

APPENDIX A



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ACCOMPLISHMENTS

- Demonstrated success creating and implementing strategic plans that capitalize on existing resources and generate revenue
- Broad experience connecting internal and external stakeholders to positively impact student success
- Received The Washington Center Civic Engagement Award and a NetVUE grant for building innovative experiential learning programs
- Extensive leadership in assessment, accreditation, peer mentoring, budget management, and technology implementation

HIGHER EDUCATION EXPERIENCE

NEW COLLEGE OF FLORIDA, Sarasota, FL

Director, Career Services in The Center for Engagement and Opportunity (CEO)

July 2014—present

- Conducted initial assessment of services and resources and designed new service model to exceed performance-funding expectations
- Increased traffic in first semester to 850+ student interactions through expanded programming and outreach

THE COLLEGE OF IDAHO, Caldwell, ID

Director, The Center for Experiential Learning (CEL)

August 2013—July 2014

- Articulated a vision for Professional PEAK—an integrated curricular and co-curricular career and professional development program
- Led faculty workshops to identify shared academic outcomes, new initiatives and program models for Professional PEAK
- Partnered with the Alumni Office to implement Coyote Connections - a shared online networking and employment platform
- Promoted student ownership of their career development process through the use of Basecamp project management software
- Engaged student senate in supporting the CEL's new initiatives through co-sponsorship of events and a 25% increase in funding
- Balanced high-touch services (programs and appointments) with high-tech resources (Coyote Connections and Basecamp)
- Negotiating the creation of a comprehensive PEAK Student Success Center incorporating career development, experiential learning, FYS, academic advising, student support services and disability services

COLUMBIA COLLEGE, Columbia, SC

Associate Director, Center for Engaged Learning (CEL)

July 2011—July 2013

- Awarded a NetVUE Program Development Grant (\$42,000) for "Vocational Exploration-as-Action and the Call to Servant Leadership"
- Received The Washington Center Award for Civic Engagement (\$20,000) for "Attacking Diabetes through Faith-Based Organizations"
- Created 2-year strategic plan "Innovation and Advocacy" proposing \$3.5M in new revenue and a reorganization plan
- Increased student visits to the CEL by 168% over 2 years (2011-2013)
- Restructured role of Success Leaders (peer mentors) resulting in 120+ new mentee applications annually and 50% increase in funding
- Hosted the first SpearsChats monthly lecture series consisting of vocational conversations styled after "Inside the Actors Studio"
- Managed a staff of 11—15 professionals, graduate assistants, practicum students, and student paraprofessionals
- Attended The Wabash College Center for Inquiry's workshop on incorporating student voices in the assessment process

Director, Career Services

July 2011—July 2013

- Created and piloted 2 certificate programs in partnership with the Leadership Institute: Leadership for Life and Leadership for Success
- Led a career services program integrated with experiential learning, academic advising, FYE, and the Sophomore Experience
- Coached students and alumni in resume writing, interview skills, job seeking, and career-related topics (500+ meetings annually)
- Implemented C2Success career management and information sharing system using NACELink
- Incorporated vocational exploration into LA100 (first-year seminar) using MyPlan resulting in 296 new users
- Partnered with the Columbia Chamber and 10 academic institutions to host the first Famously Hot Career Expo with 80+ employers
- Instituted a Master Calendar of Events (100+ events annually) and semi-annual program partners meeting
- Designed Convention 2012: 100+ students, faculty and staff recruited to participate in the 2012 RNC and DNC Conventions
- Initiated new, campus-wide administrative tracking of internships including common learning contracts and liability releases
- Oversaw Career Fellows program: a collaboration with faculty to infuse career education into the curriculum
- Served as Conference Co-chair for South Carolina Association of Colleges and Employers Annual Conference in 2013

SOUTH CAROLINA INDEPENDENT COLLEGES AND UNIVERSITIES, Columbia, SC

President, SCICU Career Services Directors Group

Spring 2011—Spring 2013

- Generated \$12,000 in profit over 2 years for Career Connections (annual career expo) by restructuring the event budget
- Increased employer participation by 25% through a targeted employer recruitment effort

NEWBERRY COLLEGE, Newberry, SC**Director, Career Services**

October 2009 - June 2011

- Established a revitalized career services presence on campus through outreach to more than 1000 students, faculty and staff
- Wrote and presented 5 year strategic plan to the College's Board of Trustees (Approved April 2010 with \$75,000 in funding)
- Integrated Career Services and International Student Services into the Center for Student Success which included academic advising, disabilities services, retention and student-athlete support services
- Planned and hosted career services events, including a variety of "Careers in ..." programs, Resume and Cover Letter Writing, Interviewing Skills and Mock Interviews
- Active with the Newberry Employer Council, Newberry Career Center Work Ethic Program and Rotary groups
- Served on QEP and Institutional Effectiveness Committees as a part of SACS reaccreditation process
- Initiated new partnerships with the Protocol School of Washington and The Washington Center
- Taught COL401 Career Success Seminar and partnered with FYE mentors to incorporate assessment and resume writing in COL102

International Student Advisor

November 2009—June 2011

- Served as PDSO and ensured compliance to federal regulations for all international students comprising 5% of enrollment
- Collaborated with Office of Admission to oversee international admissions

THE WASHINGTON CENTER, Washington, D.C.**Regional Representative**

August 2004 - August 2009

- Recruited students from colleges and universities across the southeast and mid-west for The Washington Center's programs
- Cultivated relationships and new affiliations with faculty and administrators at 15 - 20 colleges per semester
- Connected stakeholders in higher education and state government resulting in a new state allocations for students at public colleges and universities to attend The Washington Center
- Implemented new state funding process with 7 partner schools in Arkansas

Campaign 2008 Staff

Summer 2008

- Assisted with fieldwork placement and logistics for 375 students attending the Democratic National Convention Seminar

ILLINOIS COLLEGE, Jacksonville, IL**Director, The Career Center**

July 1998 - June 2004

- Served on the Curriculum Committee, work included the Statement of Community Affirmation and IC Connections (FYE)
- Completed 2 terms on the Executive Board of the Illinois Small College Placement Association
- Selected for 40 Under 40 by the Springfield Business Journal and to participate in Leadership Jacksonville
- Conducted the Graduate Success Survey annually. Achieved a minimum of 80% response rate
- Assisted international students with INS/USCIS requests for employment approval (OPT, CPT and economic hardship)

Internship Program

- Worked with faculty members from each department to add an experiential learning option for every major
- Led discussions and received approval to implement consistent internship policies and centralize administrative processes
- Co-wrote successful grant proposals to fund 2 new internship programs: IC Focus - (\$60K/3years) linking liberal arts majors with internships through funding from the Kemper Foundation and IC Explorers - creating partnerships with state agencies for internships (renewed in year 2 with a 50% increase in funding)
- Revised the Experiential Learning section of the catalog and developed content for web pages and publications

Student Work Office

Summer 2000—August 2009

- Worked with 2 student managers to create a student-run student employment office with a combined budget of \$750K

Career Counseling (Career Exploration and Job Search)

- Created the alumni major guides as a resource for students in the career exploration process
- Hosted and participated in planning for joint career fairs, employer visits/interviews. Partners included local colleges, Illinois Employment Training Center, and state and regional organizations
- Implemented Recruiter-in-Residence program utilizing local human resource professionals as resources for students
- Counseled students and alumni on career-related issues

Faculty Parliamentarian

Fall 2002 - Spring 2004

- Attended faculty meetings and offered counsel on parliamentary procedures, as necessary

COKER COLLEGE, Hartsville, SC**Assistant Dean of Students**

July 1996 - June 1998

- Arranged student judicial hearings and represented Student Development on Administrative Hearing Panel
- Co-advised the Student Government Association and assisted in planning a variety of student activities
- Designed and edited the student handbook and publicity materials for all areas of student life
- Served as advisor to the student newspaper

Director, Career Development Center

July 1996 - June 1998

- Wrote and initiated 2 year plan and mission statement as first full-time director and increased annual budget 325% at the of 1 year
- Chaired interdisciplinary committee focused on integrating career and academic planning
- Added federally funded Student Employment Coordinator to the staff
- Elected Secretary, Career Development Steering Committee - South Carolina Independent Colleges and Universities

Instructor in Political Science

Fall 1997 - Summer 1998

- Taught Introduction to Political Science, Comparative Government, and Parliamentary Procedure

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, Charlotte, NC**Assistant Director**, University Career Center

September 1993 - August 1995

LONG ISLAND UNIVERSITY, CW POST CAMPUS, Brookville, NY**Coordinator**, Professional Experience and Placement

