



**Hampshire College  
First-Year Students  
Academic Program Guide  
Fall 2022**

Dear New Student,

On behalf of the Deans in the Center for Academic Support and Advising, welcome to Hampshire! We are very excited to see you this fall.

CASA, the Center for Academic Support and Advising, provides a variety of services to students and faculty. Click [here](#) for more information on what CASA does.

Following up to an email from Central Records regarding registration, the following information will provide you with some guidance to help you create a great schedule.

Hampshire has a three-tiered academic system. You will begin your education at Hampshire in Division I, Hampshire's first year program. By the conclusion of Division I, you will need to have successfully completed one Division I seminar, six other academic courses, and a Campus Engaged Learning Activity (CEL-1). When thinking about which courses to take in your first semester (in addition to your seminar), we suggest you choose from a variety of areas of study to give you the chance to explore what the Hampshire curriculum has to offer.

In order to successfully complete a Hampshire course or seminar for inclusion in Division I, you must receive a narrative evaluation from the faculty teaching the course. A grade of C or higher is required for successful completion of a Five College course, though we don't recommend that you take a Five College course in your first semester at Hampshire. Completion of Division I is required before moving into Division II.

For the fall, you should register for two or three courses in addition to your Division I Seminar, which is a requirement for all incoming students. Keep in mind that you need to take six courses during the 22/23 academic year in addition to your Division I seminar, a minimum of three courses in one semester and four in the other. If courses you are interested in are full, you may also add your name to waitlists. During course add/drop, which will begin on August 29th, you may make changes to your schedule and register from the waitlist if you receive a notification offering you a seat. If you are on a course waitlist, be sure to check Hampshire email several times a day. This will also be the time you will be meeting with your faculty academic advisor.

Although Five College courses are open to all Hampshire students, it is important that you get to know Hampshire faculty and become engaged in the Hampshire community. We recommend that you take the majority of your classes in your first year at Hampshire.

You will receive information about your academic advisor upon your arrival to campus. In the meantime, if you have questions about advising, please email [advising@hampshire.edu](mailto:advising@hampshire.edu), or call 413-559-5498. Again, we look forward to seeing you all this fall!

Enjoy your time at Hampshire!

*The Center for Academic Support and Advising Staff*

## Six things to do your first semester

- Check your email – DAILY.
- Ask for help if you need it. Use the resources that Hampshire offers to support you.
- Meet with your advisor and talk to your professors.
- Check “approvals and holds” on TheHub at least a week before preregistration (in October, and March).
- Check out HAMP ENGAGE for clubs, resources, and activities on campus.

ENGAGE.HAMPSHIRE.EDU

- Keep EVERYTHING. You will need it for the course portfolios at the end of each course and for your Division I portfolio.

## Offices you should know

### **Center for Academic Support and Advising (CASA)**

**Lemelson Building, 413.559.5498**

The Center for Academic Support and Advising supports you in the planning and achievement of your academic goals. CASA monitors students' academic progress and offers a number of helpful services and resources to faculty and students at all divisional levels.

### **Office of Accessibility Resources and Services (OARS)**

**Lemelson Building, 413.559.5498**

The college works with students on an individual basis to help make the classroom accessible. Students with learning or physical disabilities or psychological disabilities should contact the director of accessibility resources to set up accommodations. Madeline Peters, director of OARS, can be reached at [mpeters@hampshire.edu](mailto:mpeters@hampshire.edu) or [oars@hampshire.edu](mailto:oars@hampshire.edu).

### **Central Records**

**Lemelson Building, 413.559.5421**

Central Records handles registration (including Five College courses), prepares transcripts, does enrollment notification and manages other college records and statistics.

### **The Writing Center**

**Writing Center, Greenwich, 413.559.5748**

The Writing Center offers a range of resources to strengthen writing and reading skills, including individual tutoring and providing workshops. The Writing Center faculty will work with you to help with starting and/or finishing work and strategies for overcoming writing anxiety and procrastination.

