida Hamid](#), Assistant Professor of Computer Science

[Emily Heffernan](#), Dean of Studies/Associate Professor of Biology and Environmental Studies

[Lin Jiang](#), Assistant Professor of Bioorganic Chemistry

[Bernhard Klingenberg](#), Adjunct Instructor of Statistics

[Christopher Kottke](#), Associate Professor of Mathematics

[Elizabeth C. Leininger](#), Associate Professor of Biology/SET SAIL Program Director

[Matthew Lepinski](#), Associate Professor of Computer Science/Chair of the Faculty

[Patrick McDonald](#), Professor of Mathematics

[Brad Oberle](#), Associate Professor of Biology and Environmental Studies

[Christopher Pedersen](#), Associate In Physics

[Tiago Perez](#), Assistant Professor of Data Science

[Eirini Poimenidou](#), Professor of Mathematics

[Tania Roy](#), Assistant Professor of Human Centered Computing  
[George Ruppeiner](#), Professor of Physics and Astronomy  
[Tyrone Ryba](#), Associate Professor of Bioinformatics  
[Athena Rycyk](#), Assistant Professor of Biology and Marine Science  
[Mariana Sendova](#), Professor of Physics  
[Steven Shipman](#), Professor of Physical Chemistry/Leonard Florsheim Chair  
[Andrey Skripnikov](#), Assistant Professor of Applied Statistics  
[Joel Thurmond](#), Senior Teaching Laboratory Specialist  
[Gerardo Toro-Farmer](#), Assistant Professor of Coastal and Marine Science  
[Katherine Walstrom](#), Professor of Biochemistry  
[Necmettin Yildirim](#), Professor of Mathematics/Soo Bong Chae Chair of Applied Mathematics

## 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.

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. 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 general education 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.

### Requirements

PHYS 2525 PHYS 2510	Physics I (calculus based) Physics I Lab
PHYS 2575 PHYS 2555	Physics II (calculus based) Physics II Lab
PHYS 4100	Classical Mechanics
PHYS 4250	Electricity and Magnetism
PHYS 3450 PHYS 3460	Modern Physics Modern Physics Lab

PHYS 4500	Optics
PHYS 4300 PHYS 4100	Quantum Mechanics Statistical Mechanics
PHYS 4050	Solid State Physics (for students planning to do a thesis in Professor Sendova's laboratory)
<b>Co-requisite courses in mathematics are:</b>	
MATH 2311 MATH 2312 MATH 2313 MATH 3300 MATH 3105	Calculus I Calculus II Multivariable Calculus III Differential Equations Linear Algebra
<b>An Independent Study Project</b> in an advanced area Physics	
<b>A Senior Thesis and Baccalaureate Exam</b>	

**Joint Areas of Concentration Requirements in Physics include:**

PHYS 2525 PHYS 2510	Physics I (calculus based) Physics I Lab
PHYS 2575 PHYS 2555	Physics II (calculus based) Physics II Lab
PHYS 4100	Classical Mechanics
PHYS 4250	Electricity and Magnetism
PHYS 3450 PHYS 3460	Modern Physics Modern Physics Lab
<b>Co-requisite courses in mathematics are:</b>	
MATH 2311 MATH 2312 MATH 2313 MATH 3300 MATH 3105	Calculus I Calculus II Multivariable Calculus III Differential Equations Linear Algebra

**Additional Information**

**Physics Facilities:**

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 piezoelectric 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.

### Representative Senior 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 C<sub>1</sub>-Benzene Adduct.
- Curved Periodic Crack Patterns in Sol-gel Films.
- Coil Impedance in the Presence of an Axially Symmetric Conductor.

### Faculty in Physics

[Donald Colladay](#), Professor of Physics

[George Ruppeiner](#), Professor of Physics and Astronomy

[Mariana Sendova](#), Professor of Physics

### 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.

<b>Mathematics requirements</b> (It is recommended that students planning an AOC in statistics complete the calculus and linear algebra courses by the end of their second year):	
MATH 2311	Calculus I
MATH 2312	Calculus II
MATH 3105	Linear Algebra
MATH 2500 MATH 3550	Probability I & II (each is a one-mod course, making it a semester-long course overall)

<b>Core requirements:</b>	
STAN 2700	Dealing with Data I*
STAN 2800	Dealing with Data II
STAN 3275	Applied Linear Models
	Mathematical Statistics
<b>Four semester continuation courses from the following</b> (The continuation courses can be selected from the A, B, C, or D categories indicated below. Other courses may also satisfy the requirements; please check with the statistics faculty for more information):	
<b>A</b> STAN 3700 STAN 3350 STAN 3000 STAN 4200 STAN 3230	R for Data Science Categorical Data Analysis Statistical Learning Introduction to Time Series Analysis Data Visualization and Communication Mathematical Statistics Bayesian Statistics
<b>B</b> <b>Any tutorial completed with a Statistics faculty member</b>	
<b>C</b> <b>One course that is offered as part of the graduate Data Science program</b> , such as Data Munging and Exploratory Data Analysis; Data Visualization, Presentation, Reporting, and Reproducible Research; or Optimization and Machine Learning	
<b>D</b> <b>One 3000 level course or higher</b> taken in another discipline that uses advanced statistical methods or reasoning, with prior approval from the statistics faculty.	
<b>Thesis:</b> 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.	

### JOINT DISCIPLINARY AOC REQUIREMENTS

Joint and double AOCs should be developed in consultation with the statistics faculty. Joint areas of concentration with statistics usually include the following course requirements:

<b>Mathematics</b> (2 semester courses):	
MATH 2311	Calculus I
MATH 2500	Probability I
MATH 3550	Probability I I

<b>Core requirements</b> (3 semester courses):	
STAN 2700	Dealing with Data I*
STAN 2800	Dealing with Data II
STAN 3275	Applied Linear Models
<b>Continuation Courses</b> (3 semester courses): Any 3 upper-level semester courses offered by statistics faculty	
<b>Thesis:</b> A project that demonstrates knowledge of various statistical methods. For more detail on thesis requirements, consult with statistics faculty.	

## SECONDARY FIELD REQUIREMENTS

The minimal coursework to earn a degree with statistics as a secondary field (minor)

<b>Mathematics</b> (0.5 semester course):	
MATH 2500	Probability I
<b>Core requirements</b> (3 semester courses):	
STAN 2700	Dealing with Data I*
STAN 2800	Dealing with Data II
STAN 3275	Applied Linear Models
<b>Continuation Courses</b> (3 semester courses): Any 3 upper-level semester courses offered by statistics faculty, or 2 such courses plus an intermediate statistics course taken outside of Statistics.	

## 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 Applied 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.

### 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.

### Requirements

<b>Cultural Anthropology Requirements:</b>	
ANTH 2100	Introduction to Cultural Anthropology (or equivalent introductory course)
ANTH 4750	History of Anthropological Theory
ANTH 4500	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.
<b>Archaeology Requirements:</b>	
ANTH 2120	Introduction to Archaeology (or equivalent introductory course)
ANTH 2150	Method and Theory in Archaeology
One upper level area or thematic course for archaeology subfield majors and one or more additional courses and/or tutorials in Archaeology or related subjects approved by advisor.	
<b>Biological Anthropology and Linguistics Requirements:</b>	
All majors are required to take an introductory course in at least one of these subfields.	
ANTH 2600  ANTH 3100	For Biological: Introduction to Biological Anthropology: From Primatology to Molecular Anthropology.  For Linguistics: 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
<b>Foreign Language Competence:</b> Intermediate level competence, or two years of college-level instruction.	
<b>Collaborative Institutional Training Initiative (CITI) Course</b> in the Protection of Human Subjects: Certified Ethics Training for Studying Human Subjects.	
<b>Senior Project/Thesis:</b> Thesis Tutorial and demonstration of knowledge of methodology employed in senior project.	
Fieldwork is also strongly recommended for majors planning to attend graduate school.	

### Requirements for a Joint AOC in Anthropology:

<b>Cultural Anthropology Requirements:</b>	
ANTH 2100	Introduction to Cultural Anthropology (or equivalent introductory course)
ANTH 4750	History of Anthropological Theory
<b>Archaeology Requirements:</b>	
ANTH 2120	Introduction to Archaeology (or equivalent introductory course)
ANTH 2150	Method and Theory in Archaeology
<b>Two additional courses or tutorials in anthropology</b> , and other work relating to your goals, to be chosen in consultation with your advisor in anthropology.	

## ADDITIONAL INFORMATION

### 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.

### **Representative senior theses in anthropology:**

- 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 Demselfes: 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](#), Professor of Anthropology/Director of New College Public Archaeology Lab

[Erin Dean](#), Associate Professor of Anthropology

[Yidong Gong](#), Assistant Professor of Anthropology

[Ana Maria Navas Mendez](#), Visiting Assistant Professor of Anthropology

[Maria D. Vesperi](#), Professor of Anthropology

### **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. Students can pursue an Economics AOC, a Quantitative Economics AOC, a joint Economics AOC, a secondary field (minor) in Economics and/or a secondary field (minor) in Finance. 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 AOC or double AOC

ECON 2100	Introductory Microeconomics
ECON 2150	Introductory Macroeconomics
ECON 3500	Intermediate Microeconomics
ECON 3550	Intermediate Macroeconomics
MATH 2055	Mathematical Tools for Economists (or equivalent such as Calculus I)
STAT 2100	Introductory Statistics (or equivalent such as Quantitative Political Analysis I and/or II)
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.	
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.	

### 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, courses 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.

ECON 2100	Introductory Microeconomics
ECON 2150	Introductory Macroeconomics
ECON 3500	Intermediate Microeconomics
ECON 3550	Intermediate Macroeconomics
MATH 2311	Calculus I
MATH 2312	Calculus II
STAT 2100 ECON 3480	Introductory Statistics Or Big Data Economics (or equivalent)
ECON 4100	Econometrics
MATH 2500 MATH 3500	Probability I Probability II
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.	

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 JOINT AOC IN ECONOMICS**

The student must satisfactorily complete the required courses listed below plus **two** 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 Microeconomics
- Intermediate Macroeconomics\*

· Introductory Statistics (or equivalent such as Big Data Economics, 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.

### **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 three 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**

#### **A) 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 Finance\*, Corporate Finance\*, Money and Banking\*, International Business\*, Public Finance: Taxation\*, and Econometrics\*. Only three 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.

#### **B) 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 Finance\*, 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 Finance, Corporate Finance, International Business, Public Finance: Taxation, and Introductory Statistics (or equivalent). At least one member of the economics faculty must be a signatory to the Thesis Prospectus/Areas of Concentration form.

### **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 fourth 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
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
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
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

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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		Econ Topics Course 2

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	Course 1		
	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 Micro	ISP or internship	Internship

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 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, not-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 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 Coe](#), Professor of Economics

[Tracy Collins](#), Associate Professor of Economics

[Tarron Khemraj](#), Professor of Economics and International Studies/William and Marie Selby Chair

[Sherry Yu](#), Associate Professor of Economics

### Finance Secondary

Students are exposed to a variety of important topics such as financial statement analysis, corporate financial management, taxation, international business, and money and banking. Financial literacy is also stressed throughout the curriculum as students accumulate life-long skills for personal finance and planning.

Students develop a thorough understanding not only about business decision making, but also about how these decisions are connected to other aspects of our community such as economic, social and political relations. Our affiliation with the Chartered Financial Analyst (CFA) University Program provides scholarships to motivated students to take the CFA certification exams while studying at New College. We participate regularly in the CFA Tampa Bay Ethics Competition to emphasize the critical role of business ethics in today's complex world.

### FULL AOC IN ECONOMICS and SECONDARY FIELD (Minor) IN FINANCE

The student must fulfill all the normal requirements for a disciplinary concentration in Economics. In order to earn a minor AOC in Finance, the student must satisfactorily complete the following courses:

ECON 2520	Introduction to Accounting and Financial Statement Analysis
ECON 3170	Corporate Finance
ECON 3150	Money, Banking, and Financial Markets
ECON 2510	International Business
ECON 3110	Public Finance: Taxation
ECON 4100	Econometrics

\*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.

In addition to the requirements in Economics as follows:

ECON 2100	Introductory Microeconomics
ECON 2150	Introductory Macroeconomics
ECON 3500	Intermediate Microeconomics
ECON 3550	Intermediate Macroeconomics
MATH 2055	Mathematical Tools for Economists (or equivalent such as Calculus I)
STAT 2100	Introductory Statistics (or equivalent such as Quantitative Political Analysis I and/or II)
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.	
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.	

### **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. In order to earn a secondary field (minor) in finance, the student must satisfactorily complete the following courses: Only two of these classes can be double-counted for the Quantitative Economics AOC and the secondary field (minor) in Finance.

ECON 2520	Introduction to Accounting and Financial Statement Analysis
ECON 3170	Corporate Finance
ECON 3150	Money, Banking, and Financial Markets
ECON 2510	International Business
ECON 3110	Public Finance: Taxation
*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.	

In addition to the requirements in Quantitative Economics as follows:

ECON 2100	Introductory Microeconomics
ECON 2150	Introductory Macroeconomics
ECON 3500	Intermediate Microeconomics
ECON 3550	Intermediate Macroeconomics
	Calculus I
	Calculus II
	Introduction to Statistics, Big Data Economics or equivalent
STAT 2100	Introductory Statistics
	Or
ECON 3480	Big Data Economics (or equivalent)
ECON 4100	Econometrics
MATH 2200/4500 MATH 2200/4550	Probability I (Mod 1) Probability II (Mod 2) (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.	

### **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;

ECON 2100 or ECON 2150	Introductory Microeconomics or Introductory Macroeconomics
ECON 2520	Introduction to Accounting and Financial Statement Analysis
ECON 3170	Corporate Finance
ECON 3150	Money, Banking, and Financial Markets
ECON 2510	International Business
ECON 3110	Public Finance: Taxation
STAT 2100	Introduction to Statistics or equivalent
At least one member of the economics faculty must be a signatory to the Thesis Prospectus/Areas of Concentration form.	
*Except for a few very limited circumstances, courses 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.

## History Area of Concentration

### Overview

The AOC in History includes in-depth attention to particular historical moments as well as geographical and chronological breadth, helping students to understand the past on its own terms as well as how past events have formed the world today. Students learn to recognize multiple perspectives, to analyze historical patterns such as continuity and change, and to accept that all historical understanding is provisional. They pursue independent research and archival work in areas as diverse as Miami, Alabama, California, New York, Iceland, Germany, Italy, and China; many present and/or publish their work publicly. History students also take advantage of a variety of academic and professional internships in fields like archival preservation, digital mapping, teaching, heritage studies, and non-profit fundraising.

As a core part of a liberal-arts curriculum, the History program embraces the interdisciplinarity of historical study: students frequently combine History with AOCs like Gender Studies, International Studies, Political Science, Languages and Urban Studies. The skills developed studying history—such as critical thinking, information literacy, global perspectives, written and oral communication—prepare students for a wide variety of professional careers and lives of global citizenship.

### Requirements

Twelve courses plus language requirement as follows:

Historical Methods (HIST 3100)		1
Two units in each of FOUR of the following five fields, for a total of 8. Premodern history is required, as is one non-Western field (numbers 4 &/or 5 below). At least one unit in each field must be upper-level (3000- or 4000-level).		8
1. Premodern History	Examples include: The Middle Ages and the Birth of the Modern World (HIST 2300) Introduction to Medieval Manuscripts (HIST 2310) The Black Death (HIST 3870) The Carolingian Empire (HIST 4545)	(2)
2. Modern European History	Examples include: Modern European History I, 1640–1870 (HIST 2700) Modern European History II, 1870–Present (HIST 2750) The Old Regime and the French Revolution (HIST 3250) The Spanish Civil War (HIST 4750)	(2)
3. American History	Examples include: American History, Pre-Colonial to 1865 (HIST 2500) American History, 1865–Present (HIST 2520) American Environmental History (HIST 3570) The Rise of Urban America (HIST 4420)	(2)
4. East Asian History	Examples include: East Asian Civilization (HIST 2200) Chinese History to 1800 (HIST 3800) Women and Gender in China (HIST 4300) The Age of Openness: China before Mao (HIST 4350)	(2)

5. Transnational History	Examples include: Our World since 1870: Topics in Modern World History (HIST 2250) The US in the World (HIST 3550) Travel and Cultural Exchange before the 'Age of Exploration' (HIST 4275) The Age of Imperialism (HIST 4450)	(2)
Three more History courses in any field	Examples include: Ancient Rome: History and Legacy (HIST 2260) A Brief History of the Bible (HIST 2133) Environmental History of China (HIST 3885) Seminar in European Military History (HIST 4700)	3
Three semesters of a non-native foreign language or demonstrated competence in one at an equivalent intermediate level	For a student beginning a language at New College, that might consist of Beginning French I, Beginning French II, and Intermediate French I. For a student arriving at New College with some background in a language, that might consist of one intermediate Spanish class, or transfer credit for three semesters of college German.	0-3
A senior thesis in History		1-2

### Joint Disciplinary History AOC Requirements

Seven courses plus language requirement as follows:

Historical Methods (HIST 3100)		1
Two units in each of THREE of the following five fields, for a total of 6. One course in each field must be upper-level (3000- or 4000-level).  Alternatively, the six courses can be divided 2–2–1–1 across 4 fields.		6
1. Premodern History	Examples include: The Middle Ages and the Birth of the Modern World (HIST 2300) Introduction to Medieval Manuscripts (HIST 2310) The Black Death (HIST 3870) The Carolingian Empire (HIST 4545)	(1–2)
2. Modern European History	Examples include: Modern European History I, 1640–1870 (HIST 2700) Modern European History II, 1870–Present (HIST 2750) The Old Regime and the French Revolution (HIST 3250) The Spanish Civil War (HIST 4750)	(1–2)
3. American History	Examples include: American History, Pre-Colonial to 1865 (HIST 2500) American History, 1865–Present (HIST 2520) American Environmental History (HIST 3570) The Rise of Urban America (HIST 4420)	(1–2)
4. East Asian History	Examples include: East Asian Civilization (HIST 2200) Chinese History to 1800 (HIST 3800) Women and Gender in China (HIST 4300) The Age of Openness: China before Mao (HIST 4350)	(1–2)

5. Transnational History	Examples include: Our World since 1870: Topics in Modern World History (HIST 2250) The US in the World (HIST 3550) Travel and Cultural Exchange before the 'Age of Exploration' (HIST 4275) The Age of Imperialism (HIST 4450)	(1-2)
Three semesters of a non-native foreign language or demonstrated competence in one at an equivalent intermediate level	For a student beginning a language at New College, that might consist of Beginning French I, Beginning French II, and Intermediate French I. For a student arriving at New College with some background in a language, that might consist of one intermediate Spanish class, or transfer credit for three semesters of college German.	0-3
A senior thesis with some historical component		1-2

### Secondary Field in History

Students whose primary concentration is in another discipline or interdisciplinary program may complete a secondary field in History by completing five courses or tutorials in History. These courses should be in three or more fields, and at least two should be upper-level. Students opting for a secondary field are not required to take Historical Methods, though they may do so if they wish, nor must they complete the language requirement. Transfer credit may not be applied toward a secondary field in History, and course substitution will be considered only in exceptional circumstances.