November 1991 - August 1993

Security Supervisor/Program Assistant, Residence Life and Housing

Fall 1990 - Spring 1991

Graduate Assistant, Department of Political Science

Fall 1989 - Spring 1990

BUSINESS AND RETAIL EXPERIENCE**VISIAMO**, Columbia, SC, Co-owner

September 2006—January 2010

- Managed direct marketing campaigns and subscriber lists of up to 500K subscribers

EXPRESS, Hicksville, NY, **Partner**

January 1991 - October 1991

GAP/GAPKIDS, Wheatley Plaza/Roosevelt Field, NY, **Assistant Manager**

October 1989 - January 1991

INTERNATIONAL EXPERIENCE**UNITED NATIONS. REGIONAL BUREAU FOR AFRICA**, New York, NY**Temporary Administrative Assistant** to the Program Administrator from Benin, Africa

Summer 1989

ELM VIDEO, Geneva Switzerland**Assistant Store Manager**

September 1988 - May 1989

UNION CRETEN DES JEUNES GENS, Geneva, Switzerland**International Youth Hostel Leader**

Summer 1988

EDUCATION**Certificate in Non-Profit Leadership**

August 2013

CAROLINA ACADEMY AT THE SISTERS OF CHARITY FOUNDATION, Columbia, SC**Leadership for the New South**

Spring 2012

THE LEADERSHIP INSTITUTE AT COLUMBIA COLLEGE, Columbia, SC**Master of Arts in Political Science**

May 1996

LONG ISLAND UNIVERSITY, CW POST CAMPUS, Brookville, NY**NACE Management Leadership Institute**, Richmond, VA

Summer 1994

Bachelor of Arts in French

May 1988

UNIVERSITY OF RICHMOND, WESTHAMPTON COLLEGE, Richmond, VA**Study Abroad: Université de Paul Valéry**, Montpellier, France

Fall 1986 - Spring 1987

APPENDIX B



Initial Written Assessment and Recommendations for Career Services
December 2014

Operational Assessment Summary

Using the nationally-recognized Council of Advancement of Standards in Higher Education (CAS) standards for Career Services, an initial assessment of the career services offerings at New College revealed deficiencies in all areas of operation, particularly related to the following standards:

- **Mission:** The CCE did not have a clearly articulated or communicated mission. As a result, the CCE did not adequately assist students in career planning or serve as a campus resource for career-related information.
- **Program:** The CCE lacked a coherent program to deliver career education to students. Over the years, the CCE was unable to capitalize on having experiential learning and career services together in one office, which resulted in a lack on student career readiness.
- **Organization and leadership:** The dissolution of a centralized career services unit and the lack of leadership in both career services and experiential learning negatively affected career-related outcomes.
- **Human resources:** The CCE was inadequately staffed with only one full-time professional and a part-time temporary administrative staff.
- **Law, policy and governance:** The CCE lacked standard procedures and policies and was not current in its knowledge of best practices, particularly relating to experiential learning.
- **Institutional and external relations:** The CCE lacked strategic partnerships both internally and externally to support its successful integration on-campus or in the community.
- **Financial resources:** With a limited budget and no external fundraising, the CCE did not have adequate resources to deliver appropriate programming.
- **Technology:** The hardware and software being used by the CCE were out-of-date. This is particularly evident in the lack of use of online resources.
- **Facilities and equipment:** The CCE office had no space for confidential students meetings and appeared dated nor was there space for employers to interact with students.
- **Assessment and evaluation:** The CCE did track student interaction, but did not have an assessment plan or outcomes that would allow for real evaluation of its effectiveness.

The Center for Career Education (CCE) appears to have been inadequately staffed to meet its broad charge, which included career exploration, internships, study abroad, graduate school and post-graduate

advising, and employer relations and recruiting. The facilities were inappropriate, not offering any space for confidential conversations and outdated, with limited technology or online resources. Student records did not have adequate safeguards to meet current FERPA guidelines. There appeared to have been few strategic partnerships on campus and little engagement in the community. There was no assessment plan in place, and student feedback, anecdotally indicates that services were not provided consistently and were often not well-received. On the whole, the program was underperforming.

Performance Improvement Plan (PIP) and Transition

Through both internal review and with support of the state's performance funding model, New College began the process of re-envisioning its career services program. The initial outcome of the process is reflected in the College's Performance Improvement Plan, which calls for a transformation of career preparation campus-wide.

PIP Outcomes (December 2014)

- ✓ Hire a new Career Services Director: **Completed May 2014**
- ✓ assess current operations and prepare written recommendations for deployment of specific immediate and longer term initiatives: **Completed December 2014**

Immediate Recommendations and Deployment

- ✓ Rename Center for Career Education. New name: The Center for Engagement and Opportunity
- ✓ Identify and renovation appropriate facilities: Initial renovations complete
- ✓ Write new mission, vision, and initial goals: Completed July 2014
- ✓ Locate all career-related services together: Career services, internships and national fellowships moved into the new CEO August 2014
- ✓ Create new program model: Model complete and presented to Faculty and BOT Sept 2014
- ✓ Review budget and negotiate revised allocation
- ✓ Hire administrative staff: Full-time hire December 2014
- ✓ Update computer equipment: August 2014
- ✓ Implement online services and assessments: MyPlan Assessment and Basecamp student tracking deployed Fall 2014
- ✓ Participate in Orientation: August 2014
- ✓ Initiate a Peer Mentor program: Peer Mentors begin Spring 2015
- ✓ Build employer partnerships: Part-time Job Fair and employer programming beginning Fall 2014
- ✓ Participate in selected campus and community events to build partnerships

Longer Term Recommendations

- Launch social media and complete CEO communications plan
- Create and implement comprehensive assessment plan
- Select and deploy online resources for students, including job board
- Complete a campus-wide calendar of career events
- Partner with the offices of Alumni and Development to initiate an alumni and friends mentor program
- Invite participation in a CEO advisory board
- Reorganize reporting structure

- House all career-related services together in CEO, including Off-Campus Study and community service
- Hire Coordinator for Programming and Career Exploration
- Create a strategic plan with input from all stakeholders

Conclusion

The CEO has had initial success in its first semester with 900+ interactions with students alone and productive partnerships initiated both on and off-campus. Once the staffing is complete in January, work can begin on the longer term recommendations and strategic planning.

APPENDIX C



1. ABC7
2. Aflac
3. Ah-Tah-Thi-Ki Seminole Museum
4. Alakai Defense
5. ALDI
6. Algenol
7. ALSO Youth
8. American Torch Tip
9. Ann Taylor
10. Around the Bend Tours
11. Art Center Sarasota
12. Arts and Cultural Alliance
13. Asolo Repertory Theatre
14. Bath & Body Works
15. BioLucid
16. Biz(941)
17. BoomersWork
18. CareerSource Suncoast
19. City of Bonita Springs
20. City of North Port
21. Crate&Barrel
22. Cumberland Advisors
23. Downtown Economic Development
24. Dynamic Dental
25. Economic Development Corporation
26. Enumerate LLC
27. Florida Veterans for Common Sense Inc.
28. Goodwill
29. Green Map - Sarasota County
30. Gymboree
31. Herald Tribune
32. Humane Society of Manatee County
33. Institute for the Ages
34. Jar Systems
35. Lake Erie College of Osteopathic Medicine
36. LandTern - Conserv Found Gulf Coast
37. LifeJournal
38. LOFT
39. Lovelace Respiratory Research Institute
40. Maglio, Christopher, and Toale
41. Magnify Good
42. Manatee County Parks and Natrual Resources

43. Metz
44. Mind Research Network
45. MoneyShow
46. Morgan Stanley
47. Mote Marine Lab
48. NCPAL
49. New College Child Care Center
50. Ogradnik (Entrepreneur)
51. Peace Action and Education Center
52. Planned Parenthood
53. Prader-Willi
54. Qure4u
55. Ringling Circus Museum Archives
56. Salvation Army
57. Sarasota Ballet
58. Sarasota County
59. Sarasota Herald Tribune
60. Sarasota Magazine
61. Science and Environment of Southwest Florida
62. SCOPE
63. Seo Inc
64. Sephora
65. South Florida Museum
66. Southeast High School
67. St.Stephens School
68. Star2Star Communications
69. Succesful Pathways
70. Target
71. The Ringling
72. Twelfth Judicial Circuit Court of Florida
73. Uhaul (campus car share)
74. Victoria's Secret
75. Visible Men Academy
76. Web Emissary
77. Wells Fargo

APPENDIX D





Mission Statement

The Center for Engagement and Opportunity will facilitate students' exploration of their interests, strategic connection of their skills and knowledge, and purposeful connection to their communities.