### **Office of Financial Aid**

**Kern Center, 2<sup>nd</sup> floor, 413.559.5484**

The office of financial aid is responsible for financial aid policies, determining aid eligibility statements, awarding financial aid, student loans, and work study. Contact their office for specific questions regarding any of these policies or procedures.

### **Student Accounts**

**Kern Center, 2<sup>nd</sup> floor, 413.559-6982**

Questions pertaining to your bill and the student health insurance plan should be directed to student accounts. Payments may be made on-line, in person or mailed to this office.

**Community Commons, Library (Main Floor).** The Community Commons (CoCo) provides vision and leadership on collaborative practices and community engaged learning across the college. CoCo is also a physical space in the Library where CoCo staff and Peer Facilitators offer a vibrant hub for collaboration supporting students to integrate social justice, community engagement and collaborative learning into their academic work.

<https://www.hampshire.edu/library/the-community-commons>

- Mary Bombardier, Assistant Dean of Community Engagement ([mbombardier@hampshire.edu](mailto:mbombardier@hampshire.edu))
- Javiera Benavente, Assistant Dean of Collaborative Learning and Practice ([jbenavente@hampshire.edu](mailto:jbenavente@hampshire.edu))
- Beth Mattison, Director of Community Commons ([emattison@hampshire.edu](mailto:emattison@hampshire.edu))

**Career Options Resource Center (CORC)****Library, 3rd floor, 413.559.5445**

The Career Options Resource Center helps students think about how academic studies will ultimately translate to the world of work. CORC supports the development of the skills and confidence students need to realize their dreams and make a difference in the world. CORC also provides a list of internship opportunities, career counseling, clarifying career direction, job search strategies and skills, graduate/professional school planning, developing internships to complement academic studies, building a career network, and more.

**Global Education Office (GEO)****413.559.5542, Adele Simmons Hall 1<sup>st</sup> floor**

The Global Education Office (GEO) encourages and supports students who wish to add an international component to their academic program: study abroad, service abroad, or a combination of learning and service. The Resource Library maintains an extensive collection of information on overseas education opportunities, including independent study and internships, study/travel programs, paying jobs, internships, and fellowships.

## Your First Year Advisor

The close student-faculty relationship is a central feature of a Hampshire education. You are assigned a first-year advisor to mentor you, assist with the selection of courses and the planning of your academic program. This faculty member will remain your advisor through the first and third semesters, and will help you transition to Division II. Your advisor will review your academic progress during and at the end of each semester to identify your developing areas of strength as well as indications of need for further study.

In the first semester, you should meet with your advisor periodically to discuss your academic progress, and to plan your courses for the second semester. During the second semester, you should continue to be in touch with your advisor to be sure you are on track with the academic program and are making progress toward satisfactory completion of Division I studies and to plan courses for your third semester.

Your advisor will support your completing your Division I portfolio and will hold either a final Division I meeting with you in May (of your second semester) or September (of your third semester). Your advisor will also help you to explore Division II options and to find a Division II committee.

When you file your Division II contract, the chair of your Division II committee will become your advisor once the contract has been filed.

It is very important that you develop a good working relationship with your advisor and keep them informed of your activities. It is your responsibility to make regular appointments so that your advisor knows how your course work is progressing. You should check in with your advisor regularly and schedule a formal meeting on Advising Days.

The Center for Academic Support and Advising (CASA) also is ready to assist you with your advising needs and questions. If you have any questions or problems concerning your advising, contact CASA at x5498 or visit the office in the Lemelson Building.