#### A minimum of 5 Units, to include:

FIVE units across THREE of the following five fields. At least two of the five units must be upper-level (3000- or 4000-level).		5
1. Premodern History	Examples include: The Middle Ages and the Birth of the Modern World (HIST 2300) Introduction to Medieval Manuscripts (HIST 2310) The Black Death (HIST 3870) The Carolingian Empire (HIST 4545)	
2. Modern European History	Examples include: Modern European History I, 1640-1870 (HIST 2700) Modern European History II, 1870-Present (HIST 2750) The Old Regime and the French Revolution (HIST 3250) The Spanish Civil War (HIST 4750)	
3. American History	Examples include: American History, Pre-Colonial to 1865 (HIST 2500) American History, 1865-Present (HIST 2520) American Environmental History (HIST 3570) The Rise of Urban America (HIST 4420)	
4. East Asian History	Examples include: East Asian Civilization (HIST 2200) Chinese History to 1800 (HIST 3800)	



	Women and Gender in China (HIST 4300) The Age of Openness: China before Mao (HIST 4350)	
5. Transnational History	Examples include:  Our World since 1870: Topics in Modern World History (HIST 2250) The US in the World (HIST 3550) Travel and Cultural Exchange before the 'Age of Exploration' (HIST 4275) The Age of Imperialism (HIST 4450)	
Historical Methods (HIST 3100)		OPTIONAL

## Pathways

### Sample Four-Year Pathway

	Fall Term	January ISP	Spring Term
Year 1	CYC course #1 Lower-level Asian history Lower-level American history 1st semester language	ISP #1	CYC course #2 Lower-level premodern history Lower-level European history 2nd semester language
Year 2	CYC course #3 Upper-level premodern history Any history course [field & level open] 3rd semester language	ISP #2	CYC course #4 CYC course #5 Upper-level Asian history course Historical Methods
Year 3	OFF-CAMPUS STUDY: Any history course [field & level open] Any history course [field & level open] [elective] [elective]	ISP #3	CYC course #6 CYC course #7 Upper-level European history Thesis tutorial
Year 4	CYC course #8 Upper-level American history course Thesis tutorial Internship		

## Sample 2 Year Transfer Pathway (for students completing an A.A. degree in the Florida state college system)

A. Courses to be completed in state college system:

1. Four of the following courses:

Course Code	Course Name	NCF History equivalent
AMH 1010, 1020	U.S. History to 1877, US History 1877 to Present	Lower-level American history
EUH 1000	Western Civilization to 1600	Lower-level premodern European history
EUH 1001	Western Civilization from 1600 to Present	Lower-level modern European history
WOH 1012, 1022	World History to 1500; World History Since 1500	Lower-level transnational history

2. Two-semester introductory sequence of a foreign language taught at New College (Ancient Greek, Chinese, French, German, Hebrew, Latin, Russian, or Spanish), or three semesters of another foreign language.

3. All general education requirements for the A.A. degree.

B. Suggested plan of study at New College

Note: With the exception of Historical Methods, which is offered every spring semester, the precise courses offered will vary from year to year. Transfer students with AA degrees are expected to take Historical Methods in the spring of their first year at New College (year 3 shown here), and to take thesis tutorials in their final year to facilitate completion of the senior thesis. The other courses listed below may be taken in any order.

### Year 3:

Fall Semester	January Term	Spring Semester
Upper-level American history course	ISP*	Historical Methods
Upper-level medieval history course		Upper-level history course (modern Europe, Asia, or transnational)
Intermediate foreign language course		Elective
Elective		Elective

\*It is strongly recommended that transfer students use this ISP to explore an area of interest of their choice to begin narrowing in on a topic for the senior thesis.

### Year 4:

Fall Semester	January Term	Spring Semester
Thesis Tutorial	ISP*	Thesis Tutorial
Upper-level history course (modern Europe, Asia, or transnational)		History course (field open, unless field requirements have not been met)
Elective		Elective
Elective		Elective

\*Students may organize their final ISP around their thesis work, or may choose an unrelated topic of interest to them.

Transfer students who enroll at New College without having completed the path of prior study described in section A above are welcome to pursue a degree in History, but may find it more difficult to complete the program within two years of matriculation.

## Additional Information

- [History AOC overview](#)
- [History AOC Requirements Worksheet](#)
- [History Style Guide](#)
- [History AOC Thesis Rubric](#)
- [Past and Projected Course Offerings](#)

**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 Beneš, Professor of History/Chart Your Course Director

David Harvey, Professor of History

T. J. H. McCarthy, Professor of Medieval History

Xia Shi, Associate Professor of History and International and Area Studies/Marian Hoppin Chair of Asian Studies

Erik Wallenberg, Visiting Assistant Professor of History

**Political Science Area of Concentration**

**Overview**

Political science studies people and the institutions that govern them across different political, social, and economic contexts. Central to the discipline is knowledge of the government and politics of nations and their subunits, analysis of political principles and ideas, international dynamics, political conflict, policymaking, elections, social movements, and political participation. The program pays special attention to the skills necessary to analyze the political world in a systematic and rigorous way, including a focus on research design, qualitative and quantitative research methodology, and original research.

Political science courses at New College are structured into four subfields (American Politics, Comparative Politics, International Relations, and Political Theory), reflecting traditional intellectual emphases within the discipline. Students have considerable flexibility in planning their studies across topics and geographic areas; some concentrate on the politics of the United States, while others develop an interest in areas such as Latin America, Europe, Asia, or Africa, and still others create their own specializations. Beyond courses and tutorials, many of our students complete internships or work in organizations or on campaigns to gain the experience needed not only to understand but also to participate in political processes. Each student's program of study culminates in a senior project under the close guidance of a faculty member. Our program provides a strong foundation for students, whether they plan to further their education in political science or related fields or pursue careers in government service, law, diplomacy, journalism, electoral politics, or nonprofit advocacy.

**Requirements**

Total course minimum: **Eleven (11)** Political Science courses.

Two introductory-level classes in two different subfields (American Politics, Comparative Politics, International Relations, and Political Theory):
POLS 2041 – American Government and Civics* POLS 2200 – Comparative Politics* POLS 2300 – Introduction to World Politics* POLS 2400 – Introduction to Political Theory*
POLS 2500 – Quantitative Political Analysis I (or alternate statistics class if approved by Political Science faculty advisor)
At least six courses at the 3000 or 4000 levels, with at least one course in three of the following four subfields (American Politics, Comparative Politics, International Relations, and Political Theory). At least two of the six must be advanced seminars at the 4000 level, each in a different subfield:

<b>AMERICAN POLITICS</b>
<p>POLS 2041 – American Government and Civics*</p> <p>POLS 2750 – U.S. Campaigns, Elections, and Voting</p> <p>POLS 3110 – Politics of Congress</p> <p>POLS 3130 – U.S. Constitutional Law: Structures and Powers of Government</p> <p>POLS 3135 – U.S. Constitutional Law: Civil Rights and Liberties</p> <p>POLS 3140 – Florida Politics and Government*</p> <p>POLS 3150 – Urban Politics and Policy</p> <p>POLS 3160 – Rural Politics in the United States</p> <p>POLS 3600 – Power and Public Policy in the U.S.</p> <p>POLS 3610 – Politics of Health Care Policy in the U.S.</p> <p>POLS 3650 – U.S. Immigration Policy from Origins to Current Issues</p> <p>POLS 3710 – Public Opinion, Polarization, and the Politics of Identity in U.S. Politics</p> <p>POLS 4100 – American Political Development</p> <p>POLS 4110 – Citizenship, Political Authority, and the Public Sphere in the U.S.</p> <p>POLS 4120 – Modern Political Realignment in American Politics</p> <p>POLS 4710 – Social Networks and the Context of Political Behavior</p> <p>POLS 4810 – Political Geography</p>
<b>COMPARATIVE POLITICS</b>
<p>POLS 2200 – Comparative Politics*</p> <p>POLS 2850 – Sustainable Development*</p> <p>POLS 3210 – Politics of Russia</p> <p>POLS 3220 – Politics of China: Communism and Change</p> <p>POLS 3230 – Politics of the European Union</p> <p>POLS 3240 – Politics of Central and Eastern Europe: From “Soviet Bloc” to United Europe</p> <p>POLS 3250 – Modern Authoritarianism</p> <p>POLS 3260 – Politics of Latin America</p> <p>POLS 3850 – Transitions from War to Peace</p> <p>POLS 4250 – Transitions to Democracy in Comparative Perspective</p> <p>POLS 4710 – Social Networks and the Context of Political Behavior</p> <p>POLS 4810 – Political Geography</p>
<b>INTERNATIONAL RELATIONS</b>
<p>POLS 2300 – Introduction to World Politics*</p> <p>POLS 2850 – Sustainable Development*</p> <p>POLS 2860 – Governing the Marine Environment</p> <p>POLS 2870 – Climate Change: Science, Policy and Politics</p> <p>POLS 3310 – Global Environmental Politics</p> <p>POLS 3320 – International Climate Change Negotiations</p> <p>POLS 3350 – International Political Economy</p> <p>POLS 3850 – Transitions from War to Peace</p> <p>POLS 4300 – International Law and Politics</p>
<b>POLITICAL THEORY</b>
<p>POLS 2400 – Introduction to Political Theory*</p> <p>POLS 3450 – Democratic Theory</p> <p>POLS 4450 – Freedom and Slavery in Political Thought</p> <p>POLS 4110 – Citizenship, Political Authority &amp; the Public Sphere in the U.S.</p> <p>POLS 4480 – Contemporary Republican Thought</p>

POLS 3500 – Research Design Workshop (recommended for 3 <sup>rd</sup> -year students)
Senior Thesis or Portfolio Project in Political Science
Baccalaureate Exam and Oral Defense of the Thesis or Portfolio Project
<b>Also Highly Recommended:</b> Additional courses in areas such as Economics, History, Sociology, Philosophy, Psychology, Statistics, and Data Science that complement individual concentrations in Political Science.

**Requirements for a Joint AOC in Political Science:**

Total course minimum: **Eight (8)** Political Science courses.

<b>One introductory-level course:</b>
POLS 2041 – American Government and Civics* POLS 2200 – Comparative Politics* POLS 2300 – Introduction to World Politics* POLS 2400 – Introduction to Political Theory*
<i>EITHER</i> Quantitative Political Analysis <i>OR</i> Research Design Workshop:
POLS 2500 – Quantitative Political Analysis I (or alternate statistics class if approved by Political Science faculty advisor)
POLS 3500 – Research Design Workshop (recommended for 3 <sup>rd</sup> -year students)
Five or more courses at the 3000 or 4000 levels, with at least one course in each of three of the following four subfields (American Politics, Comparative Politics, International Relations, and Political Theory). At least one of the six must be an advanced seminar at the 4000 level:
<b>AMERICAN POLITICS</b>
POLS 2041 – American Government and Civics* POLS 2750 – U.S. Campaigns, Elections, and Voting POLS 3110 – Politics of Congress POLS 3130 – U.S. Constitutional Law: Structures and Powers of Government POLS 3135 – U.S. Constitutional Law: Civil Rights and Liberties POLS 3140 – Florida Politics and Government* POLS 3150 – Urban Politics and Policy POLS 3160 – Rural Politics in the United States POLS 3600 – Power and Public Policy in the U.S. POLS 3610 – Politics of Health Care Policy in the U.S. POLS 3650 – U.S. Immigration Policy from Origins to Current Issues POLS 3710 – Public Opinion, Polarization, and the Politics of Identity in U.S. Politics POLS 4100 – American Political Development POLS 4110 – Citizenship, Political Authority, and the Public Sphere in the U.S. POLS 4120 – Modern Political Realignment in American Politics POLS 4710 – Social Networks and the Context of Political Behavior POLS 4810 – Political Geography
<b>COMPARATIVE POLITICS</b>

<p>POLS 2200 – Comparative Politics*</p> <p>POLS 2850 – Sustainable Development*</p> <p>POLS 3210 – Politics of Russia</p> <p>POLS 3220 – Politics of China: Communism and Change</p> <p>POLS 3230 – Politics of the European Union</p> <p>POLS 3240 – Politics of Central and Eastern Europe: From “Soviet Bloc” to United Europe</p> <p>POLS 3250 – Modern Authoritarianism</p> <p>POLS 3260 – Politics of Latin America</p> <p>POLS 3850 – Transitions from War to Peace</p> <p>POLS 4250 – Transitions to Democracy in Comparative Perspective</p> <p>POLS 4710 – Social Networks and the Context of Political Behavior</p> <p>POLS 4810 – Political Geography</p>
<p><b>INTERNATIONAL RELATIONS</b></p>
<p>POLS 2300 – Introduction to World Politics*</p> <p>POLS 2850 – Sustainable Development*</p> <p>POLS 2860 – Governing the Marine Environment</p> <p>POLS 2870 – Climate Change: Science, Policy and Politics</p> <p>POLS 3310 – Global Environmental Politics</p> <p>POLS 3320 – International Climate Change Negotiations</p> <p>POLS 3350 – International Political Economy</p> <p>POLS 3850 – Transitions from War to Peace</p> <p>POLS 4300 – International Law and Politics</p>
<p><b>POLITICAL THEORY</b></p>
<p>POLS 2400 – Introduction to Political Theory*</p> <p>POLS 3450 – Democratic Theory</p> <p>POLS 4450 – Freedom and Slavery in Political Thought</p> <p>POLS 4110 – Citizenship, Political Authority &amp; the Public Sphere in the U.S.</p> <p>POLS 4480 – Contemporary Republican Thought</p>

NOTE: Students may only double count two courses to fulfill the requirements of the two Joint AOCs.

**Requirements for a Secondary Field in Political Science:**

Total course minimum: **Six (6)** Political Science courses.

<p><b>One introductory-level course:</b></p>
<p>POLS 2041 – American Government and Civics*</p> <p>POLS 2200 – Comparative Politics*</p> <p>POLS 2300 – Introduction to World Politics*</p> <p>POLS 2400 – Introduction to Political Theory*</p>
<p>At least three courses at the 3000 or 4000 levels, with at least one course in each of three of the following four subfields (American Politics, Comparative Politics, International Relations, and Political Theory):</p>
<p><b>AMERICAN POLITICS</b></p>

POLS 2041 – American Government and Civics\*  
 POLS 2750 – U.S. Campaigns, Elections, and Voting  
 POLS 3110 – Politics of Congress  
 POLS 3130 – U.S. Constitutional Law: Structures and Powers of Government  
 POLS 3135 – U.S. Constitutional Law: Civil Rights and Liberties  
 POLS 3140 – Florida Politics and Government\*  
 POLS 3150 – Urban Politics and Policy  
 POLS 3160 – Rural Politics in the United States  
 POLS 3600 – Power and Public Policy in the U.S.  
 POLS 3610 – Politics of Health Care Policy in the U.S.  
 POLS 3650 – U.S. Immigration Policy from Origins to Current Issues  
 POLS 3710 – Public Opinion, Polarization, and the Politics of Identity in U.S. Politics  
 POLS 4100 – American Political Development  
 POLS 4110 – Citizenship, Political Authority, and the Public Sphere in the U.S.  
 POLS 4120 – Modern Political Realignment in American Politics  
 POLS 4710 – Social Networks and the Context of Political Behavior  
 POLS 4810 – Political Geography

**COMPARATIVE POLITICS**

POLS 2200 – Comparative Politics\*  
 POLS 2850 – Sustainable Development\*  
 POLS 3210 – Politics of Russia  
 POLS 3220 – Politics of China: Communism and Change  
 POLS 3230 – Politics of the European Union  
 POLS 3240 – Politics of Central and Eastern Europe: From “Soviet Bloc” to United Europe  
 POLS 3250 – Modern Authoritarianism  
 POLS 3260 – Politics of Latin America  
 POLS 3850 – Transitions from War to Peace  
 POLS 4250 – Transitions to Democracy in Comparative Perspective  
 POLS 4710 – Social Networks and the Context of Political Behavior  
 POLS 4810 – Political Geography

**INTERNATIONAL RELATIONS**

POLS 2300 – Introduction to World Politics\*  
 POLS 2850 – Sustainable Development\*  
 POLS 2860 – Governing the Marine Environment  
 POLS 2870 – Climate Change: Science, Policy and Politics  
 POLS 3310 – Global Environmental Politics  
 POLS 3320 – International Climate Change Negotiations  
 POLS 3350 – International Political Economy  
 POLS 3850 – Transitions from War to Peace  
 POLS 4300 – International Law and Politics

**POLITICAL THEORY**

POLS 2400 – Introduction to Political Theory\*  
 POLS 3450 – Democratic Theory  
 POLS 4450 – Freedom and Slavery in Political Thought  
 POLS 4110 – Citizenship, Political Authority & the Public Sphere in the U.S.  
 POLS 4480 – Contemporary Republican Thought

**Transfer Students**

Students transfer to complete their majors and degrees at the new institution, so we feel that the AOC should largely be completed here. That said, we want to welcome transfer students and accommodate their tighter schedules to graduation.

1. A student may transfer up to two full-semester courses for credit to the AOC at New College.
2. Transfer students will be admitted directly to 3000-level courses, even if they do not have our pre-requisite of an introductory course in Political Science at the time.
3. Transfer students may also receive a third course credit for work in statistics or quantitative analysis if their introductory statistics course or sequence covered not only basic variables and hypothesis testing, but also the logic of confounding variables and statistical control, particularly in the context of multiple regression, and using replicable and reproducible statistical methods. Please bring your syllabus or syllabi for these courses.

## **ADDITIONAL INFORMATION**

### **Beyond the Classroom**

Students are encouraged to obtain field experience through internships or other work experience with agencies of government, political parties, interest groups, or non-profit organizations. In recent years, students have interned with U.S. Congressmen, the Governor of Florida, U.S. AID, the U.S. Department of State, the American Civil Liberties Union, multiple law offices, 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 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 in Political Science:**

- 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, Professor of Political Science and Environmental Studies/Director of Academic Initiatives and Special Projects

Amanda Fidalgo, Assistant Professor of Political Science (On leave)

Keith A. Fitzgerald, Associate Professor of Political Science

Michael Gorup, Assistant Professor of Political Science

Barbara Hicks, Professor of Political Science/Social Sciences Division Chair

Jack Reilly, Associate Professor of Political Science

Nat Colletta, International Affairs Scholar-in-Residence

## **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 laboratory. 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.