Vision Statement

To create innovative programs and distinctive opportunities that enrich student engagement

Initial Priorities

Program Outcomes from PIP: We said would be successful if we:

1. launch employment databases and social media
2. monitor student satisfaction
3. identify faculty and employer liaisons
4. develop peer and alumni mentors
5. contact students during their first year
6. introduce career services at Orientation
7. follow up to ensure maximum participation
8. individually encourage students to participate in career services programs each semester

Program Measures of Success: We will demonstrate this by:

1. rebranding the CEO on campus and online
2. relauching College Central Network
3. creating and implementing a comprehensive assessment plan
4. cultivating partnerships with faculty, employers, and alumni/ae and tracking interactions and participation in CEO programs
5. initiating a mentor program and tracking student interaction with mentors
6. creating and implementing a comprehensive communications plan

Student Outcomes from PIP: We said our students would be able to:

1. blend experience with academics
2. identify and achieve goals
3. articulate the value of their education and experience

Student Measures of Success: We will demonstrate this by:

1. tracking each student's participation in experiential learning using new online portfolio software (Selection Fall 2014)
2. collecting student resumes and CVs as a part of baccalaureate graduation survey
3. tracking each student's progress toward their goals using project management software (Selection and Implementation Fall 2014)
4. tracking each student's participation in career services programs

APPENDIX E



Career Services Experience

New College of Florida

Sarasota, Florida

Internship Coordinator

June 2014 - Present

- Provide resources, workshops, and coaching for students during their internship search
- Maintain a centralized program for internship information and opportunities
- Partner with faculty and organizations to create and organize internships
- Collaborate with faculty to ensure that internships maintain a focus on learning objectives
- Aid organizations in the development of new internship programs
- Promote available internships and coordinate the application process

Chapman University

Orange, California

Assistant Director, Career Education

January 2012 – June 2012

- Managed and conducted career coaching services for the 6000+ undergraduate population
- Acted as liaison between faculty and the Career Development Center
- Worked with student organizations and residence halls to create career workshops
- Supervised the career coaches
- Served as administrator and trained the team on the use of the job opportunities database
- Coordinated with the Alumni Relations department to develop new programs for alumni
- Utilized career assessments: *Myers-Briggs Type Indicator*, *Strong Interest Inventory* and *Clifton StrengthsFinder*
- Maintained budget for career education

Assistant Director, MBA Career Management and Student Services

July 2010 – January 2012

- Assisted in the creation of this new center and new position
- Designed and instructed the leadership certificate program
- Coordinated and implemented the MBA new student orientation
- Mentored existing MBA student organizations and clubs and helped form new groups
- Aided in achieving national ranking for the Full Time MBA Program
- Developed and instructed all career related materials for the 250 + MBA candidates
- Coached the MBA students utilizing tools such as *Clifton StrengthsFinder* and *Career Leader*

University of California, Irvine

Irvine, California

Career Counselor

June 2007 – June 2010

- Coordinated and conducted career workshops with student clubs and organizations
- Designed and produced Webshops (online workshops) utilizing e-learning theories
- Instructed 3 for-credit career courses, created curriculum for all
- Served as administrator for the job opportunities database and created online tutorials for both employers and students on effective use of the tool
- Served 3 years on the university student leadership conference committee
- Led workshops for students and staff on utilization of the *Clifton StrengthsFinder* including teamwork, staff development and leadership

Corporate Experience

Gallup

Houston, Texas

Learning and Development Specialist

June 2012 – June 2013

- Conducted interviews and hired Gallup Poll employees
- Trained new employees bi-weekly, included company culture and role specifics
- Coached and mentored new employees using the *Clifton StrengthsFinder*
- Supervised team of 15-25 to ensure high levels of quality and engagement
- Created and conducted activities to continue employee development

Education

Indiana University

Masters of Science: Higher Education and Student Affairs

May 2007

Bachelor of Arts: Communication & Culture, Sociology

May 2003

University of Notre Dame

Certificate: Leadership and Management

July 2013

Clifton Strengths School

Certificate: Strengths Based Education

June 2010

Graduate Work

Indiana University, School of Informatics

Nov 2005 – May 2007

Graduate Assistant

- Created videos documenting employers and their perspective on the job search process
- Assisted with planning and implementation of information technology campus career fairs that include more than 60 employers and 400 students
- Served as administrator for online job and resume posting system, eCampusRecruiter
- Instructed mandatory Informatics Career Course of 10 - 20 students by planning course work, teaching classes, and evaluating students
- Ranked by students in the 94th percentile of Indiana University faculty for the amount that the students felt they learned in the career course

Professional Organizations

Gallup Strengths Advisory, 2010 – 2012

Workshops:

Employee Engagement, Citrus College, 2011

Strengths Educator Seminar, Gallup, 2011

MBA Career Services Council, 2010 – 2012

Committees:

MBA CSC Marketing and Media, 2011 – 2012

Conference Exhibitors and Sponsorships, 2010 – 2011

Presentations:

Strengthening Your Interns (HRCI Accredited), 2011

Mountain Pacific Association of Colleges and Employers, 2007 – 2012

Committees:

Conference Marketing, 2010 – 2011

Conference Technology Chair, 2009 – 2010

MPACE Technology, 2009 - 2010

Presentations:

Strengthening Your Interns, 2010

Webshops: Translating your Workshops to Your Website (Webinar), 2009

You Too Can YouTube, 2008

National Association of Colleges and Employers, 2007 – 2012

Committees:

Conference Technology Summit, 2008 - 2009

Presentations:

Webshops: Translating Your Workshops to Your Website, 2009

You Too Can YouTube, 2008

APPENDIX F



Internship Program
Assessment of Current Operations and Written Recommendations
December 2014

Assessment of Current Operations

Internship Standards and the Academic Program

While students at New College have historically participated in internships at a high rate, the practice was not coordinated at the level of the institution, but instead relied almost entirely upon individual faculty initiative. The result was that while a large number of students might complete internships (roughly 14% of the student body in Academic Year 2013-2014, for instance), the scope of these experiences and their relationships to the academic program could vary widely. What's more, they were not effectively advertised, tracked, or assessed. One of the first tasks of the Internship Coordinator was to help develop standards for internships that both situate those internships within New College's academic program and comply with all state and federal regulations.

Opportunities and Awareness

Of the 144 students in New College's class of 2014, 72 self-reported participation in an internship. Without the presence of an internship program, only about half of New College's graduating class of 2014 had participated in an internship. According to the National Association of Colleges and Employers' (NACE) *Class of 2014 Student Survey Report*, nearly two-thirds of graduating seniors nationally took part in an internship. Internships have become a vital component to student success and are necessary for students to be competitive in career or graduate school markets. The NACE *2014 Job Outlook* also found that 74.1% of employers prefer to hire candidates with relevant work experience.

Implemented- Fall 2014

- In order to maintain institutional standards and legal rules and regulations, the Internship Coordinator, along with the Educational Policy Committee and General Counsel, developed the following internship documents:
 - Internship Learning Objectives Form
 - Internship Provider Contract
 - Student Rights and Responsibilities Contract
 - Intern Evaluation
 - Internship Provider Evaluation
- The Faculty Handbook was amended to provide the students with easier access to a faculty internship sponsor.
- Internship data such as the internship provider information and learning objectives were tracked.
- Internship providers provided an evaluation of the intern.
- Interns provided an evaluation of the internship provider.
- Students participating in internships increased by 28% during fall semester (Fall 2013: 25, Fall 2014: 34).
- Extensive community outreach efforts resulted in a 94% increase in posted internship opportunities (Spring 2014: 16, Fall 2014: 31).
- Marketing materials were created for the community.

- The Internship Coordinator spoke about internships at Student Orientation, Parent Orientation, Faculty Retreat, Family Weekend, Alumni Board Retreat, Board of Trustees Meeting, and presented an Internship Workshop.

Recommendations

Spring 2015

- Collect and maintain quality data by documenting internship activities. Clarify requirements for the number of hours per week for a documented internship. need
- Provide professional etiquette workshops in order to better prepare our students, increase the quality of their experiences, and maintain strong relationships with internship providers.
- Materials should be created to help faculty as they advise students on internships.

Long Term

- Continue participation in Orientation, Faculty Meetings, and Board of Trustees Meetings.
- Develop an up-to-date registry of faculty expertise in sponsoring internships.
- To increase the quality of the students' experiences and to maintain strong relationships with the internship providers, we need to better prepare our students by creating a January workshop to help students with career exploration and goals.
- Increase internship opportunities by creating an online system for internship providers to submit their opportunities and students to search.
- Add another internship staff member in order to simultaneously focus on programming for students and also external community partners.