## Tips for a Successful First Year at Hampshire

**Get to know your advisor and keep in regular touch. Do not be afraid to ask questions.**

### **Learn how to organize and manage your time!**

This is one of the biggest challenges you will face as a first-year student

- Get a calendar/planner and plan your week: schedule time for class, study, meetings, job, appointments, and free time/relaxation. Online calendars, paper, post-it notes; use what works!
- Record assignments due, projects and papers.
- **Find a good place to study!**

### **Attend class regularly and be on time!**

- Most Hampshire courses are discussion based and you are expected to attend all classes and actively participate on a regular basis. Important information about the course, expectations, and assignments are discussed in class. Being late to class communicates to your instructor lack of interest on your part. Do not give your instructor that impression. If you are ill or need to be absent, email your professor in advance (ideally) and be in touch about the work you're missing

### **Take assignment deadlines seriously**

While many professors will be somewhat flexible if you have a serious reason for being late with an assignment, you should always assume that deadlines are important and you should make every effort to meet them, and get in touch with your professor in advance if you anticipate needing an extension. Instructors will indicate on their course syllabus what their policy is for assignment deadlines and attendance. **Read the syllabus carefully.**

- If you have trouble keeping deadlines and find yourself falling behind, talk to your professor and advisor, and/or seek help from the Office of Accessibility Resources and Services (OARS), the Writing Center, CASA, and the CoCo staff.

### **Use your Hampshire email account! Check it every day.**

Important deadlines, announcements, pre-registration and other information are all conveyed via email. Set your Spam filters on high.

### **Pay attention to college-wide deadlines**

- Read "Wicked Important Dates & Deadlines" and record them in your calendar, such as course add/drop, advising days, breaks, pre-registration, enrollment notification deadlines
- Familiarize yourself with the requirements of the first year. Read this guide.

### **Use Hampshire's academic resources**

The Harold F. Johnson Library, The Writing Center (Greenwich Master's House), Central Records, Global Education Office (GEO) (Merrill Student Life Center Annex) are available to you!

### **Connect with other first-year and older students**

- Join clubs and campus organizations
- Participate in residence hall or campus government activities
- Take an OPRA class
- Attend gallery exhibitions, lectures, and presentations by Division III students

**Take time to relax and take care of yourself!**

## An Overview of Hampshire's Divisional Program

This section will serve as an overview as you meet with your advisor and plan your academic studies at Hampshire. Please be sure to read the Hampshire College policy handbook ([www.handbook.hampshire.edu](http://www.handbook.hampshire.edu)) for more detailed college policies.

Hampshire Students qualify for the Bachelor of Arts degree by completing a full-time program composed of three divisions of study.

### **Division I: Exploratory Studies**

You pursue exploratory studies in the liberal arts through a first-year curriculum in which you begin to explore key values of empathy, agility, anti-racism, action, and collaboration. Division I introduces the first-year student to the methodological, analytical and critical skills that are necessary for independent work. You are required to take a Division I seminar during your first semester, which introduces you to multiple ways of approaching questions, as well as project-based and collaborative work. You are also required to complete the Community Engaged Learning Activity requirement (CEL-1), which introduces you to Hampshire's ethos of learning inside and outside the classroom through participating in community education and campus activities.

### **Division II: Concentration**

The self-designed concentration is the core of your education at Hampshire College. With support from your advisors, you plan and carry out an individualized program of study, which includes courses at Hampshire and in the five-college consortium, and can include internships and study abroad. During this process, you will be guided by the constructive criticism, advice, and ongoing evaluation of a faculty committee. The culmination of your work is the Division II portfolio, consisting of papers and projects completed for courses and independent work, evaluations and self-evaluations of coursework, fieldwork and internships, and other evidence that you have fulfilled the terms of the Division II contract, such as a body of independent artwork. You are also required to complete the Community Engaged Learning Activity requirement (CEL-2) which includes community education as well as contributing to off-campus community activities. You are encouraged to pursue interdisciplinary and transdisciplinary interests in Division II, and you are expected to incorporate the Multiple Cultural Perspectives requirement into your Division II.