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

<b>One Introductory Course:</b>	
PSYC 2050 PSYC 2100 PSYC 2110 PSYC 2115 PSYC 2120 PSYC 2130 PSYC 2135  PSYC 2140 PSYC 2160 PSYC 2170  PSYC 2020  PSYC 2015	Introductory Psychology Seminar: General Introductory Psychology Introductory Psychology Seminar: Perception and Action Introductory Psychology Seminar: The Embodied Mind Introductory Psychology Seminar: Social Cognition Introductory Psychology Seminar: Social Influence Introductory Psychology Seminar: The Sensory World of Animals  Introductory Psychology Seminar: Animal Thinking Introductory Psychology Seminar: Memory Development Introduction to Psychology Seminar: The Exotic Sensory World of Animals  Introductory Psychology Seminar: Memories - True, False, and Distorted Introductory Psychology Seminar: Motivated Minds Learning In and Out of School
<b>Four Intermediate Courses:</b>	
PSYC 3000 PSYC 3100 PSYC 3200 PSYC 3350 PSYC 3400 PSYC 3550 PSYC 3560 PSYC 3600 PSYC 3800	Behavioral Endocrinology Psychology of Mental Health Psychology of Religion Personality Psychology Cognitive Psychology Social Psychology Biological Psychology Developmental Psychology Introduction to Animal Well-Being
<b>Two Advanced Courses:</b>	
PSYC 2200 PSYC 3420 PSYC 3450 PSYC 3890 PSYC 4100 PSYC 4240 PSYC 4250 PSYC 4350 PSYC 4475 PSYC 4488 PSYC 4500 PSYC 4510 PSYC 4525 PSYC 4545 PSYC 4800  PSYC 4810	Careers and Graduate Study in Psychology Animal Learning and Cognition Industrial and Organizational Psychology The Art of Presenting Psychological Sciences Neuroscience of Sport and Exercise Impression Management Psychology of Good and Evil Stigma and Prejudice Advanced Topics in Cognitive Neuroscience Positive Psychology Self and Identity Biopsychology of Sex, Gender, and Sexual Behavior Close Relationships Drugs and Behavior Humans and Other Animals: Exploration of a Complex Relationship Humans and Other Animals: Welfare and Emotions

<b>One Laboratory Course:</b>	
PSYC 2300 PSYC 3610 PSYC 4200 PSYC 4400 PSYC 4600 PSYC 4650	Animal Behavior Processes Laboratory: Goldfish Learning and Cognition Developmental Psychology Laboratory: Analyzing Conversation Laboratory in Comparative Brain Connectivity Cognitive Laboratory in Parallel Approaches to Facilitating Wellbeing Across Species fNIRS Neuroimaging Laboratory in Social and Personality Psychology
<b>Additional Requirements:</b>	
PSYC 4550 PSYC 4998 PSYC 2100	Research Methods in Psychology Psychology Senior Seminar Introduction to Applied Stats
<b>Optional:</b> PSYC 3700	Advanced Statistics for Psychology

### Joint Disciplinary Area of Concentration in Psychology

<b>One Introductory Course:</b>	
PSYC 2050 PSYC 2100 PSYC 2110 PSYC 2115 PSYC 2120 PSYC 2130 PSYC 2135  PSYC 2140 PSYC 2160 PSYC 2170  PSYC 2020  PSYC 2015	Introductory Psychology Seminar: General Introductory Psychology Introductory Psychology Seminar: Perception and Action Introductory Psychology Seminar: The Embodied Mind Introductory Psychology Seminar: Social Cognition Introductory Psychology Seminar: Social Influence Introductory Psychology Seminar: The Sensory World of Animals Introductory Psychology Seminar: Animal Thinking Introductory Psychology Seminar: Memory Development Introduction to Psychology Seminar: The Exotic Sensory World of Animals Introductory Psychology Seminar: Memories - True, False, and Distorted Introductory Psychology Seminar: Motivated Minds Learning In and Out of School
<b>Three of Seven Intermediate Courses:</b>	
PSYC 3000 PSYC 3100 PSYC 3200 PSYC 3350 PSYC 3400 PSYC 3550 PSYC 3560 PSYC 3600 PSYC 3800	Behavioral Endocrinology Psychology of Mental Health Psychology of Religion Personality Psychology Cognitive Psychology Social Psychology Biological Psychology Developmental Psychology Introduction to Animal Well-Being
<b>One Advanced Course:</b>	
PSYC 2200	Careers and Graduate Study in Psychology

PSYC 3420 PSYC 3450 PSYC 3890 PSYC 4100 PSYC 4240 PSYC 4250 PSYC 4350 PSYC 4475 PSYC 4488 PSYC 4500 PSYC 4510 PSYC 4525 PSYC 4545 PSYC 4800  PSYC 4810	Animal Learning and Cognition Industrial and Organizational Psychology The Art of Presenting Psychological Sciences Neuroscience of Sport and Exercise Impression Management Psychology of Good and Evil Stigma and Prejudice Advanced Topics in Cognitive Neuroscience Positive Psychology Self and Identity Biopsychology of Sex, Gender, and Sexual Behavior Close Relationships Drugs and Behavior Humans and Other Animals: Exploration of a Complex Relationship Humans and Other Animals: Welfare and Emotions
<b>One Laboratory Course:</b>	
PSYC 2300  PSYC 3610  PSYC 4200 PSYC 4400  PSYC 4600 PSYC 4650	Animal Behavior Processes Laboratory: Goldfish Learning and Cognition Developmental Psychology Laboratory: Analyzing Conversation Laboratory in Comparative Brain Connectivity Cognitive Laboratory in Parallel Approaches to Facilitating Wellbeing Across Species fNIRS Neuroimaging Laboratory in Social and Personality Psychology
<b>Additional Requirements:</b>	
PSYC 4550 PSYC 2100	Research Methods in Psychology Introduction to Applied Stats
<b>Optional:</b> PSYC 3700	Advanced Statistics for Psychology

### Secondary Field In Psychology

<b>One Introductory Course:</b>	
PSYC 2050 PSYC 2100 PSYC 2110 PSYC 2115 PSYC 2120 PSYC 2130 PSYC 2135  PSYC 2140 PSYC 2160 PSYC 2170  PSYC 2020  PSYC 2015	Introductory Psychology Seminar: General Introductory Psychology Introductory Psychology Seminar: Perception and Action Introductory Psychology Seminar: The Embodied Mind Introductory Psychology Seminar: Social Cognition Introductory Psychology Seminar: Social Influence Introductory Psychology Seminar: The Sensory World of Animals  Introductory Psychology Seminar: Animal Thinking Introductory Psychology Seminar: Memory Development Introduction to Psychology Seminar: The Exotic Sensory World of Animals  Introductory Psychology Seminar: Memories - True, False, and Distorted Introductory Psychology Seminar: Motivated Minds Learning In and Out of School

<b>Four Intermediate or Advanced Courses:</b>	
PSYC 3000 PSYC 3100 PSYC 3200 PSYC 3350 PSYC 3400 PSYC 3550 PSYC 3560 PSYC 3600 PSYC 3800	Behavioral Endocrinology Psychology of Mental Health Psychology of Religion Personality Psychology Cognitive Psychology Social Psychology Biological Psychology Developmental Psychology Introduction to Animal Well-Being
<b>Advanced Courses:</b>	
PSYC 2200 PSYC 3420 PSYC 3450 PSYC 3890 PSYC 4100 PSYC 4240 PSYC 4250 PSYC 4350 PSYC 4475 PSYC 4488 PSYC 4500 PSYC 4510 PSYC 4525 PSYC 4545 PSYC 4800  PSYC 4810	Careers and Graduate Study in Psychology Animal Learning and Cognition Industrial and Organizational Psychology The Art of Presenting Psychological Sciences Neuroscience of Sport and Exercise Impression Management Psychology of Good and Evil Stigma and Prejudice Advanced Topics in Cognitive Neuroscience Positive Psychology Self and Identity Biopsychology of Sex, Gender, and Sexual Behavior Close Relationships Drugs and Behavior Humans and Other Animals: Exploration of a Complex Relationship Humans and Other Animals: Welfare and Emotions
<b>Additional Requirements:</b>	
PSYC 2100	Introduction to Applied Stats
<b>Optional:</b> PSYC 3700	Advanced Statistics for Psychology

### 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 in Psychology

- 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 Barton, Associate Professor of Psychology

Gordon Bauer, Professor Emeritus of Psychology

Kathleen Casto, Assistant Professor of Psychology

Peter Cook, Associate Professor of Psychology

Catherine Cottrell, Associate Professor of Psychology

Heidi Harley, Professor of Psychology/Peg Scripps Buzzelli Chair/Director, Environmental Studies Program

Steven Graham, Associate Professor of Psychology

## 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

<b>One Level I applied statistics course</b> , such as:	
CSCI 2700 STAT 2100 POLS 2500  QSS considers a "Level I" class as a quantitative analysis or applied statistics course without a Prerequisite.	Dealing with Data 1 Introduction to Statistics Quantitative Political Analysis I
<b>Two Level II (or higher) applied statistics courses</b> , such as	
PSYC 3700 ECON 4100 POLS 3550  Several Statistics classes with a prerequisite, including but not limited to: CSCI 2750 CSCI 3350 CSCI 3000  QSS considers a "Level II" class as a quantitative analysis or applied statistics course with a statistical or quantitative prerequisite.	Advanced Statistics for Psychology Econometrics Quantitative Political Analysis II  Dealing with Data II Introduction to Categorical Data Analysis Statistical Learning
CSCI 2200 CSCI 2600	Introduction to Programming in Python or Introduction to Programming in C

A Second course in computation, strongly recommend: CSCI 4322	Databases for Data Science
<b>One course in social science research design, such as:</b>	
PSYC 4550 POLS 3500 SOCI 3100 ANTH 4600	Research Methods in Psychology Research Design Workshop in Political Science Research Methods in Sociology Method and Theory in Archaeology
INDV 2055  MATH 2311/MATH 3105	Mathematics for the Social Sciences  Alternately, students may take Calculus I and Linear Algebra to satisfy this requirement
Two additional quantitative electives, recommended:	
GEOG 2150 STAN 3230 STAN 3000/CSCI 3300/DST4610 MATH 2500/MATH 3500 MATH 3105 MATH 2311/ MATH 2312 MATH 2313 MATH 3410 DATA 3120	Introduction to GIS Visualization Social Network Analysis Statistical/Machine/Deep Learning ProbabilityI, Probability II Linear Algebra Calculus I, II, III Mathematical/Statistical/Computational Modeling Algorithms R programming tutorial
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	
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.	

### 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 a 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](#), Associate Professor of Psychology

[Amanda Fidalgo](#), Assistant Professor of Political Science (On leave)

[Tarron Khemraj](#), Professor of Economics and International Studies/William and Marie Selby Chair

[Jack Reilly](#), Associate Professor of Political Science

[Sherry Yu](#), Associate Professor of Economics

## 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 the student and a 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:

- LatinX First-Generation Students in Los Angeles and the Fight for Four Year College Attainment
- Librarianship in the Era of Inequality: A Study on the Local Response to the Changing Roles of Public Libraries
- Race, Power, and Memory: An Oral History of Gasparilla Island's Black Community
- A Virtuous Market: School Choice and Student Access at a Florida Charter School
- Gazing Upon the Goo-Goo Land: Constructions of the Filipino Identity in U.S. Newspapers, 1898–1904
- "Somos Seres Humanos. Merecemos Vivir Dignamente": Coloniality and Human Rights in the Face of Family Separation
- Population Growth and Development in Miami, Tampa, and Orlando from 1920 to 1975

## Social Sciences Faculty

[Frank Alcock](#), Professor of Political Science and Environmental Studies/Director of Academic Initiatives and Special Projects

[Uzi Baram](#), Professor of Anthropology/Director of New College Public Archaeology Lab

[Michelle Barton](#), Associate Professor of Psychology

[Carrie Beneš](#), Professor of History/Chart Your Course Director

[David Brain](#), Professor of Sociology/Urban Studies Program Director

[Kathleen Casto](#), Assistant Professor of Psychology

[Richard Coe](#), Professor of Economics

[Tracy Collins](#), Associate Professor of Economics

[Peter Cook](#), Associate Professor of Psychology

[Duff Cooper](#), Adjunct Assistant Professor of Quantitative Methods

[Catherine Cottrell](#), Associate Professor of Psychology

[Erin Dean](#), Associate Professor of Anthropology

[Barbara Feldman](#), Professor of Sociology

[Amanda Fidalgo](#), Assistant Professor of Political Science (On leave)

[Keith Fitzgerald](#), Associate Professor of Political Science

[Yidong Gong](#), Assistant Professor of Anthropology

[Michael Gorup](#), Assistant Professor of Political Science

[Steven Graham](#), Associate Professor of Psychology

[Heidi Harley](#), Professor of Psychology/Peg Scripps Buzzelli Chair/Director of Environmental Studies Program

[David Harvey](#), Professor of History

[Sarah Hernandez](#), Associate Professor of Sociology & Caribbean and Latin American Studies/Co-Director of the Initiative on Diversity and Equity in Academics

[Barbara Hicks](#), Professor of Political Science/Social Sciences Division Chair

[Tarron Khemraj](#), Professor of Economics and International Studies/William and Marie Selby Chair

[T. J. H. McCarthy](#), Professor of Medieval History

[Ana Maria Navas Mendez](#), Visiting Assistant Professor of Anthropology

[Jack Reilly](#), Associate Professor of Political Science

[Xia Shi](#), Associate Professor of History and International and Area Studies/Marian Hoppin Chair of Asian Studies

[Maria D. Vesperi](#), Professor of Anthropology

[Sherry Yu](#), Associate Professor of Economics

[Queen Meccasia Zabriskie](#), Associate Professor of Sociology/MacArthur Professorship

## Sociology Area of Concentration

### Overview

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and the patterns 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 a web of social relations. 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.

What kind of society do we live in? What are its distinctive characteristics and problems? Where is it headed? 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. Courses, tutorials, and independent projects may change in accordance with current student and faculty interests.

### 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.

### 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 written for sociology courses, a printout of the unofficial transcript from the Student Evaluation System, a signed "Provisional Area of Concentration" form and a plan for completing the remaining sociology requirements.

### Requirements

The ten required courses for a Sociology AOC are:

<b>Five foundational courses</b> (four in sociology plus one in statistics):	
SOCI 2100	Introduction to Sociology
SOCI 3200	Social Theory
SOCI 3100	Sociological Research Methods
STAT 2125	Statistics
SOCI 4998	Senior Thesis Seminar
In addition, students are required to complete:	
<b>One empirical ISP</b> (students must complete the sociological research methods course prior to doing this ISP, and must go through the IRB process)	



<b>Five electives</b> (at least one from each analytical area—Social Organizations/Institutions, Social Change, and Persons and Society; some courses fit more than one category):	
<b>Social Organization/Institutions</b> (at least one):	
SOCI 2270	Race and Ethnicity: An Interdisciplinary Exploration
SOCI 3300	Space, Place, and Community
SOCI 4200	Queer Studies
SOCI 3350	Sociology of Development
SOCI 4220	Contemporary Gender Seminar
SOCI 3800	Practicum in Community Building
SOCI 3500	Work Organization and Its Alternatives
SOCI 3120	Social Inequality: Race, Class, Gender, and Power
SOCI 2500	Sociology of the Arts and Performance
SOCI 3700	Intersectionality
<b>Social Change</b> (at least one):	
SOCI 3600	Social Movements
SOCI 3350	Sociology of Development
SOCI 3034	Sustainable Cities
SOCI 3120	Social Inequality: Race, Class, Gender, and Power
SOCI 3700	Intersectionality
<b>Persons and Society</b> (at least one):	
SOCI 2600	Social Psychology
SOCI 2410	Sociology of Gender and the Body
SOCI 4220	Contemporary Gender Seminar
SOCI 4200	Queer Studies
SOCI 3120	Social Inequality: Race, Class, Gender, and Power
SOCI 2500	Sociology of the Arts and Performance
SOCI 3700	Intersectionality
A senior project or thesis which makes full use of sociological theory, literature, and analysis	

**The Joint AOC with Sociology requires seven courses.**

The seven required courses for a Joint Sociology AOC are:

<b>Four foundational courses</b> (three in sociology plus one in statistics):
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SOCI 3200	Social Theory
SOCI 3100	Sociological Research Methods
STAT 2125	Statistics
SOCI 4998	Senior Thesis Seminar (An Empirical ISP is encouraged but not required)
<b>Three electives</b> (one from each analytical area–Social Organizations/Institutions, Social Change, and Persons and Society; some courses fit more than one category):	
<b>Social Organization/Institutions</b> (select one):	
SOCI 2270	Race and Ethnicity: An Interdisciplinary Exploration
SOCI 3300	Space, Place, and Community
SOCI 4200	Queer Studies
SOCI 3350	Sociology of Development
SOCI 4220	Contemporary Gender Seminar
SOCI 3800	Practicum in Community Building
SOCI 3500	Work Organization and Its Alternatives
SOCI 3120	Social Inequality: Race, Class, Gender, and Power
SOCI 2500	Sociology of the Arts and Performance
SOCI 3700	Intersectionality
<b>Social Change</b> (select one):	
SOCI 3600	Social Movements
SOCI 3350	Sociology of Development
SOCI 3034	Sustainable Cities
SOCI 3120	Social Inequality: Race, Class, Gender, and Power
SOCI 3700	Intersectionality
<b>Persons and Society</b> (select one):	

SOCI 2600	Social Psychology
SOCI 2410	Sociology of Gender and the Body
SOCI 4220	Contemporary Gender Seminar
SOCI 4200	Queer Studies
SOCI 3120	Social Inequality: Race, Class, Gender, and Power
SOCI 2500	Sociology of the Arts and Performance
SOCI 3700	Intersectionality
<b>A senior project or thesis</b> which makes full use of sociological theory, literature, and analysis	

Note: Students completing a Joint AOC must have one faculty member from Sociology on their thesis committee.