APPENDIX G





An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. (National Association of Colleges and Employers, 2011)

Identifying an Internship

Step 1 – Meet with your Contract Sponsor to discuss the possibility of adding an internship to your contract.

Step 2 - Talk with the Internship Coordinator, your faculty, or even your own contacts to identify internship opportunities.

Step 3 – Utilize the Center for Engagement and Opportunity and the Writing Resource Center to create competitive application materials.

Obtaining Credit for an Internship

Documents included in this packet:

- 1) Internship Learning Objectives Form
- 2) Internship Provider Contract
- 3) Student Rights and Responsibilities

Step 1 – Meet with your Internship Provider

Complete the Internship Learning Objectives Form together

Sign the Internship Learning Objectives Form

Have your Internship Provider sign the Internship Learning Objectives Form

Have your Internship Provider sign the Internship Provider Contract

Step 2 – Meet with your Faculty Sponsor

Add Faculty Sponsor's expectations to the Internship Learning Objectives Form

Have your Faculty Sponsor sign the Learning Objectives Form

Add the Internship to your contract

Step 3 – Review and sign the Student Rights and Responsibilities

Step 4 – Submit all documents to the Center for Engagement and Opportunity

Contact:

Andrea Knies, Internship Coordinator

aknies@ncf.edu, 941-487-4421

Internship Learning Objectives

| | |
|---|--|
| Student's Name | |
| Internship Organization | |
| Internship Site Supervisor | |
| Internship Site Supervisor Email and Phone | |
| Faculty Sponsor | |
| Start and End Dates | |
| Hours per Week | |

Student's Learning Objectives

During this internship I would like to learn:

| |
|----|
| 1. |
| 2. |
| 3. |

Internship Provider's Expectations

During this internship I would like the intern to accomplish:

Faculty Sponsor's Expectations

During this internship I would like the intern to complete:

Student Signature _____ **Date** _____

Internship Site Supervisor Signature _____ **Date** _____

Faculty Sponsor Signature _____ **Date** _____

New College of Florida Internship Provider Contract

Internships are a vital component for career exploration. New College of Florida seeks to enrich the education of its students by providing experiential learning opportunities and job-related experiences. Both New College and the Internship Provider desire to develop productive and proven professionals by assisting with the intern's professional growth and development. In consideration of the mutual terms and conditions herein contained, New College and the Internship Provider agree as follows:

- 1) The Internship Provider will provide academic, credit-worthy practical work experience, through which intern(s) may apply their classroom theory. The Internship Provider will provide all the necessary equipment, materials, and facilities to provide the work experience for the student(s) and shall have the right to direct the work experience of the intern(s). The work experience must provide:
 - a. adequate training and supervision to ensure that the experience is a "learning experience"
 - b. a safe and productive working environment which will help foster professionalism and ethical business conduct
 - c. internship for an adequate number of hours and during an adequate time period to allow student interns to obtain academic credit for the work experience
- 2) The Internship Provider will designate a staff person to serve as supervisor of the intern and as liaison to New College of Florida.
- 3) In the case of an unpaid internship, the Internship Provider agrees to abide by the regulations stated in the Department of Labor's Fair Labor Standards Act:
 - a. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
 - b. The internship experience is for the benefit of the intern;
 - c. The intern does not displace regular employees, but works under close supervision of existing staff;
 - d. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
 - e. The intern is not necessarily entitled to a job at the conclusion of the internship; and
 - f. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.
- 4) The Internship Provider agrees to complete an Intern Evaluation Form that will be provided by New College upon the conclusion of the student's internship experience, to assist the College in assessing the intern's professional growth and development.
- 5) New College of Florida will assist in the establishment and promotion of credit-worthy experiences, arrangement of interviews, and other activities the College believes will advance the provision of academic credit-worthy internships to its students. The College will inform eligible students of internship opportunities, and provide the Internship Provider with relevant information regarding potential interns, with the consent of the students.
- 6) New College of Florida and the Internship Provider agree that neither will discriminate on the basis of age, sex, religious belief, race, color, national origin, disability, marital status, or gender.

Your signature indicates that you understand and agree to the terms outlined above.

Internship Provider _____ **Date** _____

NCF Internship Coordinator _____ **Date** _____

New College of Florida Student Intern Rights and Responsibilities

A national leader in the arts and sciences, New College is a public, independent liberal arts college recognized nationally for academic excellence and value. New College specializes in student-centered learning through collaborative curriculum development and independent research. Students, alumni, and staff have the responsibility to perform in an ethical manner.

- 1) Students understand that some employers may require a background check, credit check, and/or drug screening.
- 2) I understand that I am not guaranteed a job upon completion of the internship. **(Initial here: _____)**
- 3) I understand that participating in an internship program may involve risks that do not exist on campus. I hereby release from liability New College of Florida, the Board of Trustees, the Board of Governors, the State of Florida, and their employees, officers and agents and hold harmless from any and all claims, including attorney fees, and causes of action which might be brought by me or my parents or heirs and assigns for loss of property, personal injury, death, or acts of God sustained by me arising out of any activity conducted with the participating employer. I also understand that New College of Florida does not provide insurance coverage for personal property damage, bodily injury or professional liability covering participants in an internship. **(Initial here: _____)**
- 4) I recognize that there may be unavoidable and unforeseeable risks involved in participation in any internship program. I further agree that participation in any activity will be at my own discretion and judgment. I voluntarily assume the risk of injury or harm to my person or property or the persons or property of my accompanying dependents or companions during my participation in this internship program. I understand that New College of Florida is not responsible for the acts or omissions of any third party. **(Initial here: _____)**

The Role and Responsibilities of the Intern

- 1) I understand that I represent myself and New College of Florida while participating in an internship. I am expected to conduct myself in a manner reflecting good citizenship and courtesy both on and off campus. I understand that I remain subject to college regulations and conduct codes while an intern. Any misconduct reflects back on me, on my educational career and on New College of Florida.
- 2) I understand that information regarding personnel, clients, patients, and events or occurrences at the internship site is strictly confidential. Disclosure of such information is a serious breach of confidentiality. Any breach in confidentiality may result in dismissal.
- 3) I will dress professionally for the interview and appropriately for the internship. All interns must maintain normal standards of cleanliness and neatness in appearance.
- 4) I will avoid unnecessary absences, be prompt, complete assignments carefully and accurately, comply with workplace regulations, work cooperatively with co-workers and take initiative.
- 5) I will inform my Faculty Advisor and the Internship Coordinator of issues that arise affecting the status of my internship and progress during my internship including promotions or duty changes.
- 6) I will complete and turn in the Internship Learning Objective Form to the Registrar's Office with my contract.

Your signature indicates that you understand and agree to the Code of Ethical Conduct as outlined above.

Student Name (Print): _____ **Date** _____

Student Signature: _____

APPENDIX H



[8 REASONS TO GET AN INTERNSHIP]



1. Contribute your skills to the community
2. Collect research for your thesis
3. Learn new skills
4. Discover new interests
5. Boost your resume
6. Meet people in your field of interest
7. Acquire references
8. Earn credit

64.8% of interns are
offered full-time jobs

— National Association of Colleges
and Employers (NACE), 2014

in • tern • ship [n.]:

A form of experiential learning that integrates classroom knowledge with skills development in a professional setting. [NACE, 2011]



DON'T RULE OUT OPPORTUNITIES

that do not meet all requirements at first glance.

For example, your volunteer opportunity may only be missing a dedicated site mentor. Is there someone within the organization that would be willing to fill that role for you?

Unlike volunteer work or a part-time job, an internship has:

- Focused learning objectives
- Official start and end dates
- A dedicated site mentor
- Regular feedback
- It can be paid or unpaid

As an intern, you might:

- Work on a project
 - Shadow a job mentor
 - Rotate through different departments
 - Attend meetings and presentations
 - Or do a mix of these
-

7 WAYS TO FIND AN INTERNSHIP

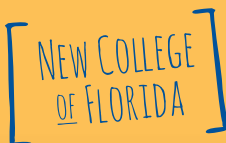
- Meet with the Internship Coordinator
- Attend an Internship Workshop at New College
- Contact companies that interest you
- Talk to your professors
- Join our LinkedIn group [search New College of Florida Internships and Careers"]
- Learn more at NCF internship events
- Search online [idealist.org, internship.com]

GET CREDIT!