### **Division III: Advanced Studies**

During Division III, which is typically the last two (sometimes three) semesters a student spends at Hampshire, you design and develop a major independent project with the support of your faculty advisors. This project could take many forms, such as a research paper, scientific experiment, artistic project or portfolio, or performance. You will devote the major portion of your time to the independent project. The College also requires that you undertake two advanced-level learning activities while the project is underway. One of these activities must be an advanced course or serving as a teaching assistant (TA). The other activity may be an advanced course, serving as a TA, pursuing an internship, or an independent study approved by the Division III committee.



# Division I

## Division I Requirements

### Completing Division I:

- 1) **Satisfactorily complete seven academic courses.** Students are required to enroll in a Division I seminar in their first semester here. In the event that they do not receive an evaluation, they do not need to enroll in another seminar, but they do need to make up for the course with an additional *academic* course. Note that students cannot add or drop their seminar on TheHub. Students should come to discuss concerns with their seminar, if they come up with Monsita Moorehead in CASA. If CASA approves a student to switch their seminar, we can put them in only a seminar with space **up until the end of the course add period, September 16, 2022**. After that no changes should be made. Note that there is no waitlist for seminars and that we would like to keep the switching of seminars to a minimum.
- 2) **The six elective courses may be a combination of Hampshire courses and Five-College courses carrying three or more credits and graded C or better. NOTE:**
  - a. Students may also use **one special project** in their first year to go towards Division I electives with approval from their faculty Division I advisor.  
**Important note:**  
Students **must** be enrolled in a full course load (minimum of 12 credits) *in addition* to a special project during the semester. **The Special Project must be completed and evaluated prior to the Division I passing deadline.**
  - b. No more than three Five-College courses may be used toward Division I course requirements.
  - c. Two dance technique courses designated as half courses may fulfill one out of the five electives.
  - d. OPRA courses and other courses labeled Co-curricular on TheHub **may not be used** to fulfill Division I course requirements.
- 3) **Complete 40 hours of [Campus- Engaged Learning \(CEL-1\)](#).**
- 4) **Students take one Division I seminar.**

These innovative courses focus on a question of contemporary relevance. Each seminar embeds different disciplinary approaches, enabling students' learning about a wide range of skills and approaches to the topic. Seminars are accompanied by Friday workshops. Staff educators and peer facilitators run the Friday workshops to help build skills and understandings.
- 5) There are no longer distribution requirements within Division I, so students should feel free to take what interests them.
- 6) In addition to the seven courses, students must complete campus-engaged learning activities (CEL-1) totaling a minimum of 40 hours, approximately equal to course contact hours. Of these, 10 hours will involve participation in campus educational events focused on diversity, inclusion, equity and access in order to expand intercultural competencies and 10 hours participation in designated events addressing race and power. The remaining 20 hours will consist of campus activities/projects of the student's choice that meet the goals of the requirement to work collaboratively in community and meet a community need. The student will document the fulfillment of the CEL-1 and reflect on their CEL-1 experience in the Division I retrospective essay.

Note for first-year entrants with advanced standing: carefully read the [advanced standing](#) description and contact CASA with questions. If you have advanced standing (you will see courses/Aps at the bottom of your course page on theHUB), they can only use them towards Division I if you complete *all* Division I requirements during the first two semesters; they cannot use them to make up for academic deficiencies.

## The Community Engaged Learning Activity (CEL-1)

CEL-1 requires you to engage in 40 hours of community education activities and collaborative work/projects outside of the classroom during your first year. Community Education events occur during community orientation and community education days, and focus on anti-oppression and anti-racism as well as cultivating values and practices to build collective capacity for empathy, connection, collaboration, and action. CEL-1 activities involve participating in the campus community and provoke observations about the meaning of community and the relationship between your coursework and your other pursuits. The requirement allows you to weave together multiple experiences throughout the year that build a dynamic Division I experience. At the end of Division I, you will be asked to reflect on these questions: (1) How did you grow as a member of the Hampshire College community this year? (2) How did your sense of yourself in relation to others grow and change? (3) What understanding and skills did you gain from Community Education events and how did that contribute to your participation in campus activities?