### ADDITIONAL INFORMATION

The New College Sociology program builds the skills that employers today seek: an understanding of the social context of creativity and innovation; an ability to work with others in organizational settings; multicultural and global understandings; quantitative and qualitative analysis; critical thinking; and effective written expression. Sociology graduates have gone into a variety of fields, including Ph.D. programs and subsequent employment in academia (in Sociology and other fields), Arts Administration, Law School, International NGOs addressing Human and Refugee Rights, Public Health, Education, Social Work, Public Relations, Media and Communication, Urban Planning, Community Organizing, and Non-profit Community Development.

### Representative Senior Theses in Sociology:

- City, Sweet City: A Study of the Implementation of New Urbanism and the Public Process
- 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 Brain, Professor of Sociology/Urban Studies Program Director

Barbara Feldman, Professor of Sociology

Sarah Hernandez, Associate Professor of Sociology

Emily Fairchild, Associate Professor of Sociology (On leave)

Queen Meccasia Zabriskie, Associate Professor of Sociology

## Interdisciplinary Studies

### Animal Wellbeing & Conservation

The Area of Concentration in Animal Wellbeing & Conservation 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 with animals and animal-human interactions. There are eight core courses and five additional courses chosen by the student and their advisor in one of two tracks. The two tracks are *Animals and Society* and *Animal Minds and Behavior*.

Students will learn to be open and nuanced thinkers, good communicators, integrators across disciplines, and change managers/creators/analysts. The AOC also provides the breadth characteristic of a liberal arts education.

Students should begin working with an advisor in their specific area of interest as early in their careers as possible.

### Requirements

For an Area of Concentration in Animal Wellbeing & Conservation, 8 core courses are required (listed below) plus 5 track courses.

<b>Animal-oriented Psychology course</b> (animal-focused Introductory Psychology or intermediate)	
BIOL 2100	Animal-oriented Biology course: Foundations of Biology I or intermediate)
PHIL 2475	Animal-oriented Philosophy course: Animal Minds/Ethics or intermediate)
BIOL 2360	Introduction to Animal Wellbeing, or similar
<b>Internship</b> relevant to area/skills of interest	
<b>Quantitative Reasoning</b> (statistics, data, logic)	
<b>Research Methods/Lab</b> in appropriate area (thesis-oriented skills)	
<b>Animal Wellbeing &amp; Conservation Capstone</b> (or other relevant capstone)	
<b>5 additional courses</b> in one of the tracks below, chosen with an advisor:	
The Society-Oriented Track focuses on ethics, arts/humanities, law, policy, and behavior change.	The Animal Minds and Behavior track focuses on animal behavior, conservation biology, genetics, cognition, neuroscience, endocrinology, and training.

### Joint Disciplinary Area of Concentration in Animal Wellbeing & Conservation

The requirements for the joint disciplinary AOC in Wellbeing are 7 of the core courses plus 2 additional intermediate/advanced courses chosen with an advisor.

<b>Animal-oriented Psychology course</b> (animal-focused Introductory Psychology or intermediate)	
BIOL 2100	Animal-oriented Biology course: Foundations of Biology I or intermediate)
PHIL 2475	Animal-oriented Philosophy course: Animal Minds/Ethics or intermediate)
BIOL 2360	Introduction to Animal Wellbeing, or similar
<b>Internship</b> relevant to area/skills of interest	
<b>Quantitative Reasoning</b> (statistics, data, logic)	
<b>Research Methods/Lab</b> in appropriate area (thesis-oriented skills)	
<b>Two additional intermediate/advanced courses</b> chosen with an advisor	

See [here](#) for an AOC Checklist and [here](#) for a Four Year Sample Pathway.

### Representative senior thesis titles

- Enrichment for Bottlenose Dolphins across Different Contexts
- Training Equine Behaviors to Olfactory Stimuli
- The Ethics and Psychology of Human-Animal Relationships
- Sleeping with the (Cuttle)fishes: Measuring Sleep through Arousal Threshold in the Dwarf Cuttlefish, *Sepia bandensis*
- The Effectiveness of Emotional Support Animals at Alleviating Symptoms of Depression and Anxiety in College Students Living on a Residential Campus

### Faculty in Animal Wellbeing & Conservation

**Gordon Bauer**, Professor Emeritus of Psychology

**Peter Cook**, Associate Professor of Psychology

**Nicolas Delon**, Associate Professor of Philosophy & Environmental Studies

**Heidi Harley**, Professor of Psychology/Peg Scripps Buzzelli Chair/Director, Environmental Studies Program

**Athena Rycyk**, Assistant Professor of Biology & Marine Science

### Biopsychology

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.

BIOL 2100 or BIOL 2200	Foundations of Biology I or II (If whole animal-oriented, I is preferred; if neuro-oriented, II is preferred)
<b>Introductory Psychology</b> (animal, endocrine, or neuro-oriented preferred):	
PSYC 3560	Biological Psychology
<b>Statistics</b> (ask for direction based on your path)	
<b>Research Methods</b> in appropriate area (psychology, biology)	
<b>A lab course</b> in appropriate area (likely with your probable thesis sponsor)	
<b>An internship/REU/activity</b> (on or off-campus) in a relevant area	
<b>One (or more) intermediate elective:</b>	
PSYC 3400 PSYC 3000 BIOL 3200	Cognitive Psychology Behavioral Endocrinology Neurobiology
<b>3 more intermediate or advanced electives</b> , either whole animal-oriented or neuro-oriented:	
Examples of whole animal-oriented electives:	
BIOL 2360  BIOL 3370	Comparative Cognition Animal Behavior Goldfish Learning Lab Invertebrate Zoology Wellbeing of Humans and Other Animals

Examples of neuro-oriented electives:	
PSYC 3475 BIOL 3200 PSYC 3250 PSYC 4200	Cognitive Neuroscience Neurobiology Psychobiology of Sport and Exercise Laboratory in Comparative Brain Connectivity
A thesis-oriented seminar or tutorial.	

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*)

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

### Environmental Studies

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

An Area of Concentration in Environmental Studies prepares students for meaningful careers in the global community by emphasizing a broad understanding of how natural and human social systems interact in complex ways. Successful students demonstrate competencies in real-world skills coupled with a sense of commonality with society. The Environmental Studies Program (ESP) provides students with knowledge and experience in ecology, human behavior, policy, society, ethics, the humanities, and systems thinking. Skills include collaboration, quantitative measurement, analysis, descriptive observation, writing and public speaking. Students are able to align their personal and academic interests by asking and answering questions that have legitimate application in diverse fields.

Because Environmental Studies is an interdisciplinary field, faculty are drawn from throughout the college, offering ESP students many doors into the program. ESP students meet the program requirements by completing nine core courses supported by five additional courses within a chosen track including: Anthropology, Science, Policy, Urban Studies, or Student Designed. Students who pursue a joint AOC degree, e.g., Environmental Studies and Psychology, must complete the nine core requirements, but not the five additional track courses (see Requirements tab).

### Requirements

A total of 14 units are required. There are 9 core units with 5 additional units within the chosen track (see overview). Environmental Studies Joint AOC requires the 9 core units plus the required units for the Joint AOC which may vary.

<b>Introduction to Environmental Studies</b> ENVS 2155	
<b>Foundation of Biology I</b> BIOL 2100	
<b>One Chemistry course or full-term tutorial taught by Chemistry faculty (select one):</b>	
CHEM 2075 Introduction to Environmental Chemistry CHEM 2100 General Chemistry 1	
<b>One Social, Cognitive or similar Psychology course (select one):</b>	
(Introductory Psychology does not count, but requirement will be waived as a pre-requirement to take an intermediate psychology course)  PSYC 3400 Cognitive Psychology PSYC 3550 Social Psychology PSYC 3350 Personality Psychology PSYC 3560 Biological Psychology	
<b>An environmentally oriented Political Science or Economics course (select one):</b>	
ECON 3050 Development Economics ECON 3280 Political Economy POLS 2850 Sustainable Development POLS 3560 R for GIS and Political Geography	
<b>An environmentally oriented Anthropology, History, or Urban Studies course (select one):</b>	
ANTH 3320 Conservation and Indigenous Knowledge HIST 3125 US Environmental History SOC 3000 Introduction to Urban Studies SOC 3034 Sustainable Cities	
<b>An environmentally oriented Philosophy, Literature, Arts, or other Humanities course (select one):</b>	
PHIL 2010 The Good Life: Happiness, Meaning, & Ethics in a Complex World PHIL 2475 Animal Minds and Ethics MUSC 2400 Music and the Environment LITR 3170 Poetry Recess: A Creative Writing Workshop	
<b>ES Practicum:</b> An ISP, full-term course, tutorial, or internship that involves teamwork with other students to complete an environmental project.	
<b>Environmental Studies Capstone Seminar taken in the 4<sup>th</sup> year:</b> ENVS 4995 Environmental Studies Capstone	
<b>TOTAL UNITS FOR CORE COURSES</b>	<b>9</b>
<b>Five elective courses determined with your thesis sponsor</b>	<b>5</b>
These 5 courses give the student depth in their area of greatest interest and help prepare the student for their thesis work. Because students differ in their interests and the skills they need to have in order to conduct their thesis work (e.g., some students need art courses, others ecology courses, others sociology, etc.), these courses vary greatly between students. Therefore, students must work with their	

thesis sponsors to determine these courses.

**TOTAL UNITS FOR THE ENVIRONMENTAL STUDIES AOC**

**14**

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, Science Track, Anthropology Track, Urban Studies Track and the oft-chosen Student Designed Track. 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 the 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 or Environmental Studies core serving as a member of the committee.

## Pathway

### Environmental Studies Suggested Timeline

Year	
<b>1</b>	Take Introduction to Environmental Studies (offered Fall Semester) Email ES Office Manager to be added to the Environmental Studies Mailing List
<b>2</b>	Begin work on AOC Checklist and think about Thesis and supporting courses
<b>2<sup>nd</sup> or 3<sup>rd</sup></b>	ES Practicum (often ISP)
<b>3</b>	Find a Thesis Sponsor Submit your ES Checklist, Unofficial Transcript and Provisional AOC form to the Environmental Studies Steering Committee (ESSC)
<b>4</b>	Submit ES Checklist, Unofficial Transcript, Thesis Prospectus and Environmental Studies Grant Proposal (thesis oriented) to the ESSC before end of Fall semester of graduation year. Take Environmental Studies Capstone Seminar

### Representative Senior Theses in Environmental Studies:

- 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, Professor of Political Science and Environmental Studies//Director of Academic Initiatives and Special Projects

David Brain, Professor of Sociology/Director of Urban Studies Program

Erin Dean, Associate Professor of Anthropology

Nicolas Delon, Associate Professor of Philosophy and Environmental Studies

Erika Diaz Almeyda, Assistant Professor of Biology and Environmental Studies

Heidi Harley, Professor of Psychology/Peg Scripps Buzzelli Chair/Director of Environmental Studies Program

Emily Heffernan, Associate Professor of Biology and Environmental Studies/Dean of Studies



## Gender Studies

### Overview

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 as cross-listed and Gender Studies-eligible courses; see the NCF course schedule for each semester’s offerings and the Gender Studies web page for lists of recently offered courses. 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 Gender Studies 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 5<sup>th</sup> or 6<sup>th</sup> 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 Gender Studies 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.).

### Requirements

The **Gender Studies AOC** consists of eight courses, an internship, two thesis tutorials, and a senior thesis project and baccalaureate exam.

GENS 2150	Introduction to Gender Studies
<b>One Theory Course</b> , such as:	
GENS 3480	Anglo-American Feminist Theory: Conceiving Women
GENS 4200	Feminist, Queer, and Trans Theory
PHIL 3100	Topics in Feminist Philosophy
<b>Six full-term electives</b> , at least one from each of the four categories below:	

Please note that the courses listed below are recently offered GENS and GS cross-listed courses that meet each requirement, but the list is not exhaustive. Each semester different courses are offered, and some requirements may also be met through tutorials and ISPs. Please consult the GSP Advisor for more information about how to meet GSP requirements).

**Race and Transnational Perspectives:**

HIST 4300	Women and Gender in China
LITR 3477	Women Writing of/from Africa: Feminist Truths, Feminist Fictions
SOCI 3510	Critical Race Theory

**Health and Medicine:**

BIOL 3150	Sex, Gender, Mind and Brain
BIOL 3270	Social Epidemiology
PSYC 4510	Biopsychology of Sex, Gender, and Sexual Behavior

**Social Institutions and Interactions:**

ANTH 3400	Race and Ethnicity in Global Perspective
HIST 4300	Women and Gender in China
PSYC 4525	Close Relationships
SOCI 3600	Social Movements

**Arts, Culture, and Meaning:**

GENS 4200	Feminist, Queer, and Trans Theory
GENS 2600	Masculinities
GENS 2300	Sexual Politics
GENS 3050	Queer History: Sexuality in the 20th Century United States
LITR 2810	Terror and Fiction: British, American, and World Literature
PHIL 3100	Topics in Feminist Philosophy
RELI 3100	Religion and Gender

**One Internship:**

Students in the AOC complete an internship that allows them to explore potential career paths.

**Two Thesis Tutorials:**

Each student will arrange for thesis tutorials with their thesis sponsor, usually in their final two semesters at NCF.

**A Research Skills Course**

Encouraged but not required. Please speak to the Gender Studies Program Advisor about appropriate options given your interests and likely thesis topic.

Completion of a senior thesis project and a baccalaureate exam.

\*Click [here](#) for a GSP AOC Checklist.

The **Gender Studies Joint-Disciplinary AOC** requires 6 courses plus a senior thesis with a significant Gender Studies component.

GENS 2150	Introduction to Gender Studies
<b>One Theory Course</b> , such as:	
GENS 3480	Anglo-American Feminist Theory: Conceiving Women
GENS 4200	Feminist, Queer, and Trans Theory
PHIL 3100	Topics in Feminist Philosophy
<b>Four full-term electives</b> , at least one from each of the four categories below:  Please note that the courses listed below are recently offered GENS and GS cross-listed courses that meet each requirement, but the list is not exhaustive. Each semester different courses are offered, and some requirements may also be met through tutorials and ISPs. Please consult the GSP Advisor for more information about how to meet GSP requirements).	
<b>Race and Transnational Perspectives:</b>	
HIST 4300	Women and Gender in China
LITR 3477	Women Writing of/from Africa: Feminist Truths, Feminist Fictions
SOCI 3510	Critical Race Theory
<b>Health and Medicine:</b>	
BIOL 3150	Sex, Gender, Mind and Brain
BIOL 3270	Social Epidemiology
PSYC 4510	Biopsychology of Sex, Gender, and Sexual Behavior
<b>Social Institutions and Interactions:</b>	
ANTH 3400	Race and Ethnicity in Global Perspective
HIST 4300	Women and Gender in China
PSYC 4525	Close Relationships
SOCI 3600	Social Movements
<b>Arts, Culture, and Meaning:</b>	
GENS 4200	Feminist, Queer, and Trans Theory
GENS 2600	Masculinities
GENS 2300	Sexual Politics

GENS 3050	Queer History: Sexuality in the 20th Century United States
LITR 2810	Terror and Fiction: British, American, and World Literature
PHIL 3100	Topics in Feminist Philosophy
RELI 3100	Religion and Gender
<b>One Internship:</b> Students in the AOC complete an internship that allows them to explore potential career paths.	
<b>Two Thesis Tutorials:</b> Each student will arrange for thesis tutorials with their thesis sponsor, usually in their final two semesters at NCF.	
<b>A Research Skills Course</b> Encouraged but not required. Please speak to the Gender Studies Program Advisor about appropriate options given your interests and likely thesis topic.	
Completion of a senior thesis project with a significant Gender Studies component and a baccalaureate exam.	

**NOTE:** The requirements listed above, for both the full and Joint-Disciplinary AOCs, should be completed primarily by taking Gender Studies and Gender Studies 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 Gender Studies Program Advisor. Aside from the Internship and Thesis, no more than two requirements may be fulfilled with tutorials. **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. Please speak to the Gender Studies program advisor about options.**

\*Click [here](#) for a GSP Joint Disciplinary AOC Checklist.

## ADDITIONAL INFORMATION

### Internship Opportunities

Local internships are available with organizations including SPARCC (Safe Place and Rape Crisis Center); Women's Resource Center; Planned Parenthood of Southwest and Central Florida; ALSO Youth; and Family Law Connection. Others explore opportunities out of state, whether during the summer or ISP, or as part of a study abroad program. The Center for Career Engagement and Opportunity (CEO) can help students to identify, apply for, and successfully complete internships. Internships may be completed during the fall or spring semester, ISP, or the summer.

### Representative Senior Theses in Gender Studies

- Everyday Activism for Everyday People: Transformative Practices of Self-Care, Cultivating Relationships, and Collective Care (Gender Studies)
- Exuberant Viscera (Art/Gender Studies)
- Prolific Mothers and Eternal Self-Sacrifice: Representations of Women in Fascist German and Italian World War II Propaganda (History and Gender Studies)
- Your Turn to Role: Queer World Building in Dungeons and Dragons (Gender Studies/Theater, Dance, and Performance Studies)
- The Relationship Between the Notions of Gender Roles in Flamenco Performances: How Are These Roles Defined in the Flamenco Culture? (Music/Gender Studies)

- The Forest, the Fire, and the Witness Watching It: Mitski Miyawaki's Physical and Musical Embodiment of Gender, Asian American Identity, and Autonomy (Gender Studies)
- "Queer is the Best Word for It": Exploring Preference for and Interactional Processes of 'Queer' Identities (Sociology and Gender Studies)
- Feminist Visions of Rural Development: Methods of Finding Local Well-Being and Global Sustainability (Gender Studies and Spanish Language and Literature)
- Sexual Minority Women's Gender Expression, Connection to the LGBTQ+ Community, and Self-Esteem (Psychology/Gender Studies)
- Puerto Rican Feminists' Understandings of Sterilization Narratives (Sociology/Gender Studies)

**Gender studies core faculty (faculty with demonstrated expertise and who are committed to supporting student work in the field)**

Nicholas Clarkson, Assistant Professor of Humanities/Gender Studies Program Advisor

Sandra Gilchrist, Professor of Biology & Marine Science/Natural Sciences Division Chair

Susan Marks, Professor of Religion and Judaic Studies/Klingenstein Professorship

Amy Reid, Professor of French/Director of the Gender Studies Program

Xia Shi, Associate Professor of History and International and Area Studies/Marian Hoppin Chair of Asian Studies

Miriam L. Wallace, Professor of English

**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
GEON 2150 Introduction to GIS:		X		
Tutorial or thesis GIS-related work				X
ISP - GIS-related project				X

Semester Two (Spring)

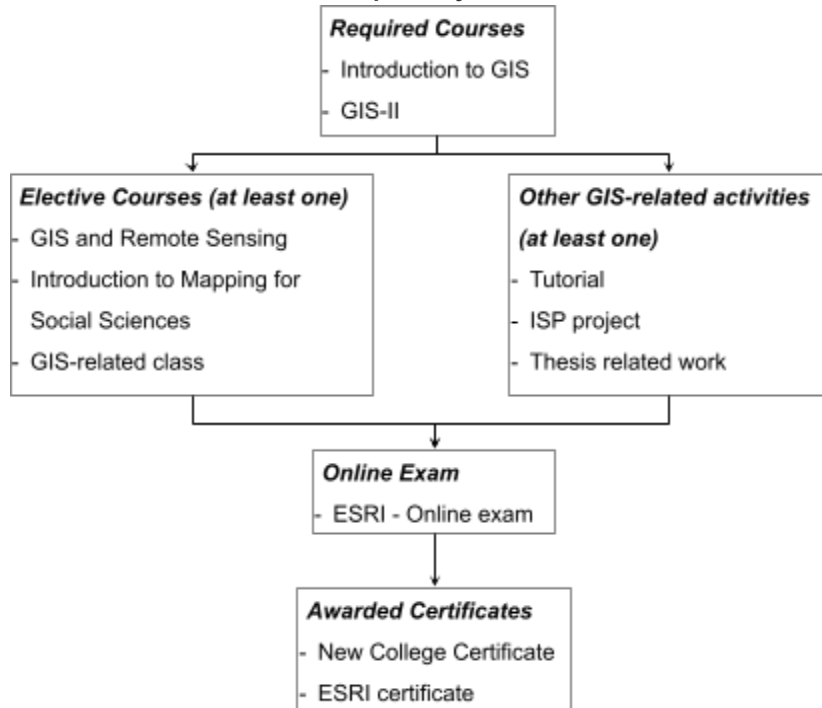
Course	Credits	Required Course	Elective Course	Related activity
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GEON 3130 GIS-II		X		
GEON 3150 GIS and Remote Sensing			X	
GEON 2350 Introduction to Mapping for Social Sciences			X	
Tutorial or thesis GIS-related work				X

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 faculty**

[Gerardo Toro-Farmer](#), Assistant Professor of Coastal and Marine Science

**Health, Culture, and Societies**

**Overview**

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. A professionalization seminar and practicum are also required.