- ✓ Complete the Internship Learning Objectives Form
- ✓ Add the internship as a Tutorial or ISP on your contract

QUESTIONS?

Contact Andrea Knies
Internship Coordinator
941.487.4421
aknies@ncf.edu
ncf.edu/internships



WHAT IS NEW COLLEGE ALL ABOUT?



FOR MORE THAN 50 YEARS, NEW COLLEGE STUDENTS HAVE BEEN MAKING A DIFFERENCE IN THEIR COMMUNITIES AND IN ORGANIZATIONS AROUND THE WORLD.



Walk on to our beautiful 110-acre campus located in Sarasota, Florida and you'll discover that no two students are alike and no two subjects they study are alike either. What our students share is that each one is quite brilliant. And, they are drawn to the fact that we do things quite differently here. What does that mean? As the honors college of Florida, we've created a curriculum as [unique] as our students with:

- hands-on research by all students.
- small, intimate classes more common than lectures.
- a college "family" of about 800 students.
- a focus on learning, not grades.
- independent study projects and a senior project to graduate.



QUESTIONS?

Please contact us.

We provide personal consultation as you develop your internship program.

Contact:

Andrea Knies
Internship Coordinator
New College of Florida
941.487.4421
aknies@ncf.edu
ncf.edu/internships



New College
THE HONORS COLLEGE of Florida

[5 REASONS TO HIRE A NEW COLLEGE INTERN]



1. Gain insight through the intern's up-to-date industry knowledge and skills
2. Connect with the area's brightest young adults
3. Identify potential future hires
4. Create awareness for your organization/project
5. Give back to the community



Since 2009,
THE PRINCETON REVIEW
has named New College one of
**THE BEST COLLEGES IN
AMERICA**, including #2 in 2014.



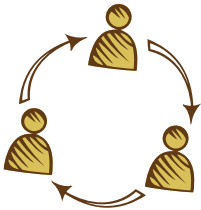
HIRING A NEW COLLEGE OF FLORIDA INTERN

IDENTIFYING AN INTERN

- Email your organization’s opportunities to the Internship Coordinator, Andrea Knies (aknies@ncf.edu).
- Provide workshops or information sessions for the students on campus or at your organization.
- Join the New College of Florida internships and careers LinkedIn group to promote your opportunities.

INTERNSHIP FORMAT IDEAS

Project Based – Assign the intern a project that utilizes the intern’s skills while still providing a learning experience. (For example, the intern writes copy for your website.) During the process the intern learns the skills needed to write copy for a client.



Shadowing – Allow the intern to follow you and other members of your organization on your daily activities. At the end of the day, allow time for the intern to ask questions.

Rotational – Coordinate rotating the intern throughout the different departments. Allow each department to develop activities during their time with the intern.

Observations – Provide the intern with a list of meetings, presentations, and pitches that they may attend. Allow the intern to observe the event and discuss their thoughts after.

STUDENT REQUIREMENTS

1) Learning Objectives: Students are required to create three learning objectives that they hope to achieve during their internship and share them with their internship provider.

2) Duration: The internship must have an official start and end date.

3) Hours: Students will calculate the number of academic units awarded for their internship based on the expected amount of hours spent at internship.



HOURS REQUIRED FOR CREDIT

| Internship Hour Options |
|------------------------------------|
| 12- 16 hours per week for 14 weeks |
| 12 -16 hours per week for 7 weeks |
| 6 - 8 hours per week for 14 weeks |

in • tern • ship [n.]:

A form of experiential learning that integrates classroom knowledge with skills development in a professional setting. [NACE, 2011]

“Past examples of projects, completed by New College interns, have included the creation of a Fitness Trail at the national award winning Robinson Preserve, the creation of a series of podcasts for the Department, the planning, purchase, stocking, and care of a 500 gallon estuarine mangrove tank at Robinson Preserve, the installation of a solitary bee home with interpretive signage explaining the importance of these pollinators, and the creation of two Little Free Libraries (LFL) in two preserves. I CANNOT STRESS ENOUGH JUST HOW HAPPY WE ARE WITH THE INTERNS AND THEIR PROJECTS. THE LFL PROJECT SO IMPRESSED THE COUNTY ADMINISTRATOR’S OFFICE IT HAS BEEN USED AS A MODEL FOR THE ENTIRE COUNTY, AND NOW LFL’S ARE BEING PROVIDED TO THE COMMUNITY FOR FREE. It has additionally been presented at multiple conferences and this project, originally created by a New College student, is now also a model for the LFLs that will be installed in the state parks throughout Florida.”

– Melissa Cain Nell
Manager, Volunteer and Education Division
Manatee County Parks and Natural Resources Department

INTERNSHIP DATES

Fall Semester: Mid August - Early December
January Term
Spring Semester: Early February - Mid May



APPENDIX I



Check-List for Advising First-Year Students

Below is a list of topics advisors should be sure to cover with first-year students. The list is general and by no means exhaustive.

- Does the student have all of the contract sponsor's contact information: email, office location, phone number, division phone number?
- Does the student have transfer, dual enrollment, or AA credit?
- How frequently do you expect to meet with the student, and what is the preferred channel: email, office hours, phone?
- Does the student expect to study abroad or pursue other off-campus study? Do they know who to speak to regarding the details -- from financial support to the implications for their program of study?
- A minimum contract is three units of educational activity. However, in order to graduate in four years with 31 units, students will need to complete 7 contracts averaging 4 satisfactory units each plus 3 ISPs, or, 8 contracts averaging 3.5 satisfactory units plus 3 ISPs. As a general rule, it is a good idea for first-year students to have a contract certification criteria of 3-out-of-4.
- What fields, topics, or interests might the student want to explore?
- Does the student need to get started immediately with their expected AOC, especially those (such as Chemistry) that are highly sequential?
- Does the student have experience in a foreign language which they would like to continue? Are they interested in starting a new one? Are they aware of any required placement tests in order to determine the appropriate level?
- Does the student have a job or other commitment outside of school?
- What breadth of interests does the student have? How might they best take advantage of the range of course offerings, without over-specializing too early?
- Is the student interested in an internship or other experiential learning opportunity? Do they happen to have any previous experience they might like to continue, or are they interested in learning about new opportunities?
- Are there any campus clubs or social organizations the student would like to pursue?
- Does the student have any areas of concern (writing, quantitative skills, etc.)? If so, are they aware of the support offered by the ARC (the Quantitative Resource Center, the Language Resource Center, the Writing Resource Center, and Educational Technology Services) and Cook Library staff?
- Does the student understand the process of contract renegotiation?

Advising Check-List for Second Year Students

Below is a list of topics advisors should be sure to cover with second-year students. The list is general and by no means exhaustive.

- Has the student considered any internships or other experiential opportunities? Is the student familiar with the resources of the Center for Career Education and Off Campus Studies?
- Has the student satisfied the LAC requirements?
- Having finished the first year of college, how does the student now think about their future course of study?
 - Has the student begun to decide on an AOC? Have they gotten to know faculty in that AOC? Do they know the requirements?
 - Would the student be interested in study abroad or off-campus study? How would that fit into the student's program?
 - Has the student begun taking tutorials?
 - Has the student begun designing their ISP?
- Does the student have a job or other commitment outside of school?
- Is the student interested in volunteering?
- Did the student take a foreign language during their first year? Do they expect to continue?
- Is the student involved in any campus clubs or social organizations?
- Does the student have any areas of concern (writing, quantitative skills, etc.)? If so, are they aware of the support offered by the ARC (the Quantitative Resource Center, the Language Resource Center, the Writing Resource Center, and Educational Technology Services) and Cook Library Staff?

Third-Year Advising Check-List

Below is a list of topics advisors should be sure to cover with third-year students. The list is general and by no means exhaustive.

- Has the student considered an internship or other experiential opportunity? Is the student familiar with the resources of the Center for Career Education and Off Campus Studies?
- Has the student satisfied the LAC requirements?
- Where does the student stand with ISPs? How many have they done? Are they actively designing their next one?
- Is the student involved in any campus clubs or social organizations?
- Does the student have any areas of concern (writing, quantitative skills, etc.)? If so, are they aware of the support offered by the ARC (the Quantitative Resource Center, the Language Resource Center, the Writing Resource Center, and Educational Technology Services) and Cook Library Staff?
- For most students, the fall of the third-year is their fifth contract at the college. This is the semester during which they must file their Provisional AOC Form [link]. This form requires the signature of two faculty members in the proposed AOC, and is due by 5:00pm on the first Friday of the second Mod. Students will not be able to register for their next contract until this form has been filed. For a description of the Provisional AOC Form, see the “Provisional AOC / Thesis Prospectus” section of the General Catalog [<http://www.ncf.edu/general-catalog/provisional-aoc/thesis-prospectus>] and the *Faculty Handbook*, Section 6.15.
- Most students will file their Thesis Prospectus / AOC Form in the spring of their third year. This form requires the signature of a faculty member who will serve as the student’s thesis sponsor, as well as two other faculty members. Guidelines and requirements for the form are available at the “Provisional AOC / Thesis Prospectus” section of the General Catalog [<http://www.ncf.edu/general-catalog/provisional-aoc/thesis-prospectus>] and in the *Faculty Handbook*, Section 6.15.
- Over the next year, the student should make a dedicated effort to cultivate relationships with faculty, staff, and others for letters of recommendation. In addition to doing well in courses taught by the relevant faculty, it is also helpful for the student to communicate with faculty about post-graduation plans or interests – including seeking their advice about possibilities.