### What is the CEL-1 requirement?

The CEL-1 requirement consists of **20 hours of participation in Community Education (ten of these hours are earmark for Race and Power designated events) plus 20 hours of participation in campus activities.**

- **Community Education** events occur at Community Orientation (the day before Fall classes begin) and Community Days of Education (3 days each semester). Some events request that you register in advance. After you attend each event, write a few notes reflecting on what you learned and save them to use toward your culminating reflection at the end of Division I.
- **CEL-1 activities** offered by the Hampshire community and take on different forms. Sponsors include the array of community members on campus, including campus program staff, Hampshire faculty, Division II and III students and student group leaders. You are welcome to design your own CEL-1 activity, provided it meets the guidelines and has a sponsor who is not a Division I student. You will need to document this work as you go so that you can write about it at the end of Division I. Documentation can take many forms, e.g. journal entries, photography, collection of materials, video, artwork.

### What counts for CEL-1 activities?

Past CEL-1 activities include various arts-based projects, design/build work, outdoor adventure and leadership, food/farm/sustainability initiatives, identity-based groups, student-run courses, social justice organizing, event planning, and much more. Membership in a recognized student group, completion of an Outdoors Program/Recreational Athletics (OPRA) course, and completion of an Experimental Program in Education & Community (EPEC) course can all count towards your CEL-1 hours.

### When should I begin?

Attend Community Orientation to begin the series of Community Education events. You will be updated about the CEL-1 process during and after orientation, and will be asked to sign up for CEL-1 activities **after you've arrived on campus.**

## Good Academic Standing

Students must satisfactorily complete all required courses, with a minimum of three courses each semester of enrollment, and a minimum of seven academic courses by the end of the second semester. Students who complete fewer than three courses in the first semester will be placed on an academic contract, and will be expected to address the deficiencies to return to good standing in the subsequent term. To maintain good standing students must successfully complete the course of study negotiated with their advisor in conjunction with the appropriate dean in CASA. Students completing fewer than five courses at the end of the second semester are subject to academic withdrawal and possible loss of eligibility of financial aid. The complete policy on standards may be found in the Hampshire College policy handbook ([handbook.hampshire.edu](http://handbook.hampshire.edu)).

Students must complete at least five courses by the end of the first year in order to be eligible to return to Hampshire in their third semester. Students with less than the required seven courses, but who have completed at least five, will be placed on an academic contract in the third semester. Students who complete fewer than two courses in any semester or fewer than five by the end of the second semester may be subject to academic withdrawal.

**Advanced standing coursework, such as AP/IB credits or college courses taken during the summer before starting Hampshire, may be applied as elective credit only AFTER the successful completion of Division I up to the end of the second semester of enrollment, and as long as the student has maintained good academic standing. The policy is on page 18 in this guide and in the handbook at [handbook.hampshire.edu](http://handbook.hampshire.edu).**

## The Second Semester and the final Portfolio

At the end of the second semester of enrollment or beginning of the third semester, you are responsible for preparing a Division I portfolio that includes completed course evaluations and self-evaluations for seven courses, representative samples of work, documentation of the CEL-1. IN addition, you must write a retrospective essay that reflects on your learning, your engagement across disciplines/academic areas, and your participation in the campus community during Division I. The conclusion of Division I involves a final meeting with your advisor to discuss your reflections and portfolio. Students who do not satisfy all Division I requirements in their first two semesters of work should consult with their advisor to address the need for further study to ensure the satisfactory completion of Division I.

Once the Division I is complete, your advisor can pass your Division I on TheHub. Your advisor will also assist you as you transition into Division II. Most students apply for a Division II committee during the early part of their third semester; your advisor will help you with this online process.

We have included a Division I Passing checklist for you at the end of this booklet, which contains the specific guidelines and questions for the Division I retrospective essay.