#### Core courses

1. Epidemiology Matters: An Introduction or other introductory epidemiology course
2. Global Health and Humanity or other introductory global health course
3. A History of Biomedicine or other introductory history of medicine course
4. Animal Minds and Ethics or other introductory medically/biologically/socially-oriented ethics course
5. Anthropology of the Bod, Illness and Health or other introductory medical anthropology course

#### Professionalization Seminar

- The professionalization seminar is required.
- Seminar meetings will consist of career planning exercises and conversations with guests who (have) pursue(d) careers in health, broadly conceived. Students will be exposed to health professionals in multiple fields and at various career stages.
- Deliverables will be related to career planning

#### Practicum

A practicum is required.

### Requirements for the Joint-AOC in Health, Culture, and Societies

A minimum of 5 Units plus Professionalization Seminar and Practicum experience (for a total of 7 units).

Course Code/Number	Title/Category	UNITS
INST 2200 (Health, Culture, and Societies: Interdisciplinary Explorations) <sup>2</sup>	Introduction to Health, Culture, Societies	1
One of the following: HIST 3870 (Black Death) RELI 2276 (Illness, Healing, and Medicine in Islam) HMN 2110 (Medicine & Literature) Or other relevant course	History of Medicine or Health	1
One of the following: BIOL 2260 (Epidemiology Matters); BIOL 3260 (Epidemiology of AIDS); BIOL 3270 (Social Epidemiology)	Epidemiology	1
One of the following: PHIL 2400 (Introduction to Ethics); PHIL 2450 (Environmental Ethics);	Ethics	1

<sup>2</sup> NOTE: Completion of Health, Culture, and Societies: Interdisciplinary Explorations may count towards any 1 of the above requirements.

Course Code/Number	Title/Category	UNITS
PHIL 2475 (Animal Ethics); PHIL 3160 (Ethics of Otherness); HUMN 2620 (Biomedical Ethics); DATA 2400 (Ethics in Data Science);		
One of the following: ANTH 3165 (Medical Anthropology); ANTH 3775 (Anthropology of Surgery)	Medical Anthropology	1
One of the following: ANTH 3225 (Global Mental Health); ANTH 3330 (Colonial Encounters); BIO 3050 (Global Health & Humanity)	Global Health	1
RECOMMENDED: One of the following BIOL 2150 (Biostatistics); I DC5204 (Applied Statistics I); STAT 2100 (Introduction to Applied Statistics); STAN 2700 (Dealing with Data I)	Statistics or Quantitative Data	1
Professionalization Seminar (usually offered as ISP); And Practicum (experiential course or internship related to 'health': may be not for credit)		1-2
OPTIONAL: Senior Capstone Project or Senior Thesis		1-2
Many courses will add depth and focus to your studies, although they may not fulfill a specific <i>requirement</i> , for example:  POLS 3610 Politics of Health Care Policy in the US; BIO 3250/GENS 3250 (Public Health Disparities); PSYC 3100 (Psychology of Mental Health); INST 2650/THEA2650 (Dance, Brain, and Parkinson's); LITR 2860 (Nineteenth-Century British & American Literature); PSYC 3350 (Personality Psychology); BIOL 3550 (Introduction to Microbiology), etc.		
<b>Total Units (min)</b>		<b>6</b>

### Core faculty

Kristophy Fennie, Associate Professor of Epidemiology

Yidong Gong, Assistant Professor of Anthropology

Miriam L. Wallace, Professor of English and Gender Studies

### Innovative Digital Media Studies

The Certificate program in Innovative Digital Media develops student competence and connectedness to digital culture and technology by moving students from the role of consumer to active participant, and from active participant to innovator. The Certificate is a credential that indicates students have gained a high degree of technological competence, awareness, and demonstrated creativity. The Certificate will capture existing efforts working in digital technology across disciplines, and create pathways for students to demonstrate their projects and accomplishments in those areas. Many such projects will be efforts



that include faculty, students, and staff together. Examples of work that may be undertaken in this Certificate include, but are not limited to, the production of:

- media
- videos
- podcasts
- code
- art
- software
- sound installations
- interactive platforms
- public events

Students who gain experience through such projects will emerge with a portfolio of work that will demonstrate a high level of achievement to potential employers. Certificate students will be able to work collaboratively, creatively solve problems with technology, and adapt quickly to the changing nature of real-world situations that involve technological mediation, embracing their role as digital innovators.

### 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:

<b>Humanities:</b> ART 2400	Digi-Fab: Digital Fabrication for Art
<b>Social Sciences</b> ANTH 3600 ENVS 3400	New College Oral History Energy, Environment, and Society
<b>Natural Sciences</b> CSCI 2200 STAN 3200 CSCI 3100 GEON 2150 CSCI 3450 CSCI 4800 CSCI 4250	Introduction to Programming in Python Statistical Programming and Data Science with R Foundations of Human Centered Computing Introduction to GIS Natural Language Processing Robot Kinematics and Learning Introduction to Augmented Reality
<b>Interdisciplinary</b> ENVS 2120	Spatial Ecologies
ISP and Internship ISP ISP	Biomimicry FabLab

### Core Faculty

Dan Bethune, Assistant in Humanities (Studio Technician)

Ryan Buysens, Associate Professor of Art

Melissa Crow, Instructor of Statistics

Erin Dean, Associate Professor of Anthropology

Matthew Lepinski, Associate Professor of Computer Science/Chair of the Faculty

Manuel Lopez, Associate Professor of Religion

Tammera Race, Systems, Metadata & Assessment Librarian/Interim Co-Dean of Library

Tania Roy, Assistant Professor of Human Centered Computing

Gerardo Toro-Farmer, Assistant Professor of Coastal and Marine Science

## International and Area Studies

### Overview

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 5 <sup>th</sup> -semester course (or equivalent) of a language appropriate to your area of specialization	
POLS 2300	Introduction to World Politics
One Comparative Politics course For example: POLS 2200 POLS 2300	Comparative Politics Introduction to World Politics
ECON 2100 ECON 2150	Intro Microeconomics or Intro Macroeconomics
ECON 3400 ECON 3050	International Economics or Development Economics
At least four 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	
Study abroad for a semester or summer. (A full semester is preferable.)	
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 contacts).

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.

### International and Area Studies - Systemic Track

Completion of the 4 <sup>th</sup> -semester course (or equivalent) of a language appropriate to your area of specialization	
POLS 2300	Introduction to World Politics
One Comparative Politics course For example: POLS 2200 POLS 2300	Comparative Politics Introduction to World Politics
ANTH 3400	Race and Ethnicity in Global Perspective
At least 3 of the following: ECON 2100 ECON 2150 ECON 3400 ECON 3050	Intro Microeconomics or Intro Macroeconomics International Economics Development Economics
Two Modern History Courses: For example: HIST 4200 HIST 3320	Contemporary French History The Dictatorships of the Iberian Peninsula
One Environmental Politics course covering international or cross-border issues For example: POLS 2860 POLS 2870 POLS 3310	Governing the Marine Environment Climate Change: Science, Policy, Media, and Politics Global Environmental Politics
If possible, an ecology or science course dealing with a major global ecosystem (climate, oceans) For example: BIOL 2550 BIOL 2650 BIOL 3140	Marine Pollution Introduction to Oceanography Marine Ecology

### International and Area Studies - Issue Track

Completion of the 4 <sup>th</sup> -semester course (or equivalent) of a language appropriate to your area of specialization	
POLS 2300	Introduction to World Politics
One Comparative Politics course For example: POLS 2200 POLS 2300	Comparative Politics Introduction to World Politics

ANTH 3400	Race and Ethnicity in Global Perspective
ECON 2100 ECON 2150	Intro Microeconomics or Intro Macroeconomics
ECON 3400 ECON 3050	International Economics or Development Economics
<p>At least 4 courses in your issue of specialization, e.g. global health. The following activities may count for this requirement:</p> <p>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</p>	

### Caribbean and Latin American Studies

<p>Completion of the 6<sup>th</sup>-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.</p>	
<p>Required Foundation Courses:</p>	
<p>LCRS 2100 SOI 4100</p> <p>Interdisciplinary Framework Course on the Caribbean and Latin America (intermediate) For Example: LCRS 2220</p> <p>LCRS 3420</p>	<p>Introduction to Latin American Studies (introductory) Latin American Social Theory (advanced)</p> <p>Sweet Paradises: Expressive Cultures of the Hispanic Caribbean Bittersweet Societies: A Critical Exploration of the Caribbean</p>
<p>One Methodology course (in any relevant area of study: e.g. a field within social sciences, natural sciences, or humanities)</p>	
<p>Five Core Course Electives with Caribbean and Latin American content.</p> <p>At least 1 course each in the Humanities, Social Sciences, and Natural Sciences.</p> <p>At least 3 courses must be at the intermediate or advanced level.</p>	
<p>Study abroad for a semester or summer. (A full semester is preferable.)</p>	
<p>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.</p>	
<p>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).</p>	

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.

## East Asian Studies

Completion of the 6 <sup>th</sup> -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.	
One Asian Humanities elective outside of language. For example: LITR 2085 LITR 2680 RELI 3250	Chinese Martial Arts Film Classical Chinese Literature: A Survey Chinese Religions
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 For Example: HIST 2200 HIST 3800 HIST 3875 HIST 3885 HIST 4350	East Asian Civilization Chinese History to 1800 Chinese History Since 1800 Environmental History of China The Age of Openness: China Before Mao (1912-49)
One Politics course that addresses Asia For example: POLS 3280	Politics of South Asia
One Economics course that addresses developing countries or international economics (these courses normally require an intro level economics course) For example: ECON 3200 ECON 3400 ECON 3410	Chinese Economy International Economics World Economic History
Three electives in any field covering Asia, one of which must focus on the pre-modern period. If appropriate to specialization, up to two of these electives may focus on the issues of developing countries.	
Study abroad for a semester or summer. (A full semester is preferable.)	
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.	
<p>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 contacts).</p> <p>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.</p>	

## European Studies

Completion of the 6 <sup>th</sup> -semester course (or equivalent) of a major European language (culture/literature in the original).	
<p>One European literature, art, music, culture, or philosophy course  For example:  ARTH 2500  ARTH 3650</p> <p>LITR 2300  LITR 2700</p> <p>MUSC 2180  PHIL 3310</p>	<p>Masterpieces: Medieval/Renaissance/Baroque  Representing Difference: Race, Ethnicity, and Visual Arts from Age of Enlightenment to 21st Century  20th-C French Novel  Seduction &amp; Gender in English, French, &amp; German  Bourgeois Drama: Late 16th - Early 19th Century  Baroque Revivals  The Philosophy of Leibniz</p>
<p>HIST 2700  HIST 2750</p>	<p>Modern European History I  Modern European History II</p>
<p>One Medieval or Renaissance course on Europe  For example:  HIST 2285  HIST 2400</p> <p>LITR 3150  LITR 3210</p>	<p>Medieval Cities  The Sixth Liberal Art: Music, Ritual and Performance in the Middle Ages and Renaissance  Rewriting the Renaissance: Transforming Authorship  Chaucer: Imaginary Persons and Narrative Form</p>
<p>One Politics course that addresses Europe  For example:  POLS 3230  POLS 3240</p>	<p>Politics of the European Union  Politics of Central and Eastern Europe: From "Soviet Bloc" to United Europe</p>
<p>One Economics course that addresses Europe (Might require an intro-level economics course)  For example:  ECON 2510  ECON 3400</p>	<p>Introduction to International Business  International Economics</p>
<p>Two electives in any field covering Europe</p>	
<p>Study abroad for a semester or summer. (A full semester is preferable.)</p>	
<p>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.</p>	
<p>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 contacts).</p> <p>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.</p>	

### **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,**

## 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 the 3 <sup>th</sup> -semester course (or equivalent) of a language appropriate to your area of specialization	
POLS 2300	Introduction to World Politics
POLS 2200 POLS 2300	Comparative Politics or Introduction to World Politics
ECON 2100 ECON 2150	Intro Microeconomics or Intro Macroeconomics
ECON 3400 ECON 3050	International Economics or Development Economics
At least three courses in your regional area of specialization, at least one in History. Other areas:  Non-language Humanities course Non-History Social Science 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

Completion of the 3 <sup>th</sup> -semester course (or equivalent) of a language appropriate to your area of specialization	
POLS 2300	Introduction to World Politics
One Comparative Politics course For example: POLS 2200 POLS 2300	Comparative Politics Introduction to World Politics
ECON 2100 ECON 2150	Intro Microeconomics or Intro Macroeconomics

ECON 3400 ECON 3050	International Economics or Development Economics
Two Modern History Courses: For example: HIST 4200 HIST 3320	Contemporary French History The Dictatorships of the Iberian Peninsula
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

Completion of the 4 <sup>th</sup> -semester course (or equivalent) of a language appropriate to your area of specialization	
POLS 2300	Introduction to World Politics
One Comparative Politics course For example: POLS 2200 POLS 2300	Comparative Politics Introduction to World Politics
ECON 2100 ECON 2150	Intro Microeconomics or Intro Macroeconomics
ECON 3400 ECON 3050	International Economics or Development Economics
At least 3 courses in your issue of specialization, e.g. global health.	
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 3 <sup>rd</sup> and 4th semesters of Spanish, although they are encouraged to attain intermediate-level Spanish as well.	
Three Required Foundation Courses:	
LCRS 2100 SOC1 4100  Interdisciplinary Framework Course on the Caribbean and Latin America (intermediate) For Example: LCRS 2220  LCRS 3420	Introduction to Latin American Studies (introductory) Latin American Social Theory (advanced)  Sweet Paradises: Expressive Cultures of the Hispanic Caribbean Bittersweet Societies: A Critical Exploration of the Caribbean
Three Core Course Electives with Caribbean and Latin American content.	
Students must choose 3 electives in 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 3 <sup>rd</sup> -semester course or equivalent of a major Asian language	
<p>One Asian Humanities elective outside of language. For example: LITR 2085 LITR 2680 RELI 3250</p>	<p>Chinese Martial Arts Film Classical Chinese Literature: A Survey Chinese Religions</p>
<p>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 For Example: HIST 3800 HIST 3875</p> <p>HIST 3800 HIST 3885 HIST 4350</p>	<p>Chinese History to 1800 Chinese History Since 1800</p> <p>East Asian Civilization Environmental History of China The Age of Openness: China Before Mao (1912-49)</p>
<p>One Social Science elective (outside of the other AOC you are combining) that addresses Asia or developing countries For example: POLS 3280 ECON 3200 ECON 3400 ECON 3410 ANTH 3215</p>	<p>Politics of South Asia Chinese Economy International Economics World Economic History China, Africa, and Globalization</p>
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:	
<p>One Asian Humanities elective outside of language. For example: LITR 2085 LITR 2680 RELI 3250</p>	<p>Chinese Martial Arts Film Classical Chinese Literature: A Survey Chinese Religions</p>
<p>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 For Example: HIST 3800 HIST 3875</p> <p>HIST 3800 HIST 3885 HIST 4350</p>	<p>Chinese History to 1800 Chinese History Since 1800</p> <p>East Asian Civilization Environmental History of China The Age of Openness: China Before Mao (1912-49)</p>
Three Social Science electives that address Asia or	

developing countries (2 of them must be outside History) For example: POLS 3280 ECON 3200 ECON 3400 ECON 3410 ANTH 3215	Politics of South Asia Chinese Economy International Economics World Economic History China, Africa, and Globalization
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### 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 (culture/literature in the original).	
One European Humanities elective outside of language For example: ARTH 2500 ARTH 3650  LITR 2300 LITR 2700  MUSC 2180 PHIL 3310	Masterpieces: Medieval/Renaissance/Baroque Representing Difference: Race, Ethnicity, and Visual Arts from Age of Enlightenment to 21st Century 20th-C French Novel Seduction & Gender in English, French, & German Bourgeois Drama: Late 16th - Early 19th Century Baroque Revivals The Philosophy of Leibniz
HIST 2700 HIST 2750	Modern European History I Modern European History II
2 Social Science electives (outside of the other AOC you are combining) that address Europe or developed countries For example: POLS 3230 POLS 3240  HIST 4200 HIST 4750	Politics of the European Union Politics of Central and Eastern Europe: From "Soviet Bloc" to United Europe Contemporary French History The Spanish Civil War

If the disciplinary concentration you are combining is in a European language and literature:	
Completion of the 3rd-semester course (or equivalent) of a major European language (culture/literature in the original).	
One European Humanities elective outside of language and literature For example: ARTH 2500 ARTH 3650 MUSC 2180 PHIL 3310	Masterpieces: Medieval/Renaissance/Baroque Representing Difference: Race, Ethnicity, and Visual Arts from Age of Enlightenment to 21st Century Baroque Revivals The Philosophy of Leibniz
HIST 2700 HIST 2750	Modern European History I Modern European History II
Three Social Science electives (outside of the other AOC you are combining) that address Europe or developed	

countries For example: POLS 3230 POLS 3240  HIST 4200 HIST 4750	Politics of the European Union Politics of Central and Eastern Europe: From "Soviet Bloc" to United Europe Contemporary French History The Spanish Civil War
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**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 Joint AOC (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 Joint AOC 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, Professor of History

Barbara Hicks, Professor of Political Science/Social Sciences Division Chair

Xia Shi, Associate Professor of History and International and Area Studies/Marian Hoppin Chair of Asian 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), 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 Neggaz (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 Tuyl (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).*

**Medieval & Renaissance Studies**

**Overview**

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 C.E.). 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 a valuable perspective on the contemporary scene that can only be acquired at a considerable distance. In some cases, students with interests in this period will be best served by concentrations such as Literature or History; an interdisciplinary approach, however, recognizes that the modern division into academic disciplines does not adequately reflect premodern European culture, when theology might be argued in verse or in painting, and when history, literature, and religion were inextricably entwined.