Advising Check-List for Fourth Year Students

Below is a list of topics advisors should be sure to cover with fourth-year students. The list is general and by no means exhaustive. Both faculty and students should be aware of their particular needs.

- Is the student on track to complete their work at New College in either their seventh or eighth contract? If they anticipate additional contracts, are they aware of possible financial aid implications?
- Does the student have any remaining LAC requirements?
- Has the student completed 3 ISPs?
- Is the student approaching the credit hour limit?
- Is the student prepared to write their thesis?
- Has the student made clear arrangements with their thesis sponsor?
- Does the student have a weekly thesis schedule? Do they have a longer-term schedule with interim deadlines?
- Is the student aware of thesis support services offered through the WRC and other campus offices?
- What are the student's plans after college?
- Has the student attended events offered by the Center for Career Education?
- Has the student done an internship or similar activity? If so, what was the result of that experience? Can it be pursued further?
- Is the student aware of any letters of recommendation they will need? They should contact the appropriate references as soon as possible, and be sure to provide them with all relevant information (including deadlines for letters, descriptions of the programs or positions being pursued, whether letters are submitted electronically or in hard copy, etc.).

- If the student intends to go to graduate school, do they know when and where to take any necessary standardized tests (GRE, MCAT, LSAT)? Are they prepared for the test?

APPENDIX J





ORIENTATION

GUIDE TO NEW COLLEGE

2014-2015

[NEW COLLEGE
OF FLORIDA]

WELCOME TO NEW COLLEGE OF FLORIDA

Welcome to New College! Here, we pride ourselves on being a national leader in the arts and sciences and the state of Florida's designated honors college for the liberal arts. We are a community like no other. With thousands of opportunities at your fingertips, we hope you take advantage of our unique curriculum and learning experiences. While you're here, take in all the community has to offer. The Asolo Theatre Company, New Music New College, The Ringling Museum and many more community experiences, right in your backyard. This guide is intended to give you and your family a reference to many of the resources available on campus and to ensure you have every opportunity for success and growth.

MISSION

The mission and goals of New College evolved out of intensive dialogue about higher education at the College's inception in the early 1960s. That dialogue involved administration, trustees and the charter faculty. Later, the faculty developed a unique, intellectually rigorous curriculum designed to sustain the College's broad commitment to individualism, pluralism, flexibility, freedom and excellence.

As stated in the very first college catalog: "New College was named for a purpose. It is not, and never will be another college. It is, and will always remain, the new college, seeking new solutions to

educational needs, accepting no dogma without test, striving to eliminate all barriers that inhibit the growth of ideas."

"To offer 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."

CORE VALUES

When New College convened a broadly representative group of faculty and staff in the summer of 2011, we discovered that the institution was still very aligned with the aspirations and values of our founders. Four core attributes emerged:

An intellectually rigorous curriculum: Our students are smart and motivated, allowing our faculty to teach challenging courses and critical thinking skills to last a lifetime. Students work one-on-one with faculty to research and write a senior thesis, the culmination of their academic program. It's hard work, but excellent preparation for graduate school or the workplace.

An innovative academic program: Faculty guide students through an academic program that is uniquely suited for, and designed by, each individual student. Flexible course requirements allow students to mold their program of study and, with faculty input, students can even create an Area of Concentration of their own. Students' progress is measured by narrative evaluations instead of

grades, engagement in Independent Study Projects each January, and in courses of specific interest that they have the opportunity to design themselves (also known as Tutorials).

A collaborative learning environment: Small, intimate classes are the norm at New College. Students meet with faculty mentors to develop seminars, tutorials, independent research and off-campus study. Faculty members involve students in their own research projects: archaeological digs, expeditions to Honduras or the Amazon, experimental music performances, or maize research to help feed the world's population.

A place to chart one's own course: Professors instill in each student a sense of personal accountability for their educational journey. In addition to designing their own course of study, students are guided toward stimulating internships and volunteer positions that relate to their academic goals. Students are truly responsible for their own education.

ACADEMIC CALENDAR



ACADEMICS AT NEW COLLEGE

2

FALL 2014 SEMESTER

| | |
|---|------------------|
| Fall Registration Deadline | Jun 13 |
| Orientation for New Students | Aug 16-24 |
| Returning Student Check-in | 9:00am Aug 20 |
| Mini-Classes | Aug 21-22 |
| Fall Classes Begin | Aug 25 |
| Fall OCS Contracts & Tuition Waivers Deadline | Aug 25 |
| Late Registration Period (\$50 Fee) | June 14 – Aug 29 |
| In-State Residency Application Deadline | Aug 29 |
| Labor Day (Offices Closed) | Sept 1 |
| Contract Submission Deadline | Sept 3 |
| Late Contracts Submission Period (\$50 Fee) | Sept 4 - 5 |
| Tuition & Fees Payment Deadline (\$100 Penalty) (Registrations canceled after 5:00 P.M. if account is not cleared) | Sept 5 |
| Last Day for 100% Tuition Refund | Sept 5 |
| Last Day for 25% Tuition Refund | Sept 19 |
| Financial Aid Add/Drop Period Deadline | Sept 19 |
| Final Payment Due on Payment Plans (\$100 Fee) | Oct 10 |
| Module I Ends | Oct 10 |
| Fall Break | Oct 13-17 |
| Module II Begins | Oct 20 |
| Provisional AOC Submission Deadline (for 5th Term Students) | Oct 24 |
| Thesis Prospectus Submission Deadline (for 6th Term Students) | Oct 24 |
| LOA/OCS Declaration Deadline | Nov 3 |
| Deadline to Request Readmission | Nov 3 |
| Veteran's Day (Offices Closed) | Nov 11 |
| Spring Registration Begins | Nov 12 |
| Contract Renegotiation Deadline | Nov 14 |

| | |
|---|-------------|
| Thanksgiving Holiday (Offices Closed) | Nov 27 - 28 |
| January ISP Drop/Add Deadline | Dec 1 |
| January ISP Description Forms Due | Dec 1 |
| Fall Classes End | Dec 3 |
| Reading/Hurricane Make-Up Days | Dec 4 - 5 |
| Spring Registration Deadline | Dec 5 |
| Week of Exams/Advising/Evaluation | Dec 8 - 12 |
| Evaluations Submission Deadline (students on probation) | Dec 16 |
| Evaluations Submission Deadline | Dec 24 |

JANUARY 2015 INTERTERM & SPRING 2015 SEMESTER

| | |
|---|---------------|
| January Interterm Begins | Jan 5 |
| ISP Description Forms Submission Deadline (Failure to submit this form to the Registrar's Office by 5:00 P.M. will result in automatic termination of the ISP, and forfeiture of the ISP fees) | Jan 9 |
| Martin Luther King Jr. Day (Offices Closed) | Jan 19 |
| Orientation for New Admits | Jan 28 |
| Mini-Classes | Jan 29 - 30 |
| January Interterm Ends | Jan 30 |
| Spring Classes Begin | Feb 2 |
| Spring OCS Contracts & Tuition Waivers Deadline | Feb 2 |
| Late Registration Period (\$50 Fee) | Dec 6 - Feb 6 |
| In-State Residency Application Deadline | Feb 6 |
| Contract Submission Deadline | Feb 11 |
| Late Contracts Submission Period (\$50 Fee) | Feb 12-13 |
| Tuition & Fees Payment Deadline (\$100 Penalty) (Registrations canceled after 5:00 P.M. if account is not cleared) | Feb 13 |

| | |
|---|--------------------|
| Last Day for 100% Tuition Refund | Feb 13 |
| Last Day for 25% Tuition Refund | Feb 27 |
| Financial Aid Add/Drop Period Deadline | Feb 27 |
| Final Payment Due on Payment Plans (\$100 Fee) | Mar 20 |
| Module I Ends | Mar 20 |
| Spring Break | Mar 23 - 27 |
| Module II Begins | Mar 30 |
| LOA/OCS Declaration Deadline | Apr 1 |
| Deadline to Request Readmission | Apr 1 |
| Provisional AOC Submission Deadline (for 5th Term Students) | Apr 3 |
| Thesis Prospectus Submission Deadline (for 6th Term Students) | Apr 3 |
| Fall Registration Begins | Apr 8 |
| Contract Renegotiation Deadline | Apr 24 |
| Baccalaureate/Reading Days (No Classes) | Apr 27 - 29 |
| Spring Classes End | May 13 |
| Reading Days (No Classes) | May 14 - 15 |
| Week of Exams/Advising/Evaluation | May 18 - 22 |
| Baccalaureate Examination Report Due | May 15 |
| Evaluations Submission Deadline (potential graduates) | May 18 |
| Contract Certifications Deadline (potential graduates) | May 19 |
| Commencement | May 22 |
| Memorial Day (Offices Closed) | May 25 |
| Evaluations Submission Deadline (students on probation) | May 26 |
| Interterm ISP Evaluations Deadline | Jun 3 |
| Evaluations Submission Deadline | Jun 3 |