## Advanced Standing

Advanced Standing may be awarded by the Center for Academic Support and Advising (CASA) to students who are in good academic standing. Students' academic records are reviewed in Division I and again in Division II to determine the eligibility to apply advanced standing to their academic program. Students who stay in good academic standing for up to three semesters and complete Division I by the end of the second semester are eligible to apply advanced standing credits to Division I electives. Advanced Standing is not used to make up for academic deficiencies. Please see the section "Guidelines for Academic Progress" in the handbook at [handbook.hampshire.edu](http://handbook.hampshire.edu) for more information on this topic. Students may use up to four courses and exams as described below.

Courses/exams eligible for Advanced Standing:

- Regular academic courses taken during high school graded C or better from an accredited college or university, as evidenced by a college transcript, may be used:
  - For up to three Division I electives approved by both the advisor and CASA.
  - Up to one in Division II approved by both the Division II committee and CASA.
- Advanced Placement (AP) exams with scores of 4 or 5; or International Baccalaureate (IB) Higher-Level exam with scores of 5, 6 or 7. Some international exams like the French Baccalaureate may also be considered. These may be used:
  - For up to three Division I electives approved by both the advisor and CASA.

Advanced standing students follow the academic program and timeline to graduation along with their first-year cohort and:

- Complete a minimum of seven academic courses in their first year and pass Division I at the end of their second semester
  - Courses taken during the first year not used in Division I may apply to Division II with committee approval.
- Complete CEL-1
- Complete the requirements of Division II stipulated in the Division II contract.
  - For more information regarding Division II please see the section "Division II Requirements" in the handbook at [handbook.hampshire.edu](http://handbook.hampshire.edu).

### Request for Timeline Adjustment

Students with advanced standing are encouraged to complete the full program of eight semesters along with their entering cohort to benefit fully from Hampshire's rich academic program. However, students with a semester or more of advanced standing may, with approval of their Division II committee, request a timeline adjustment at the beginning of the anticipated final full semester of Division II, typically the fifth semester of enrollment. (For a student on an eight-semester timeline, the final semester of Division II is the 6<sup>th</sup> semester of enrollment.) The request for a timeline adjustment will be considered if the student has maintained good academic standing and is on track to fulfill the requirements of Division II early. The student should initiate a conversation with the committee, who must write a letter of support directed to the appropriate dean in CASA. If approved, the student's timeline will be adjusted by one or, in some cases, two semesters.

This policy also applies to students who have completed fewer than 15 semester or 23 quarter credits of college work post high school and students with Associate's Degrees from dual enrollment programs.

## Accessibility Resources and Services

The Office of Accessibility Resources and Services (OARS) located in the Lemelson Building, works with students who voluntarily disclose a disability and request accommodations to ensure equal access as guaranteed under federal and state laws, principally the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). Disability-related information is considered confidential and is not shared without the consent of the student. Determination of accommodations or services is decided on a case-by-case basis after an interview with the student and a review of the documentation by the OARS director. Documentation is the report written by a qualified specialist (e.g., physician, psychologist, psychiatrist, audiologist, etc.) that describes the disability or condition and offers recommendations for accommodations and strategies. Faculty or staff may be consulted regarding implementation of accommodations in specific contexts like courses and housing.

Students who have been approved for academic accommodations are provided documentation from OARS certifying eligibility for accommodations and indicating which accommodations have been approved. Students are encouraged to identify themselves to instructors and to use the letter as the basis for a discussion of how to best provide equal access/ accommodations in the context of the course. Some students present the letter and explain their limitations simply to raise the professor awareness of their struggles and do not ask for specific accommodation. Faculty do not provide accommodations retroactively or provide accommodations that they have not been made aware of in a timely manner. The director is available to consult with students, faculty and staff regarding accommodations as needed.

Typical accommodations or services available through OARS pertain to the following areas:

- In the classroom to support capturing information, participation and processing of information.
- In the exam environment.
- Outside of class to facilitate learning.
- Housing.