**Requirements**

A minimum of 11 units plus the thesis, to include:

<b>One relevant unit in Art History and/or Music</b> , such as:	1
Saints and Sinners: Image, Gender, and Spirituality in the Medieval and Early Modern Eras (ARTH 2350)  Masterpieces: Medieval/Renaissance/Baroque (ARTH 2500)  The Sixth Liberal Art: Music, Ritual and Performance in the Middle Ages and Renaissance (HIST 2400)	
<b>One relevant unit in History</b> , such as:	1
Medieval Europe (HIST 2300)  Kingdom of Heaven: The First Crusade and the Conquest of Jerusalem (HIST 2325)  Early Modern Europe: The World in Maps (HIST 2450)  The Black Death (HIST 3870)	
<b>One relevant unit in Literature</b> , such as:	1
Imagining and Reimagining Early England (LITR 2180)  Performing Gender, Class, and Identity in Early Modern Drama (LITR 3400)  Chaucer: Imaginary Persons and Narrative Form (LITR 3210)	
<b>One relevant unit in Philosophy and/or Religion</b> , such as:	1
Christian Scriptures (RELI 3200)  Jewish Scriptures (RELI 3440)  Early Modern Women Philosophers (PHIL 4150)  Spinoza (PHIL 3305)	
<b>Two more units</b> in any ONE of the prior four field categories, to provide a disciplinary “base” for the student’s work	2

<p>At least two courses in related fields such as:</p> <p><i>Classical antiquity</i>, for example Ancient Rome: History &amp; Legacy (HIST 2260) or Classical Mythology (LITR 2045)</p> <p><i>Early Judaism and Christianity</i>, for example Passover: The Development of Early Jewish and Rabbinic Practice (RELI 2220)</p> <p><i>Islamic studies</i>, for example Empire, Power, and Culture: The Mongols (HUMN 3140) or Islamic History 500-1500 (HUMN 3145)</p> <p><i>Premodern China</i>, for example Chinese History to 1800 (HIST 3800) or Classical Chinese Literature (LITR 2680)</p> <p><i>The seventeenth century</i>, for example Fantastic Tales and Idle Talks in Traditional China (LITR 2075)</p> <p><i>Museum studies</i>, for example ARTH 2260 (Worlds of Wonder: A History of Museums)</p>	
<p><b>Three semesters of a foreign language.</b> Normally this will be Latin, but for some circumstances another language might be substituted at the sponsor's discretion.</p>	3
<p><b>A senior thesis in Medieval &amp; Renaissance Studies</b></p>	1-2

### Requirements for the Joint AOC

A minimum of 9 units plus the thesis, to include:

<p><b>One relevant unit in Art History and/or Music</b>, such as:</p>	1
<p>Saints and Sinners: Image, Gender, and Spirituality in the Medieval and Early Modern Eras (ARTH 2350)</p> <p>Masterpieces: Medieval/Renaissance/Baroque (ARTH 2500)</p> <p>The Sixth Liberal Art: Music, Ritual and Performance in the Middle Ages and Renaissance (HIST 2400)</p>	
<p><b>One relevant unit in History</b>, such as:</p>	1
<p>Medieval Europe (HIST 2300)</p> <p>Kingdom of Heaven: The First Crusade and the Conquest of Jerusalem (HIST 2325)</p> <p>Early Modern Europe: The World in Maps (HIST 2450)</p> <p>The Black Death (HIST 3870)</p>	
<p><b>One relevant unit in Literature</b>, such as:</p>	1
<p>Imagining and Reimagining Early England (LITR 2180)</p> <p>Performing Gender, Class, and Identity in Early Modern Drama (LITR 3400)</p>	

Chaucer: Imaginary Persons and Narrative Form (LITR 3210)	
<b>One relevant unit in Philosophy and/or Religion</b> , such as:	1
Christian Scriptures (RELI 3200) Jewish Scriptures (RELI 3440) Early Modern Women Philosophers (PHIL 4150) Spinoza (PHIL 3305)	
<b>Two more units</b> in any ONE of the prior four field categories, to provide a disciplinary “base” for the student’s work	2
<b>Three semesters of a foreign language.</b> Normally this will be Latin, but for some circumstances another language might be substituted at the sponsor’s discretion.	3
<b>A senior thesis</b> with some relevance to Medieval & Renaissance Studies	1-2

Note: Requirements for the Joint AOC in Medieval & Renaissance Studies are not much reduced from those of the full AOC, since students are generally able to count most of their courses for both parts of their AOC, for example Art History/Medieval & Renaissance Studies.

### Requirements for the Secondary Field

A minimum of 6 Units, to include:

<b>One relevant unit in Art History and/or Music</b> , such as:	1
Saints and Sinners: Image, Gender, and Spirituality in the Medieval and Early Modern Eras (ARTH 2350) Masterpieces: Medieval/Renaissance/Baroque (ARTH 2500) The Sixth Liberal Art: Music, Ritual and Performance in the Middle Ages and Renaissance (HIST 2400)	
<b>One relevant unit in History</b> , such as:	1
Medieval Europe (HIST 2300) Kingdom of Heaven: The First Crusade and the Conquest of Jerusalem (HIST 2325) Early Modern Europe: The World in Maps (HIST 2450) The Black Death (HIST 3870)	
<b>One relevant unit in Literature</b> , such as:	1
Imagining and Reimagining Early England (LITR 2180) Performing Gender, Class, and Identity in Early Modern Drama (LITR 3400) Chaucer: Imaginary Persons and Narrative Form (LITR 3210)	

<b>One relevant unit in Philosophy and/or Religion, such as:</b>	1
Christian Scriptures (RELI 3200) Jewish Scriptures (RELI 3440) Early Modern Women Philosophers (PHIL 4150) Spinoza (PHIL 3305)	
<b>Two more units</b> in any ONE of the prior four field categories, to provide a disciplinary “base” for the student’s work	2

Note: Students opting for a secondary field are not required to complete the language requirement. Transfer credit may not be applied toward a secondary field in Medieval & Renaissance Studies, and course substitution will be considered only in exceptional circumstances.

### 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

### Faculty

Carrie Beneš, Professor of History/Chart Your Course Director

Magdalena Carrasco, Professor of Art History

T. J. H. McCarthy, Professor of Medieval History

Nova Myhill, Professor of English and Theater, Dance & Performance Studies

Nassima Neggaz, Assistant Professor of Religion and Islamic Studies

Christopher Noble, Assistant Professor of Philosophy

David Rohrbacher, Professor of Classics

Jing Zhang, Associate Professor of Chinese Language and Culture/International and Area Studies Director

### Museum Studies

#### Overview

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.

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.

**Collections Track:**

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 Track:**

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.

**Requirements - for secondary field:**

ARTH 3350	Museum Studies in Theory and Practice, or another approved introduction to museum studies
ARTH 2260	Worlds of Wonder, or another approved course on the history of collecting and museums.
ANTH 2200	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): <ul style="list-style-type: none"> <li>• An exploratory internship that exposes the student to a broad range of museum and/or heritage functions and career paths.</li> <li>• An additional internship focused on one of the tracks (collections or communication) laid out below.</li> </ul>	
Submission of a satisfactory portfolio that consists of: <ol style="list-style-type: none"> <li>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</li> <li>2) an accompanying, synthetic reflection.</li> </ol>	

**PATHWAY**

**Sample 4-year plan of Study**



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

### Faculty in Museum Studies

[Uzi Baram](#), Professor of Anthropology & Heritage Studies

[Katherine Brion](#), Associate Professor of Art History

[Magdalena Carrasco](#), Professor of Art History

## Neuroscience

### Overview

Through the Neuroscience curriculum, you will discuss and critically assess cutting edge science, learn a wide set of technical skills in the laboratory, and design experiments to test ideas about the brain. Some of the course offerings include “Advanced Topics in Cognitive Neuroscience,” “Sex, Gender, Mind, and Brain,” “Neuroscience of Sport and Exercise,” and “Neuroethology”. You will get hands-on experience and develop career-ready skills with labs in Neurobiology, Comparative Brain Connectivity, and functional Neuroimaging.

The neuroscience faculty are an interdisciplinary group of scientists and scholars who study a variety of topics across different model systems – e.g., how the brains and vocal organs of frogs solve the complex task of courtship, the impact of environmental toxins on sea lion brain networks, and endocrine correlates of human social behavior. Neuroscience students have unique opportunities to work collaboratively with faculty in their labs to be a part of the ongoing science. In the process, students develop skills and experiences necessary to pursue graduate research and other careers, including the opportunity to present the results of their research at conferences and through scientific publications. Our students have had numerous internships and prestigious summer research opportunities at laboratories and research stations far and wide.

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:

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

<b>An orientation to the field of neuroscience, achieved through an introductory course:</b>	
BIOL 2600 PSYC 3560	Introduction to Neuroscience or Biological Psychology
<b>Four intermediate or advanced Neuroscience-related units</b> (courses or tutorials) that span at least two disciplines (e.g. Biology, Psychology, etc.) :	
Examples: PSYC 4100 PSYC 4475 BIOL 3150	Neuroscience of Sport and Exercise Advanced Topics in Cognitive Neuroscience Sex, Gender, Mind and Brain

BIOL 3200	Neurobiology
<b>At least one laboratory course in a neuroscience-related area such as:</b>	
BIOL 3210 PSYC 3510 PSYC 3000	Neurobiology lab Laboratory in Brain Tractography 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	

## Faculty in Neuroscience

[Kathleen Casto](#), Assistant Professor of Psychology

[Peter Cook](#), Associate Professor of Psychology

[Elizabeth Leininger](#), Associate Professor of Biology

## Public Policy

### Overview

(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 solutions 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. Students will also have an opportunity to pursue internships designed to provide real-world experience in how policy issues are approached at the local, state, national, and international levels.

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.

### Requirements

ECON 2100	Introductory Microeconomics
ECON 2150	Introductory Macroeconomics
ECON 3100	Public Finance – Government Expenditure
ECON 3110	Public Finance – Taxation
POLS 2100	Introduction to American Politics
POLS 3600	Power and Public Policy
At least two other policy-related Political Science courses	

Two additional policy-related courses. Students are encouraged to consider policy-related courses in other disciplines, as for example: Sociology, health care policy, environmental policy, urban policy, or immigration policy.	
Required to take a course in basic statistics STAT 2100  Students are strongly encouraged to take additional courses of this nature if they plan on pursuing a career in some aspect of public policy.	Introduction to Applied Statistics
A Senior Thesis sponsored by a member of the Public Policy faculty	

### Other AOC Options for Public Policy

*Joint Economics/Public Policy*

Requirements for Joint Economics and Public Policy AOC :

ECON 2100	Introductory Microeconomics
ECON 2150	Introductory Macroeconomics
ECON 3500	Intermediate Microeconomics
ECON 3550	Intermediate Macroeconomics
MATH 2055	Mathematical Tools for Economists (or equivalent such as Calculus I)
STAT 2100	Introductory Statistics (or equivalent such as Quantitative Political Analysis I and/or II)
ECON 3100	Public Finance – Government Expenditure
ECON 3110	Public Finance – Taxation
POLS 2100	Introduction to American Politics
POLS 3600	Power and Public Policy
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 a non-economics member of the Public Policy faculty.	

### Political Science/Public Policy

For this Joint Disciplinary AOC, the student must complete all the requirements for an Area of Concentration in Political Science.

Introductory level classes in two subfields:	
POLS 2041 POLS 2200 POLS 2300 POLS 2400	American Government and Civics Comparative Politics Introduction to World Politics Introduction to Political Theory

Required for the joint AOC:	
POLS 2100 POLS 3600 ECON 2100 ECON 2150  Plus one other non-political science policy-related course	Introduction to American Politics Power and Public Policy Introductory Microeconomics Introductory Macroeconomics
At least six courses at the 3000 or 4000 levels. Of those six, students should take a minimum of two advanced seminars at the 4000 level (at least one each in two different subfields).  Overall distribution of Political Science classes should contain at least one class in three of the following subfields:	
See <a href="#">here</a> for classes in these subfields	American Politics Comparative Politics International Relations Political Theory
POLS 2500	Quantitative Political Analysis I (or approved alternate statistics class)
POLS 3500	Research Design Workshop (recommended for 3 <sup>rd</sup> -year students).
Senior Thesis or Portfolio Project in Political Science. 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

Must complete the requirements for the "Other Discipline" Joint Disciplinary Area of Concentration, plus:	
ECON 2100	Introductory Microeconomics
ECON 2150	Introductory Macroeconomics
ECON 3100 ECON 3110	Public Finance – Government Expenditure, or Public Finance – Taxation
POLS 2100	Introduction to American Politics
POLS 3600	Power and Public Policy
One other course in Political Science 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, Professor of Economics

Tarron Khemraj, Professor of Economics

Tracy Collins, Associate Professor of Economics

## Political Science

Keith A. Fitzgerald, Associate Professor of Political Science

Frank Alcock, Professor of Political Science and Environmental Studies/Director of Academic Initiatives and Special Projects

Barbara Hicks, Professor of Political Science/Social Sciences Division Chair

## Sociology

Sarah Hernandez, Associate Professor of Sociology & Latin America and Caribbean Studies

## Quantitative Social Science

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.

## Requirements - Joint Degree

<p>One Level I applied statistics course, such as: CSCI 2700 STAT 2100 POLS 2500</p> <p>QSS considers a "Level I" class as a quantitative analysis or applied statistics course without a prerequisite.</p>	<p>Dealing with Data 1 Introduction to Statistics Quantitative Political Analysis I</p>
<p>Two Level II (or higher) applied statistics courses, such as: PSYC 3700 ECON 4100 POLS 3550</p> <p>Several Statistics classes with a prerequisite, including but not limited to: CSCI 2750 CSCI 3350 CSCI 3000</p> <p>QSS considers a "Level II" class as a quantitative analysis or applied statistics course with a statistical or quantitative prerequisite.</p>	<p>Advanced Statistics for Psychology Econometrics Quantitative Political Analysis II</p> <p>Dealing with Data II Introduction to Categorical Data Analysis Statistical Learning</p>
<p>CSCI 2200 CSCI 2600</p>	<p>Introduction to Programming in Python or Introduction to Programming in C</p>
<p>A second course in computation, strongly recommend: CSCI 4322</p>	<p>Databases for Data Science</p>

One course in social science research design, such as: PSYC 4550 POLS 3500 SOCI 3100 ANTH 4600	Research Methods in Psychology Research Design Workshop in Political Science Research Methods in Sociology Method and Theory in Archaeology
INDV 2055  MATH 2311/MATH 3105	Mathematics for the Social Sciences  Alternately, students may take Calculus I and Linear Algebra to satisfy this requirement
Two additional quantitative electives, recommended:  GEOG 2150 STAN 3230 STAN 3000/ CSCI 3300/ DST4610 MATH 2500/ MATH 3500 MATH 3105 MATH 2311/ MATH 2312/ MATH 2313 MATH 3410  DATA 3120	Introduction to GIS Visualization Social Network Analysis Statistical/Machine/Deep Learning Probability I, Probability II Linear Algebra Calculus I, II, III Mathematical/Statistical/Computational Modeling Algorithms R programming tutorial
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	
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.	

### 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 a 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](#), Associate Professor of Psychology

[Amanda Fidalgo](#), Assistant Professor of Political Science (On Leave)

[Tarron Khemraj](#), Professor of Economics

[Jack Reilly](#), Associate Professor of Political Science

[Sherry Yu](#), Associate Professor of 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 declarative knowledge (“knowing what”: e.g. what a thesis is) but procedural 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

The requirements for a Secondary Field in Rhetoric and Writing include six courses, structured professional experience, and an ePortfolio.

<b>Four Rhetoric &amp; Writing courses</b> , such as:	
WRTG 2100/2140	Writing about Writing/Writing About Writing for the Sciences (offered every semester; multiple sections, highly recommended as first course)
WRTG 2300	Linguistic Approach to Writing (offered every other year)
WRTG 3300	Pedagogy in Practice (offered every spring)
WRTG 3350	Writing with Communities and Nonprofits (offered fall and spring)
WRTG 3380	Scientific Writing (offered every spring)
WRTG 4500	Advanced Research Writing (offered every spring for 4th years)
WRTG 3200	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>At least two Interdisciplinary writing electives</b> , such as:	
Writing Enhanced Courses (WEC) and/or 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.	
<b>Professional experience</b> (60 hours) Internship in related field Employment as Student Writing Assistant in NCF’s Writing Resource Center	
<b>ePortfolio Evaluation</b> to receive designation	

### Core Faculty in Rhetoric and Writing

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

[Agni Vyas](#), Instructor of Writing

[Jennifer Wells](#), Director of Writing/Program Director, Writing Resource Center

### Affiliated Faculty in Rhetoric and Writing

[Carrie Benes](#), Professor of History/Chart Your Course Director

[Sonia Labrador-Rodriguez](#), Associate Professor of Spanish Language and Literature

[Matt Lepinski](#), Associate Professor of 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 through 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, Westcoast Black Theatre Troupe, Asolo Repertory Theatre, Florida Studio Theatre, The Players Centre for Performing Arts, Sarasota Contemporary Dance Company, Kuumba Dancers and Drummers, Sarasota Ballet, and Sarasota Opera, amongst others. Practicum courses are taught by artists and scholars who are active in their fields and affiliated with professional theater and dance companies, including 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).