Navigating New College

1 COLLECT CONTACT INFORMATION

FROM YOUR FACULTY ADVISOR:

Office Hours _____
Office Location _____
Phone _____
Email _____
Division Phone _____
Meeting Dates _____

FROM YOUR RA:

Name _____
Room _____
Email _____
Facebook _____
Phone _____

FOR EMERGENCIES

Contact
Campus Police
(941-487-4210).

FOR LESS URGENT ASSISTANCE:

Contact Student Affairs
(941-487-4250 in HCL 3)
or the RA duty phone
(after business hours and on
weekends): 941-780-8441.

STAY IN TOUCH WITH YOUR ADVISOR.

Consider and discuss how frequently you should plan to meet and how best to reach your advisor outside of scheduled meetings.

- Should you get started immediately with requirements for the **AREA OF CONCENTRATION** you may be planning? (This can be especially true in certain fields; for example, in the Natural Sciences, courses tend to build upon each other in a highly sequential way.) Possible AOCs:
- _____
- _____
- _____

- WHAT LEVEL OF MATHEMATICS WILL YOU NEED? For Calculus I, you should take the [Calculus Readiness Test]. If you need to do work at the Precalculus level, contact [the Quantitative Resource Center].

- ARE YOU INTERESTED IN AN INTERNSHIP? Discuss with your advisor how such plans might fit into your program. In many cases, an internship approved for unit credit may help you avoid a small excess hour surcharge if you take an eighth semester.

CONTACT: Andrea Knies
Internship Coordinator
Room 154, Cook Library
941-487-4421, aknies@ncf.edu

- ARE YOU INTERESTED IN STUDYING OFF-CAMPUS? Discuss with your advisor how such plans might fit into your program.

CONTACT: Florence Zamsky
Coordinator of Study Abroad and Student Exchange
Language Resource Center, Cook Library
941-487-4318, fzamsky@ncf.edu

2 UNDERSTAND ADVISING AT NEW COLLEGE

Keep these tips and questions in mind as you talk with your faculty advisor.

- What **FIELDS, TOPICS AND INTERESTS** do you want to explore? What may be appropriate to build into contracts and ISPs? Or to incorporate into your life beyond the classroom? Fields and topics that interest me:
- _____

- Discuss with your advisor **HOW TO NEGOTIATE A CONTRACT**. Also, discuss the renegotiation process. Share your interests and ambitions, and make sure you understand your advisor's expectations and recommendations.
- My interests: _____

- Do you have **ANY AREAS OF CONCERN IN WRITING, MATH, OR OTHER ACADEMIC SKILLS**? Based in the Cook Library, the Academic Resource Center (ARC) provides support for writing and math, as well as assistance with foreign language study and with educational technology.

- Do you want to continue **STUDY OF A FOREIGN LANGUAGE** or start a new one? Find out about any [placement tests or other requirements] before you start classes.

3 GET INVOLVED BEYOND ACADEMICS

What are your interests and obligations outside of your academic program? Do you have a job or family commitments? Do you want to join (or start) any clubs or organizations? Are you interested in volunteering or other experiential learning opportunity?

- Have concerns about fitting in or want to find a way to feel more connected to our campus community? **LEARN HOW TO GET INVOLVED ON CAMPUS:**

- Attend Club Fair
- Ask your RA
- Drop by Student Affairs (HCL 3)
- Visit the Gender & Diversity Center
- Join a student organization
- Participate in the New College Student Alliance
- Volunteer

CONTACT: Office of Student Affairs, HCL 3, 941-487-4250,
www.ncf.edu/student-life, studentaffairs@ncf.edu

IMPORTANT RESOURCES:

Konnie Kruczek

Office of Student Affairs
HCL 1
(941) 487-4548
kruczek@ncf.edu
myncf.ncf.edu/group/ncf-student-affairs/outreach

Office of Student Affairs

HCL 1
(941) 487-4250
studentaffairs@ncf.edu
www.ncf.edu/student-life

The Office of the Provost

Cook Hall 214
(941) 487-4200
provost@ncf.edu
www.ncf.edu/advising

Stephen Miles

Provost
provost@ncf.edu

Robert Zamsky

Dean of Studies
rzamsky@ncf.edu

The Office of Admissions and Financial Aid

Regarding financial aid, including Satisfactory Academic Progress for Financial Aid Purposes (SAP)
Robertson Hall
(941) 487-5000
admissions@ncf.edu
ncfinaid@ncf.edu
www.ncf.edu/admissions

Academic Resource Center

Jane Bancroft Cook Library
(1st floor)
(941) 487-4305
library@ncf.edu
www.ncf.edu/arc

COLLEGE SERVICES:

EDUCATIONAL TECHNOLOGY SERVICES (ETS)

ETS offers equipment, training and project support. The staff supports a wide variety of software applications and will help students identify and use the best tools for academic and research-oriented projects.

QUANTITATIVE RESOURCE CENTER (QRC)

The QRC is dedicated to aiding the New College community in working with quantitative matters. They provide individual and small group peer tutoring for students needing assistance with various quantitative methods (e.g. basic mathematics and statistics, SAS, SPSS, Excel and others applications).

WRITING RESOURCE CENTER (WRC)

The WRC staff can help you brainstorm for ideas, form a thesis, and back up your opinion in a paper, adapt material for various audiences, and overcome writer's block.

LANGUAGE RESOURCE CENTER (LRC)

The LRC is designed to provide resources and support to language students and faculty. Audio-visual and print resources, language software, and games are available. It's also a social space where students can work individually or in groups as well as relax or interact with each other.

OFFICE OF NATIONAL FELLOWSHIPS

Courtney Hughes

Assistant Director of National Fellowships
Cook Hall 210
941-487-4112
chughes@ncf.edu
www.ncf.edu/national-fellowships
chughes@ncf.edu

NEW COLLEGE ALUMNAE/I ASSOCIATION FELLOWS PROGRAM

Since 1990, the Alumnae/i Fellows program has been providing New College alumni the opportunity to supplement the academic and co-curricular experience of New College students by teaching an Independent Study Program (ISP), a semester-long or half semester-long module (mod) course for credit, or leading a non-for-credit workshop or seminar. These workshops and ISPs are an opportunity for current students to gain valuable experience and network with our alumni.

3 LIVING AND LEARNING AT NEW COLLEGE

HOW MANY RESIDENCE HALLS ARE AT NEW COLLEGE?

There are 11 residence halls at New College.

- Pei 1st Court
- Pei 2nd Court
- Pei 3rd Court
- Dort Hall
- Goldstein Hall
- V Dorm
- W Dorm
- X Dorm
- Y Dorm
- Z Dorm
- B Dorm

WHAT IS AN RA?

- RAs are Resident Advisors.
- Resident Advisors are student leaders who live in the residence halls.
- Resident Advisors help to build community by creating safe spaces and hosting fun and educational programs.
- At New College, each residence hall has 1-3 Resident Advisors.
- Resident Advisors are to be contacted with any concerns – health, roommate issues, noise, crisis, academics, and other campus resources.

- Professional Residential Life Staff members also live in the residential halls and work closely with the Resident Advisors on programming, community development, and crisis management.
- Resident Advisors are on duty each night and weekend – they conduct rounds to check for student safety and are available to respond to crises and emergencies.

The Residential Life Office can be contacted Monday – Friday from the hours of 9am to 5pm.