At Hampshire about 25% of students provide documentation identifying a disability before or during their time at Hampshire. Many students with learning disabilities are attracted to Hampshire because of our educational approach: individually designed curricula, discussion-based classes, written evaluations rather than letter grades, mentoring relationships with faculty. However, self-directed learning can pose challenges in ways that accommodations do not address directly. OARS offers individual or group support to students having trouble with organization, planning, time management, meeting deadlines, etc.

Reasonable accommodation is not intended to compromise academic standards but to ensure equal access. Students with disabilities must meet the same admissions and graduation requirements as all other students. Faculty members, whether in the role of adviser, instructor, or committee member, are encouraged to participate in discussions and/or ask questions about the accommodations process to understand their role in supporting students with accommodations.

If you have questions or concerns, please do not hesitate to contact Madeline Peters, Director of OARS, at 413.559.5498.

# Hampshire College Division I Portfolio Checklist

## Division I Completion Process:

Students finish Division I when they have completed:

- 7 courses (including Div I seminar)
  - CEL-1 (10 hrs. Community Education, 10 hrs. Race & Power Events + 20 hrs. Campus Activities)
  - Retrospective essay (see guidelines below)
  - Portfolio (e.g., one piece of work from each course)
- Students compile a portfolio of their work which supports their reflection on their learning (e.g., include one piece of work from each course) and write a retrospective essay according to the guidelines.
  - Students have a final meeting with their faculty advisor. At the final meeting, the advisor may invite the student to reflect on their learning, and reflect on their experience of building the portfolio and writing the retrospective essay.
  - Once the student has completed all Division I requirements, including the final meeting, the faculty advisor will mark the “Division I Pass” on the HUB.

## **Guidelines for Retrospective Essay:**

The **Division I Retrospective** is an essay that provides you with an opportunity to reflect on your experiences and growth during your first semesters of college. In your essay, write on each of the 3 topics below. Remember to post your Retrospective essay on TheHub and select the seven courses so that your advisor can pass your Division I.

1. **Reflection on Learning:** Reflect on your growth in learning this year. What skills have you gained, and what do you still want to work on? In your course evaluations, what have professors identified as your strengths and as areas to work on; and how does that fit with your own self-assessment?
2. **Reflection on Engaging across Disciplines/Academic Areas:** What are the fields and approaches you’ve explored in Division I, and how do those fields and approaches intersect? Talk about two examples of your learning this year that involved exploring intersections between or across fields (e.g., a course, project, paper, reading).
3. **Reflection on Participating in the Campus Community:** How did you grow as a member of the Hampshire College community this year? How did your sense of yourself in relation to others grow and change? What understanding and skills did you gain from Community Education events and how did that contribute to your participation in campus activities?

**Use the checklist below to list your courses and CEL-1**

**SEVEN ACADEMIC COURSES**

Courses may be Hampshire College or Five-College full-credit courses (grade C or above). OPRA and co-curricular courses do not count.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**COMMUNITY-ENGAGED LEARNING REQUIREMENT (CEL-1)**

**Completed list of community education events attended plus reflections (20 hours)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Completed list of campus activities plus reflections (20 hours)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## RETROSPECTIVE ESSAY

### Guidelines for Retrospective Essay:

The **Division I Retrospective** is an essay that provides you with an opportunity to reflect on your experiences and growth during your first semesters of college. In your essay, write on each of the 3 topics below. Remember to post your Retrospective essay on TheHub and select the seven courses so that your advisor can pass your Division I.

2. **Reflection on Learning:** Reflect on your growth in learning this year. What skills have you gained, and what do you still want to work on? In your course evaluations, what have professors identified as your strengths and as areas to work on; and how does that fit with your own self-assessment?
3. **Reflection on Engaging across Disciplines/Academic Areas:** What are the fields and approaches you have explored in Division I, and how do those fields and approaches intersect? Talk about two examples of your learning this year that involved exploring intersections between or across fields (e.g., a course, project, paper, and reading).
4. **Reflection on Participating in the Campus Community:** How did you grow as a member of the Hampshire College community this year? How did your sense of yourself in relation to others grow and change? What understanding and skills did you gain from Community Education events and how did that contribute to your participation in campus activities?