### Requirements - AOC

<b>Theory:</b> One full credit academic activity or equivalent designed to introduce the field of Theater, Dance, and Performance Studies.	
For example: TDPS 2155	Introduction to Performance Studies
<b>Five full credit academic activities</b> or equivalent focusing on theoretical, historical, cultural, social, or literary approaches to the performing arts and performance, 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.	
For example: ANTH 2450 LITR 2090 LITR 2150 MUSC 2161 RELI 2400	The Anthropology of Performance Ancient Greek Drama Theater and Society Popular Music and Societies of the Hispanic Caribbean Ritual Theory
<b>Practicum:</b> Five full credit academic activities or equivalents, including:	
* One activity each in Acting, Dance, and Technical Theater For example: TDPS 2510 TDPS 2200 TDPS 2060	Acting I Introduction to Jazz Dance Theatrical Costuming: Design and Construction
* One activity in Advanced Acting, Directing, Choreography, or Design For example: TDPS 3720 TDPS 3200 TDPS 4500	Voice and Speech for the Actor Directing I Acting III



TDPS 3700  * One additional elective practicum activity For example: TDPS 3750	Theatrical Adaptation - Scriptwriting   Performance Practicum - Theater
<b>One internship</b> with a professional or community performance organization	
<b>Thesis in Theater, Dance, and Performance Studies.</b> The thesis must include a written component and may also include a performance component.	

### Joint Disciplinary AOC

<b>Four full credit academic activities</b> or equivalent focusing on theoretical, historical, cultural, social, or literary approaches to the performing arts and performance. These academic activities must be based in <b>at least two</b> 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.	
For example: TDPS 2155 TDPS 2050 TDPS 2090 ANTH 2450 LITR 2090 LITR 2150 MUSC 2161 RELI 2400	Introduction to Performance Studies Basics of Theater Production The Elements of Dance The Anthropology of Performance Ancient Greek Drama Theater and Society Popular Music and Societies of the Hispanic Caribbean Ritual Theory
<b>Practicum:</b> Four full credit academic activities or equivalent, including at least one activity each in <b>two</b> of the following three fields: Acting, Dance, and Technical Theater, and one advanced level practicum activity in any field.	
For example: TDPS 2510 TDPS 2200 TDPS 2060  Advanced: TDPS 3720 TDPS 3200 TDPS 4500 TDPS 3700	Acting I Introduction to Jazz Dance Theatrical Costuming: Design and Construction  Voice and Speech for the Actor Directing I Acting III Theatrical Adaptation - Scriptwriting
<b>Thesis</b> must include a significant component engaging with Theater, Dance, and Performance Studies.	

### Core Faculty in Theater

[April Flakne](#), Professor of Philosophy  
[Nova Myhill](#), Professor of English and Theater, Dance, and Performance Studies  
[Diego Villada](#), Assistant Professor of Theater and Performance Studies  
[Queen Zabriskie](#), Associate Professor of Sociology

### Affiliated Faculty in Theater:

[Maribeth Clark](#), Associate Professor of Music/Humanities Division Chair  
[Aron Z. Edidin](#), Professor of Philosophy  
[Susan Marks](#), Professor of Religion and Judaic Studies

[Thomas McCarthy](#), Professor of History  
[Amy B. Reid](#), Professor of French Language & Literature  
[Carl Shaw](#), Professor of Classics  
[Wendy Sutherland](#), Associate Professor of German Language and Literature  
[Jocelyn C. Van Tuyl](#), Professor of French Language and Literature  
[Hugo Viera-Vargas](#), Assistant Professor of Caribbean/Latin American Studies and Music  
[Maria D. Vesperi](#), Professor of Anthropology  
[Jing Zhang](#), Associate Professor of Chinese Language and Culture/Director of International and Area Studies

**Practicum Specialists:**

[Tim O'Donnell](#), Production Manager and Technical Director  
[Andrei Malaev-Babel](#), Adjunct Associate Professor of Theater  
[Leymis Willmott](#), Dance Instructor & Artist In Residence

**Urban Studies**

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 facing 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.

**AOC in Urban Studies:**

<b>Core Requirements - five courses:</b>	
SOCI 2335  ANTH 3250 SOCI 2310	1) Introduction to Urban Studies 2) One course on the history, theory and practice of contemporary urban planning 3) Urban-related course in the social sciences, such as: Urban Anthropology or Urban Sociology 4) Urban History, such as: Urban History & Theory (or equivalent) 5) A course on facilitation, consensus building and collaboration by design
<b>Tools for Urban Analysis - four courses</b> (one in each area as a minimum, although students might choose to pursue additional study in one of these areas):	
CSCI 2700 STAT 2125  GEON 2150  SOCI 3100 ANTH 4500 POLS 2500	1) Statistics, such as: Dealing with Data I Statistics for the Social Sciences 2) Spatial Analysis, such as: Introduction to GIS. (GIS certificate encouraged.) 3) Visual Communication. At least one course: Drawing; Photography; Data Visualization and Communication. 4) Urban Analysis: <ul style="list-style-type: none"> <li>• Research Methods in the Social Sciences, such as:             <ul style="list-style-type: none"> <li>○ Introduction to Sociological Research Methods;</li> <li>○ Research Methods in Political Science;</li> <li>○ Ethnography</li> <li>○ Quantitative Political Analysis</li> </ul> </li> </ul>

<p>BIOL 4600 BIOL 3560</p> <p>CSCI 2200</p>	<ul style="list-style-type: none"> <li>● Urban Ecology, such as: <ul style="list-style-type: none"> <li>○ Biology of Urbanization, with pre-req of Foundations of Biology.</li> <li>○ Microbiology Lab, pre-req of Microbiology and Foundations</li> </ul> </li> <li>● Data Science (Students might choose to pursue additional work in data science, including data visualization, Introduction to Programming in Python Statistical Consulting.</li> <li>● Urban Economics.</li> </ul>
<p><b>Disciplinary Foundations:</b> (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. Advisors will work closely with students to craft a coherent and focused program, oriented to a potential career path.</p>	
<p>GEOG 3150 GEOG 2250</p> <p>SOCI 3120</p> <p>POLS 4110 POLS 2850 POLS 3100 POLS 2870</p> <p>HIST 2450 HIST 2285 HIST 2260 HIST 4420</p> <p>ARTH 3640</p> <p>ANTH 2200 ANTH 3435 ANTH 3420 ANTH 3520 ANTH 3400 ARTH 2250 LITR 4430</p> <p>ECON 2100 ECON 2150 ECON 2400 ECON 3100</p> <p>BIOL 2100</p>	<ol style="list-style-type: none"> <li>1. Space &amp; Place: Urban Geography. Postcolonial Geography Geography of Globalization.</li> <li>2. Understanding Power &amp; Inequality: Social Inequality: Race, Class, Gender, and Power</li> <li>3. Urban Politics &amp; 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.</li> <li>4. Urban History: Early Modern Europe: The World in Maps Medieval Cities Ancient Rome: History and Legacy Rise of Urban America; Death, Hell, and Capitalism The Gothic Cathedral.</li> <li>5. Culture and Place: Heritage: History and the Past Today Tourism: Culture, Power, Place Landscapes: Past &amp; Present Visual Anthropology Race &amp; Ethnicity in Global Perspective Public Art and its Publics (Art History) The City in World Literature: Globalized Gentrification (Lit)</li> <li>6. Urban Economics, such as: Intro to Microeconomics Intro to Macroeconomics Environmental Economics Public Finance: Government Expenditures</li> <li>7. Urban Ecology, such as: Foundations of Biology Urban Ecology Biology of Urbanization</li> </ol>

BIOL 4600 BIOL 3550 BIOL 3560	Microbiology Microbiology Lab
<b>Urban Lab (practicum) or Internship.</b> 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.	
<b>Thesis Studio (capstone).</b> Students will be required to participate in a capstone thesis workshop.	

### 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. Advisors will work closely with students to craft a coherent and focused program, oriented to a potential career path.
  - a. Space and Place: Urban Geography. Postcolonial Geography. Geography of Globalization.
  - b. Understanding Power and Inequality: Race, Class, Gender. Introduction to Sociology through Inequality.
  - c. Urban Politics and 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:

- Agenda Setting in Cities: Relative Actor Efficacy Across City Government Form
- Ceasefire: How Efforts to Curb the Supply and Presence of Guns in Urban Areas Can Reduce Gun Violence
- Footprints in the Atmosphere: Quantitative Analysis of Carbon Emissions to Identify the Potential of Community Climate Action
- From Overtown to Rosemary: Exploring Race and Space through Oral Histories of Sarasota's First African American District
- The Homeless in Sarasota Housing: Policy and Practice
- Historic Preservation in Sarasota
- Land Capitalization in Dynamic Tiebout Model with Agglomeration Economies
- Multi-Criteria Suitability Analysis of Green Infrastructure Targeted at Groundwater Recharge and Flood Mitigation in Sarasota, FL
- New Genre Public Art and Participatory Planning for Urban Futures
- Reconnecting People and Place: A Case Study of the Finger Lakes' Local Food Movement
- Thermal Comfort Through Vernacular Architecture
- Tremé Marks the Spot: A GIS Framework for Locating a Historic New Orleans Neighborhood

### Core Faculty in Urban Studies

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

Carrie Beneš, Professor of History/Chart Your Course Director

David Brain, Professor of Sociology/Urban Studies Program Director

Brad Oberle, Associate Professor of Biology and Environmental Studies

Jack Reilly, Associate Professor of Political Science

Maria D. Vesperi, Professor of Anthropology

## 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. At the start of their first year, new undergraduate students are assigned a professional career coach 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 and provide for a successful transition after graduation.

Career coaches help students with:

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

The CEO also provides advising for [prestigious 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 Programs 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 Program has a 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 Program:** The Pre-Law Program 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 Program 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. A LSAT preparation tutorial is available to students prior to their application year.
- **Pre-Health Program:** Through individualized comprehensive academic advising and career coaching, in addition to a world-class science education necessary for health-related professional programs, the Pre-Health Professional Community helps to ensure Novo Collegiates are well prepared to pursue professional school after graduation including medicine, veterinary medicine, dentistry, pharmacy, and other healthcare careers. The Pre-Health/Pre-Med Club is an active student organization and helps students pursuing health professional programs find volunteer opportunities, mentors, assistance with courses and the MCAT, and guidance in applying for research opportunities. The Pre-Health Advisor is available to students in the CEO and appointments are scheduled through Handshake.

## **Novo Career Advantage**

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 career plan](#), ensuring that career education 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 early career success.

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. The 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:

### Step 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.

### Step 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

### Step 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.

### Step 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

Throughout their New College education, students are encouraged to [gain experience](#), [explore prestigious scholarships and fellowships](#) to fund their academic and professional aspirations, [meet professionals and alumni](#), [attend employer/graduate school networking events](#), and build specific skills needed for their career interests by completing courses through [LinkedIn Learning](#) or pursuing [certificates](#).

## **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 Canvas (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 that seeks to solve, through consultation, a wide range of quantitative problems for faculty, students, and staff.

## 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 interests and needs. It offers assistance with the entire process, from initiating the application 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 and 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 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 Directory](#) (including Staff)

### 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, Equal Opportunity Programs, Fitness, Recreation, and the Waterfront, Health Education, Residence Life, and Housing, Student Activities and Campus Engagement, Advocacy and Accessible Learning Center, Student Success & Orientation, Transition and Family Programs. Student Affairs also provides staff support for and works closely with the New College Student Alliance and the Hamilton Center.

### Ombudsperson

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

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

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be

subjected to discrimination under any education program or activity receiving federal financial assistance.” Legal citation: Title IX of the Education Amendment of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

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 [tparker@ncf.edu](mailto:tparker@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 [tparker@ncf.edu](mailto:tparker@ncf.edu).

### **Residential Life**

The Office of Residence Life and Housing is responsible for maintaining student residences that support the educational mission statement of New College of Florida. We aim 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 Residence Life and Housing 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 Housing is a staff that includes the Director of Student and Community Wellbeing, Director of Community Education and Standards, Assistant Director of Operations, two Residence Hall Directors (RHDs), Coordinator of Administrative Services, and 15-20 Resident Advisors (RAs). Other Student Affairs staff members collaborate with the Residence Life and Dining Program.

Living on campus at New College allows students to engage fully in residential student life. New College students enjoy strong camaraderie and community unique to our campus. Our campus community is important to our student success. New College is intentionally designated as a residential college; as such, we require all students to live in the residence halls unless they have been granted an exemption or waiver.

### **Residential Halls**

New College of Florida offers a variety of [residential facilities](#) for our students. Our apartment-style facilities include the Letter Residence Halls: V, W, X, and Y. Each apartment offers a common space, full bathroom, small kitchenette, and three to four single bedrooms. These halls feature beautiful architecture, including high timbered roofs with arched windows and an abundance of natural light. Residents share balconies, lounges, full kitchens, and laundry facilities.

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 four single bedrooms. Residents share balconies, lounges, full kitchens, and laundry facilities. The hall also features a third story, an open-air lounge, and a central courtyard.

Dort Hall and Goldstein Hall (commonly referred to as Dort & Gold), house 142 students and provide apartment-style accommodations. Each apartment has four single bedrooms and two bathrooms opening to a shared living area and a partial kitchen. In addition, both halls have laundry facilities and lounges for student use.

The Pei residence halls—formally named Gordon E. Michalson Hall, Peggy Bates Hall, and Elaine and Harvey Rothenberg Hall—were designed by internationally acclaimed architect I. M. Pei. Often referred to as Pei 1st Court, 2nd Court, and 3rd Court, these halls are clustered around a central plaza known as Palm Court, a gathering and event space considered a hub of student life. Each Pei room accommodates two or three students, is climate-controlled, and has an exterior entrance and private bathroom. The majority of first-year students will reside in the Pei residence halls.

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. LLCs create intentional links between academic, social, and residential experiences based on disciplinary and interdisciplinary themes. There are ten Living Learning Communities located on campus. This year’s LLCs are Pride Hall, Health and Wellness, Global Village, Performing Arts, Writing, Africana, Sustainability, Outdoor Adventure, Civitas, and Thesis.

Any student may apply to live in an LLC, except Civitas and Thesis LLC. Civitas is a year-long program that assists first-year students with a healthful and successful transition to life at New College. Thesis LLC is a supportive community for our

students working on their thesis project.

### **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 Monday–Friday and Brunch and Dinner on Saturdays and Sundays. 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 Deli with Starbucks coffee, cappuccino, and iced coffees operated by Metz complements the cafeteria hours and has extended hours into the evenings for students to buy subs, wraps, and snacks, and relax and study or watch some news in the Café. 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 them [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 on-campus events. A variety of campus organizations, groups, individuals, and offices create a range of activities on campus.

As you prepare for the semester be sure to check out our [Linktree](#) to stay connected!

### **Fitness, Recreation, and the Waterfront**

As a service of the Counseling & Wellness Center we take a holistic approach to wellness which includes physical fitness, as well as building healthy social relationships through activities and sports. We strive to create an environment for students to develop leadership, teamwork, confidence and problem-solving skills through our many recreational programs. These programs; fitness, athletics and waterfront are designed for everyone no matter skill level.

New College has impressive recreation facilities including a 25-meter swimming pool, spa, large and professionally staffed indoor fitness center, lighted basketball and tennis courts, softball diamond, bike shop, fitness path, and multipurpose playing fields. In addition to the traditional recreation facilities we are proud to offer a waterfront program with a boathouse and dock for sailing, kayaking, fishing, and other outdoor adventures.

A marine science research and sailing dock was completed in spring of 2022 on the Caples waterfront campus. The L-shaped dock is six feet wide and extends 294 feet west from the shore of the Caples campus and then 144 feet to the southwest, and the site was selected for its environmental compatibility and proximity to deep water. The dock was constructed with environmentally-friendly materials: Surestep PVC open deck grating, designed for maximum sunlight penetration to underwater aquatic life; and high-density polyethylene piling wraps that protect the water from any chemicals in the treated wood pilings.

The dock currently serves the marine biology program's 32-foot pontoon research boat, Limbatus; a smaller research skiff; and a rigid inflatable rescue vessel. The dock bolsters New College's strong and popular programs in marine biology and environmental studies, as well as its summer marine biology education programs for teens in Sarasota and Manatee counties.

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.

### **Counseling & Wellness Center**

The [Counseling and Wellness Center](#) offers a wide range of services to aid student development and help students achieve both personal and academic success. The Center offers comprehensive, professionally staffed programs including counseling services, health services, and health education. We also include Fitness and Recreation, including the waterfront program. The Counseling and Wellness Center strives to provide services related to the development of the whole person,

emphasizing emotional and physical well-being in addition to addressing 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 including assessments, targeted interventions, and brief psychotherapy for mental health concerns. In addition to individual therapy, the Center also offers couples counseling, crisis intervention, psycho-education groups and outreach programming. For appointments please call (941) 487-4254 and select option 1. For more detailed information regarding the process of counseling services, please visit our website at <http://www.ncf.edu/cwc>.

### **Health Services**

Health Services address a wide range of medical needs including primary care, referral, and educational services. An ARNP is available Monday, Tuesday, Thursday, and 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 and select option 2.

### **Health Education**

A health educator is available to provide educational outreach programming as well as see students individually for any health-related concerns.

### **Advocacy and Accessible Learning Center**

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 and make reasonable accommodations to aid students with disabilities in independent living and self-sufficiency as required by law. It is a high priority of New College of Florida to offer individualized support services to assist students with overcoming barriers to success.

The Advocacy and Accessible Learning Center (AALC), located in Hamilton Classroom Building 003, leads the coordination of intervention services and resources for all students in the event that they are facing a personal emergency or crisis. In these situations, the AALC serves as an advocate for students and also partners with them to develop self-advocacy skills.

The AALC assists students with accommodation requests for their academics, housing, and meal plan. Success strategies and accommodations include but are not limited to extended time on examinations, assistive technology training, 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 Center**

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 the Student Success Center to support students in making a successful academic transition to New College and helping them 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.

### **Transition and Family Programs**

The Transition and Family Programs (T&FP) at New College of Florida advances the Orientation experience for entering students as well as builds a strong connection between the college and students' families by creating and implementing highly impactful year-long family programs. A strong college transition experience marks the beginning of New College's year-long new student acclimation and success strategy. As part of a campus-wide collaboration, T&FP prepares students to

navigate New College's dynamic and rigorous academic structure and promotes a lasting affiliation for students and families with the New College community. New students include first-time-in-college students, transfer students, and international students. Students receive dedicated pre-arrival, arrival, and transition support, customized to their needs and circumstances.