**FINAL MEETING WITH DIVISION I ADVISOR (in May or September)**

## FAQs for First-Year Advisors

### **What are the requirements of the new Div I program?**

- One Division I seminars, one per semester
- Six electives (Hampshire courses, or full credit Five-College courses)
- No more than 3 Five-College courses can count toward Div I
- First-year students are discouraged from taking Five-College courses during their first semester (although language study is encouraged and should be considered an exception)
- Special projects may be undertaken during the first year, but do not count toward Division I
- Students are encouraged to take 100-level courses and lower 200-level courses that do not have prerequisites. Upper 200-level and 300-level courses are designed for more advanced students and usually have a higher workload.
- CEL-1 (20 hours community education + 20 hours campus activities)

### **Can a student switch between Div I seminars?**

No. For a variety of reasons, e.g., Div I seminars are assigned to correlate with Orientation to establish working cohorts. Therefore, switching seminars during the orientation process is prohibited and only under extreme circumstances during the Add and/or Drop period by September 10, 2021.

**Can a student decide not to take a fall Div I seminar and instead take 2 spring Div I seminars?** No. First-year students must take a fall Div I seminar and a spring. Div I seminars meet at the same time, so it is not possible to take 2 seminars in the same semester.

### **How many courses should a first-year student take each semester?**

First-year students are encouraged to take 3 courses in the fall (including the fall Div I seminar) and 4 courses in the spring.

### **Can a student apply AP or IB credits toward Div I requirements?**

Yes. A student can use AP or IB credits for up to 3 Div I electives, and take courses that would count toward their Division II. However, all Div I requirements must be met by second semester and the student is in good standing academically.

### **What is the new Campus-Engaged Learning (CEL1) Requirement?**

CEL-1 is designed to foster the development of skills in intercultural competencies and prepare students to take part in active community-building in campus and community settings. It now consists of 2 components (20 hours each for a total of 40 hours):

1. Community Education: There will be a series of community education events (Community Orientation on the afternoon of Monday 8/31, workshops on each advising day, ENGAGE day each semester) to promote the goals of diversity, equity, and inclusion.
2. Campus Activities: This component is similar to the old CEL-1. A range of activities can “count,” including OPRA classes and student organizations. The goal is for students to apply what they’ve learned through community education to their engagement in campus activities.

### **How will students find campus activities for CEL-1?**

- There will no longer be an external site that lists CEL-1 activities.
- There will also no longer be a system of email communications regarding students registering for CEL-1 activities. The process is simpler and more informal now (see below).
- Activities will be listed on HampEngage by sponsors from the Hampshire community and flagged as possible CEL-1 activities. HampEngage is a platform hosted by Campus Leadership and Activities (CLA). <https://engage.hampshire.edu>
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### **How will students document their CEL-1 on the HUB?**

1. Community Education:
  - Students will list the events they attended (dates, # hours) in a text box on the HUB.
  - Students will write a short reflection for each event they attend in a separate “Reflections on Community Education” text box.
  - Students are encouraged to write their reflections as soon as possible after each community education event. The result will be an accumulation of these short reflections in a single text box on the HUB.
2. Campus Activities:
  - Students will list their campus activities in a text box on the HUB.
  - There is no “verification” process aside from the advisor confirming that the student has completed 20 hours of activities.
  - Students will write a reflection on each activity in a separate “Reflections on Campus Activities” text box. The result will be an accumulation of these short reflections in a single text box on the HUB.

### **What do students need to do to pass Div I and what does the Division I portfolio look like?**

- In addition to satisfying the requirements (1 Div I seminars, 6 elective courses, CEL-1), students submit a Div I portfolio
- The Div I portfolio should include representative samples of work, the CEL-1 reflections, and the Division I retrospective essay.