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

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

### **Veterans Affairs**

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

### **BookStore**

The Campus Bookshop, operated by 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 at New College and every student has access to any member of the faculty and staff. Access alone does not ensure an effective voice in governance. The student body has a governance structure that results in considerable student input into student life, while also ensuring 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](mailto: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 110-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 Repertory 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 that 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) hosts the waterfront program with a boathouse and dock. Canoes, kayaks, sailboats, and the Marine Science research vessel are located here.

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.

### **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 on 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 library staff.

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 welcome the opportunity to serve students at every level of their research need and education process.

### **Information Technologies**

The Office of Information Technologies (IT) exists to provide excellent customer service to New College of Florida. This includes, but is not limited to: campus data and voice networks, whether wired or wireless; local and hosted applications, whether on campus or off-campus; Internet and intranet; classroom, administrative, and dormitory technology; and media and multimedia services. Our constituents include staff, faculty, students, and alumni. Different services are offered to each group and we strive to provide each with timely, complete solutions. The office provides strategic direction, vision, and leadership for all Information Technology affecting New College of Florida. IT provides free Internet access and email accounts to all on-campus students. Each residence hall room has campus network access. IT also provides training to the campus community. Our software services range from word processing, spreadsheet and database applications to full Internet access.

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

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

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

**Computer Access:** The Open Use computer lab located on the first floor of the library, in the Academic Resource Center (ARC) 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. Students can apply online for their accounts through NewCLEIS.

**MyNCF:** The New College of Florida Campus Portal. MyNCF, gives you access to online services including your email, 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 provides 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 have also 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, film screenings, 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 regular business hours.

In 2010, the 1,820 square-foot Black Box Theater was constructed in Hamilton Center to support student and college-based performances and instructional offerings in Theater, Dance, and Performance Studies.

### **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 multimedia 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/Marine 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 greenhouse and a herbarium of regional plants are available. Students interested in field ecology have access to a variety of sampling



equipment including secchi discs, DO meters, nephelometers, salinometer/conductivity meters, Nansen bottles and nets.

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

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

A marine science research and sailing dock was completed in spring of 2022. The L-shaped dock is six feet wide and extends 294 feet west from the shore of the Caples campus and then 144 feet to the southwest, and the site was selected for its environmental compatibility and proximity to deep water. The dock was constructed with environmentally-friendly materials: Surestep PVC open deck grating, designed for maximum sunlight penetration to underwater aquatic life; and high-density polyethylene piling wraps that protect the water from any chemicals in the treated wood pilings. The dock currently serves the marine biology program's 32-foot pontoon research boat, *Limbatus*; a smaller research skiff; and a rigid inflatable rescue vessel. The dock bolsters New College's strong and popular programs in marine biology and environmental studies, as well as its summer marine biology education programs for teens in Sarasota and Manatee counties.

## **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.

## **Computer Science/Data Science**

New College has a number of servers that support students and faculty in the computer science and data science programs. These include 5 HP physical servers with NVIDIA graphics processing units (Tesla, Titan X and 1080 Ti); 1 SuperMicro physical server with 4 NVIDIA graphics processing units (Quadro RTX 6000); 1 SuperMicro physical server with 4 NVIDIA graphics processing units (RTX A5000 and 1080 Ti); and 12 virtual servers used in a variety of computer science, data science, and statistics courses.

## 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.

## Statistics

The statistics program provides access to RStudio, Tableau, SAS, and remote New College servers for computationally intensive tasks.

## 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 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, the SSRL provides access to over 500,000 on-line databases.

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 hydrophones, microphones, and 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 lab also has equipment to fashion stimuli that allow us to ask questions of other species.

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). Analysis software to conduct linguistic analyses and statistical analyses are available. 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 SurveyMonkey account for the collection of survey data.

The **Psychology Behavioral Endocrinology Lab** allows active brain scanning of human participants using fNIRS (functional near-infrared spectroscopy, a non-invasive technology that uses near-infrared light to monitor brain functions by detecting changes in optical absorption of hemoglobin) technology.

The **Comparative Brain Imaging Lab** includes software and data files from multiple species that allow analyses of how different areas of the brain interact.

## 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 Vice President 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 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 thesis-only contracts, 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](http://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 Dean of Studies, 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 coursework 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, Eastern Standard Time (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/](http://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](http://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](http://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 the 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 class consideration (freshman and transfers)—November 15**

**Fall 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](http://www.toefl.org) and [www.ielts.org](http://www.ielts.org). *TOEFL can sometimes be waived, pending specific scores on the SAT or ACT; successful completion of IB English A1 or A2; or a strong record in a school where English is the language of instruction (4 years of high school or two years of college or university).*

**Any Additional Examination Results:** Results from any external secondary school exams, such as A-Levels, CXCs, etc., should be provided on an official transcript or sent to the Office of Admissions 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 6.002 and 6.004](#). 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 Advocacy and Accessible Learning Center 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 Office of Admissions, at [apply@ncf.edu](mailto:apply@ncf.edu). It is the responsibility of the applicant 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. Appeal decisions are typically provided within 4 weeks after the deadline for receipt of appeal.

**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
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Fall	February 1 March 1 June 1
Spring	December 15

### **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 coursework accepted toward the degree are outlined in the College's [Transfer Credit Policy](#), and additional information can be found [here](#). To discuss transfer credit, contact the transfer admissions coordinator at [admissions@ncf.edu](mailto:admissions@ncf.edu) or (941) 487-5000, or Office of the Registrar at [records@ncf.edu](mailto: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](http://www.ncf.edu/admissions). Any updates to General Catalog information regarding admission

will be posted to the New College of Florida website.

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

Tuition costs at New College are comparable to those of other schools in the State University System of Florida. While a college education is still a major expense for most families, New College works to assist students and their families who demonstrate financial need as determined by the federal financial aid application process. In addition, because New College is an honors college, most students are assigned scholarship funding. Information on financial aid and scholarships follows the sections regarding fees.

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

All fees for New College students are due and payable by 5:00 p.m. on the last day (Friday) of the second week of classes. Fees are updated each year on the College website at: <https://www.ncf.edu/admissions/tuition-fee-info/>.

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 [here](#). 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/admissions/tuition-fee-info/>. Consult the Office of Residence Life and Housing for details on housing options and food service plans.

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

### Special Fees, Fines, and Penalties

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

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

### Collection Costs

In the event the student becomes delinquent or defaults in paying charges due to the college, the student will be liable for collection costs up to 30% of the unpaid debt and any other costs incurred by the College in an effort to collect monies due from the student.

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

### Excess Hour Surcharge

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:

<u>Description</u>	<u>Reason</u>	<u>Threshold Hours</u>
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 to 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:

<b>Date of Withdrawal</b>	<b>Eligibility</b>	<b>Limitations of Allowable Refund</b>
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 (8<sup>th</sup>) semester contract attempt, including earned transfer credit for semester contracts, will be charged at 12 credit hour equivalents for the eighth semester contract only; for students who enter New College as first-time-in-college students with dual enrollment credit, this will be the eighth semester of NCF enrollment. (Students with a break in enrollment or a mixture of dual enrollment and post-high school transfer credit should consult with the Office of the Registrar.)

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.)
2. 25% of tuition and fees, less capital improvement fees, will be refunded if the student cancels an academic contract or drops an Independent Study Project or causes his/her enrollment at the College to be terminated by the Office of the Registrar in the third week through the end of the fourth week of classes.
3. 100% of tuition and fees will be refunded when a student withdraws or cancels an academic contract or drops an Independent Study Project due to circumstances determined by the Office of the Registrar to be exceptional and beyond the control of the student. Determination will be based on review of a completed written refund request submitted to the Office of the Registrar within six (6) months of the close of the term to which the refund is applicable.\*

These circumstances include but are not limited to:

- Illness of a student of such severity or duration, as confirmed in writing by a physician, to preclude completion of the course(s);
- Death of the student or death in the immediate family (parent, spouse, child, or sibling);
- Involuntary call to active military duty; or
- A situation in which the College is in error.

\*However, in accordance with Florida Statute 1009.24(14)(g), students who had been scheduled to enroll for their first semester at New College will forfeit the \$200 admission deposit that had been applied toward their tuition and fees if they otherwise meet the 100% refund requirement.

### **Cancellation of Registration for Nonpayment of Tuition and Fees and Returned Checks in Payment of Tuition and Fees**

A student's current term registration may be canceled for nonpayment of tuition and fees (including for returned checks in payment of tuition and fees, or if the student's financial aid or VA benefits were not received for the term).

The Office of the Registrar will attempt to notify students by mail of possible registration cancellation for nonpayment of tuition and fees and for returned checks in payment of tuition and fees. This notification must include:

- the specific reason for proposed cancellation
- the deadline for payment before cancellation will be made

In addition, the notice of possible cancellation must inform the student that cancellation of registration will result in his/her record appearing as if he/she had never attended the College during that term and that he/she will earn no units, contract, or Independent Study Project for the educational activities from that term. Notice should be sent to the student's last known address. Students will also be placed on hold for future registrations, transcripts, diplomas, etc. until the Office of the Registrar has completed the cancellation.

### **Veterans Affairs 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](http://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](http://www.fafsa.gov)** (NCF Code 039574). To expedite processing, please choose the IRS Data Retrieval option. (This may reduce your chances of being picked for verification, and it may reduce processing time if you do get picked.)
3. **Review the Student Aid Report (SAR).** Within 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](mailto:ncfinaid@ncf.edu) or 941-487-5000, ext. 2).

**The Office of the Registrar (Palmer Building D, room 129)** is responsible for maintaining your registration status, posting contract evaluations, collecting address changes, releasing academic holds, determining changes to residency status, and completion and submission of enrollment verification forms to your lender. If your question pertains to any of these topics, please contact the Registrar staff ([registrar@ncf.edu](mailto: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](mailto:business@ncf.edu) or at 941-487-4625).

### **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 email account. These accounts will be used by faculty and staff to communicate with students. Students may also use them as their regular email 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 are 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](mailto:records@ncf.edu).

## 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 Dean of Students. The effective date of an emergency leave of absence is determined by the Dean of Students.

**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 Dean of Students.

The student's return from an ELOA is additionally subject to review by the Dean of Students **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 Dean of Students in writing, in person, or by telephone to request an emergency leave.
2. The Dean of Students, 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 Dean of Students 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 Program Director of Counseling, the Director of Financial Aid, and the Associate Dean 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 Dean of Students to request clearance for readmission. If the Dean sets conditions for return to the College, the student must provide the Dean 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 Dean of Students.

## **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](http://www.studentloans.gov).

For more detail on the process of withdrawal, see **Withdrawal and Tuition Refunds**. For more information on the effects of withdrawal on financial aid and scholarships, see **Withdrawal and Financial Aid/Return of Title IV Funds and Withdrawal, Scholarships, and Financial Aid**.

Students considering withdrawal should be aware of the following conditions:

1. A student who has withdrawn may not live on campus, nor may 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](http://www.studentloans.gov).
7. A student who wishes to return to New College after withdrawal should apply to the Student Academic Status Committee (SASC) for readmission.
8. If the student withdraws 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](mailto:records@ncf.edu) or 941-487-4230)
- Leave forwarding address with the Office of the Registrar, for update in NewCLEIS
- Make an appointment with the Office of Residential Life and Food Service (941-487-4259) to check out of room and return room key (to avoid \$124 charge for keys not returned)
- Notify campus employer, if you have been working on campus
- Notify the Director of Off-Campus Studies if application to study off-campus is pending
- Return books to the library
- Inform professors of plans (the Office of the Registrar does this officially, but students who are withdrawing or taking a leave of absence should do it as a courtesy)

#### 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](http://www.GetMyTranscript.com). The student selects New College of Florida from the list of participating colleges, provides the requested information, and pays the fee online. The student will receive an email once New College receives the request and additional emails regarding the status of the request.

Current students may obtain an unofficial transcript online from the Student Evaluation System (SES). For more information on how to access this document, contact the Office of the Registrar.

For more information on transcripts, contact the Office of the Registrar at ([records@ncf.edu](mailto:records@ncf.edu), 941-487-4230, or Office of the Registrar, New College of Florida, 5800 Bay Shore Road, Sarasota FL, 34243).

## **Academic Deficiencies**

New College students are considered to be in good academic standing as long as contract certification criteria are being met and ISPs satisfactorily completed. A student's failure to complete contracts and ISPs satisfactorily will trigger automatic consequences, for each of which a notice will be sent from the Registrar to the student and contract sponsor:

## **Academic Probation**

- One unsatisfactory contract or two unsatisfactory ISPs.



## Academic Dismissal

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

**Academic Probation:** Students will be notified by the Registrar on behalf of the SASC that they have fallen behind in the satisfactory completion of contracts and/or ISPs, that they are being placed on academic probation, and that their academic progress will be reviewed by the SASC. A student may appeal his or her probation to the Registrar on procedural grounds only (i.e., in cases of error or misunderstanding). At the end of each semester, the Registrar will report to the SASC on all probationary students' academic progress. Students on academic probation are expected to complete contract and ISP obligations satisfactorily and on time, and to demonstrate that they are once again progressing at an acceptable pace toward completion of degree requirements. Evidence of acceptable progress includes satisfactory evaluations of academic activities included on the semester contract and a satisfactory contract certification. Evaluations of "incomplete" and marginally satisfactory evaluations do not constitute such evidence. A probationary student demonstrating academic progress will be removed from probation and restored to good academic standing. A student who completes his or her contract satisfactorily but whose weak academic performance warrants further monitoring may have his or her probationary status extended for one semester. Failure to demonstrate acceptable progress will result in academic dismissal. In all cases the student will receive a notice from the SASC.

**Academic Dismissal:** Students whose academic progress has not met the required minimum standards described in the College's academic policies will be automatically notified of their impending dismissal by the Registrar on behalf of the SASC. Such notices are sent to the student and sponsor immediately upon determination of two unsatisfactory contracts or one unsatisfactory contract and two unsatisfactory ISPs.

For a student who receives a notice of pending dismissal the Registrar will schedule a hearing with the SASC. A student who receives a notice of impending dismissal has the option of appealing the dismissal to the SASC. Failure to contact the Office of the Registrar will result in immediate dismissal by the Provost.

If the student chooses to appeal, the Registrar will schedule a meeting that includes the student, the faculty sponsor, and the SASC. At this meeting the committee will consider the following aspects of the student's record:

1. Previous contracts and ISPs;
2. Any previous reviews by the SASC;
3. General quality of academic work as reported by faculty in evaluations;
4. The sponsor's assessment of the student;
5. Patterns of incomplete and/or unsatisfactory work;
6. Other aspects of progress toward completion of degree requirements, such as declaration of Area of Concentration, or submission of Thesis Prospectus;
7. Any extenuating circumstances.

Faculty members are expected to appear at SASC reviews of students they sponsor. The student and the sponsor should submit in writing any comments they have that might assist the Committee in its review of the appeal of dismissal. It is important that students scheduled for review meet with their sponsors and relevant instructors prior to the review to discuss the status of incomplete and/or unsatisfactory work.

After reviewing the student's academic record and talking with the student and sponsor, the committee will take one of the following actions:

1. Recommend to the Provost that the student be dismissed from New College;
2. Set contingencies or conditions for continued enrollment that clearly reflects the committee's expectations for academic progress.

If there is a disagreement between the student and sponsor regarding an "incomplete" or "unsatisfactory" certification arising from a misunderstanding of the certification criteria, either party may request the SASC to act as a mediating agent. The sponsor, however, is responsible for making the final certification. Students are free to change sponsors from semester to semester, but once a faculty member has signed a student's contract, that faculty member remains the student's sponsor for the entirety of that term.

## Readmission

Students who have withdrawn or have been dismissed from New College may apply for readmission with a readmission petition to the Student Academic Status Committee. For the fall semester, such applications must be made prior to April 1; and for the spring semester, prior to November 1. At least one semester must have elapsed after withdrawal or dismissal before a student will be allowed to resume studies at New College. Readmission is not granted for the January Interterm. The petition, addressed to the chairperson of the SASC and sent to the Office of the Registrar, should include the following information:

1. The reason for leaving New College.
2. Activities since leaving, including appropriate transcripts, employment information, etc. (Please note: transfer credit will not be assigned for work completed at another institution during a period of withdrawal or dismissal from New

College (with the possible exception of credit from an A.A. degree earned at a Florida College System or Florida State University System institution or a bachelor's or advanced degree from a regionally accredited college or university.)

3. Reasons for desiring to return to New College, and proposed academic program.
4. A signed letter of support from your proposed faculty sponsor.
5. Requested date of return.

The SASC may set specific academic requirements and restrictions as conditions for readmission. If a student requests readmission after having completed the fifth contract, the members of the SASC will expect the student to have a completed Thesis Prospectus/Area of Concentration on file with the Office of the Registrar before considering the student's petition for readmission. For more information about the readmission process, contact the Office of the Registrar (records@ncf.edu; 941-487-4230)

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

Because the requirements for financial aid may be stricter than the requirements for the academic program, a student can lose academic eligibility for aid despite permission from the SASC to continue enrollment or to return after withdrawal or leave. Students should check with financial aid staff to learn whether they are eligible, and to discuss the appeal process if they have lost their eligibility. Appeal processes should be pursued as soon as it is clear that the student may enroll or continue enrollment. Please contact Sonia Wu, Associate Dean of Enrollment Services and Admissions (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**

Respecting community standards is a crucial expectation for any student choosing to enroll at New College. The purpose of this Regulation, the Student Code of Conduct, Regulation 6-3005, is to convey these community standards and expectations, and to provide well defined procedures for dealing with violations of them.

[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.

Chair of the Faculty  
Matthew Lepinski, Ph.D.

Division of Humanities  
Chair: Maribeth Clark, 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 Planning and Construction  
Assistant Director: Itza Frisco

Human Resources  
Chief Human Resources Officer: Erika Worthy

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: Tamera Race and Helene Gold

Office of the Registrar  
Assistant Registrar: Rebecca Noss

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

Quantitative Skills Programs  
Director: Travis Lee, Ph.D

Student Affairs  
Vice President for Student Affairs: Marjorie Thomas, J.D.

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

New College of Florida Campus Police  
Interim Chief of Police: Jennifer Coley

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

**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

Campus Police  
(941) 487-4210  
police@ncf.edu

Center for Career Engagement & Opportunity  
(941) 487-5002  
career@ncf.edu

College Hall  
(941) 487-4491  
css@ncf.edu

Communications and Marketing  
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Counseling & Wellness Center  
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Finance & Administration

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New College Student Alliance  
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