The RA on call:

Monday – Thursday

5pm - 9am

Friday 5pm – Monday 9am
(941) 780-8441

ON-CAMPUS GUEST POLICY

Before your visitor arrives, you should communicate with your roommates and RA. You should then obtain a guest pass from Campus Police and when appropriate, a temporary parking pass.

Guest passes can be picked up from the Campus Police, 501 College Drive, 24 hours/day. In order for your guest to be issued a guest pass, you must be present and provide your New College ID. You are responsible for the conduct of your guests, including any damages or policy violations that might occur during their visit. A guest's presence can't be used to deny a roommate access to your room, and guests who are disruptive on campus or cause undue hardship to a roommate will be asked to leave.

NEIGHBORS AND NOISE

Be considerate of your neighbors. If you are bothered by campus noise, follow these student-approved steps to making an on-campus noise complaint:

- Ask event sponsor to turn the music down.
- Ask the Equipment TA to turn it down.
- Call the RA cell phone: 941-780-8441 and ask an RA to assist you.

CAMPUS BOOKSTORE

6301 North Tamiami Trail

(Turn right NCF main entrance (West side of campus), small building at the end of the road)

(941) 355-5252

bookstore@sar.usf.edu

<http://usfsarasota.bncollege.com>

STORE HOURS

Mon 9am - 3pm

Tue 9am - 3pm

Wed 9am - 3pm

Thu 9am - 3pm

Fri 9am - 12pm

Sat CLOSED

Sun CLOSED

Office of Student Affairs

HCL 1, (941) 487-4250

studentaffairs@ncf.edu

www.ncf.edu/student-life

Residential Life & Food Service

HCL 3, (941) 487-4259

residencelife@ncf.edu

www.ncf.edu/housing-dining

- Call the Campus Police from your dorm room, 941-487-4210.
- All calls to the Police are anonymous and two noise complaints from students shut down the event.

WHERE CAN I DO LAUNDRY?

Laundry rooms are located in the following buildings.

HOW DO I PAY FOR LAUNDRY?

- B Dorm
- Z Dorm
- X Dorm (serves all of V, W, X, and Y)
- Pei 2nd Court (serves all of Pei)
- Dort
- Goldstein
- One laundry smartcard is provided at no cost for each student.
- Activate your smartcard account online at www.washco.com or by telephone at 1-800-282-4666.
- Reload your card online or in the Office of Residential Life – HCL 3.
- In the event you need a new card one can be purchased in the Office of Residential Life – HCL 3 for \$10.
- \$10 will provide you with a new card and \$7 of credit for laundry.

Washers are High Efficiency. Please buy HE detergent for washing your clothes.

For any issues or concerns with our laundry system, please contact:

Office of Residential Life

Monday - Friday
9am – 5pm
(941) 487-4259



NEW COLLEGE BIKE SHOPPE

- Behind the Fitness Center, across from the basketball court
- bikeshop@ncf.edu
- Hours of operation vary and are announced weekly

WHAT'S THE BIKE SHOPPE?

We're volunteers. We're students. We're the oldest continuously running student organization on campus. We love bikes and biking. We like to get dirty. We fix bikes because we like it.

The Bike Shoppe can help you with anything on your bike, including squeaky brakes, squeaky chains, seat adjustments, flat tubes (PATCHES ARE FREE), and tightening brakes. The list can go on and on. So if you have any of those problems, please stop by, we love to help people.

Also, if you want to volunteer at the Bike Shoppe, send a quick email to the Fitness Center.

SERVICES

We service unicycles, bicycles, tricycles, quadricycles, and other non-motorized vehicles for students, faculty, and staff on campus. Labor is free, and parts are dirt cheap. We have everything from the most basic replacement parts, and we can order almost anything that has anything to do with bicycling (helmets, clothes, books, videos, beer glasses, pizza cutters, etc.) We fix up old bikes to sell to students. We create and maintain New College Community Bikes. We flatter ourselves to be decent repositories of biking knowledge (where to go, how to get there, etc.). Also, we'll teach you how to work on bikes, or we'll just help you learn how to fix your own.

WANT TO LEARN HOW TO FIX BIKES?

Mechanic perks include wholesale prices on all items ordered through our shop, good karma, job training, good karma, the simple joys of self-sufficiency and of helping others, and, of course, good karma.

DINING OPTIONS

FOUR WINDS CAFE

Old Carriage House on the Promenade
(941) 487-4488
coffee@ncf.edu
www.ncf.edu/four-winds-cafe
Hours will be announced at the beginning of the semester.

The Four Winds Café is an entirely student run, self-supporting operation since 1996. It was envisioned as a place for students, faculty, staff and visitors to the college to meet, relax, work and enjoy themselves. The Four Winds is located in a converted elephant barn, a relic of the old Ringling estate. There is indoor and outdoor seating with wireless internet access. The Café regularly hosts student art exhibitions and music events.

The Four Winds Café strives to give you local, organic, so-fresh-and-so-clean dairy, eggs and produce! The menu is entirely vegetarian and often vegan and gluten-free.

Host an event at the Four Winds Café. Poetry readings, live music, open-mics, film showings, art shows – events are very cultured at the Four Winds. Give at least a week's notice and most likely the staff will accommodate your event. You'll get your very own barista to serve drinks and baked goods! BYOE – Bring your own equipment.

BOAR'S HEAD CAFE & C-STORE

Visit Super Subz featuring Boar's Head & C-Store items for the hot, toasted sub sandwiches, flat bread pizzas, made-to-order deli sandwiches and delicious panini sandwiches, featuring your choice of oven gold turkey, Black Forest ham, seasoned roast beef, or veggie. Also featuring Starbucks coffee and fountain beverages.

MONDAY – THURSDAY
10:30A.M. - 10:30P.M.

FRIDAY 10:30A.M. - 6:00P.M.

SPECIAL DINING

Market Street Café is a savory eatery with menu options featuring farm-fresh, chef-inspired foods. Students, faculty and staff will be able to order seared-to-order entrees ready in about 5 minutes for lunch and dinner. Our farm-to-fork focus at Market Street Café brings the flavors of the season to life.

J. Clark's Grille features house-made specialty burgers, a variety of grilled sandwiches, veggie burgers, French fries, onion rings and more.

The menu changes with the seasons, using fresh, local ingredients whenever possible. Many soups are vegetarian and clear broth-based, versus cream-based-



Come enjoy fresh delicious treats from our in-house bakery. All of our bakery items are baked fresh daily. Featured items include assorted cakes, pies, brownies, cereal bars and cookies.

NEW COLLEGE CAFÉ

The New College Café specializes in presenting a grand smorgasbord of food choices daily.

BREAKFAST | MONDAY - FRIDAY
8:15A.M. - 10:30A.M.

LUNCH | MONDAY - FRIDAY
11:00A.M. - 1:00P.M.

DINNER | MONDAY - FRIDAY
4:45 P.M. - 6:30 P.M.

SATURDAY - SUNDAY
4:45P.M. - 5:45 P.M.

SATURDAY & SUNDAY BRUNCH
11:30A.M. - 1:00P.M.

The times noted are valid when school is in session. Hours vary while on breaks and over summer vacation. Students and guests are able to purchase meals in the dining hall with cash, credit card, debit card or flex dollars.

DINING SERVICES: METZ CULINARY MANAGEMENT

While you are at New College, our auxiliary service provider, Metz Culinary Management, has created a restaurant atmosphere with a special flair of home. The goal is to please the various tastes of New College students. Good food and great nutrition help you to perform better academically and fosters a good

outlook on life. Some options include a variety of foods such as homemade, low-fat and vegetarian items while at the same time offering many of the latest trends. Students also have the opportunity to participate in special culinary events, accommodations for special dietary needs, convenient meal plans for our dining locations and extended service hours. The meal plans transfer over the exact dollar amount into your account for you to spend throughout the year using your New College Student ID. There is no daily quota for how much you can spend.

MEAL PLANS | Fall 2014

First Year, Pei, B-Dorm and Transfer

Student Plan

| | |
|--------|------------|
| Base | \$1,439.61 |
| Bronze | \$1,594.71 |
| Silver | \$1,749.81 |
| Gold | \$1,904.91 |

Apartment & Letter Dorms

| | |
|--------|------------|
| Base | \$751.53 |
| Bronze | \$906.63 |
| Silver | \$1,061.73 |
| Gold | \$1,216.83 |

Commuter Student Plan

| | |
|--------|----------|
| Base | \$417.36 |
| Bronze | \$572.46 |
| Silver | \$727.56 |
| Gold | \$882.66 |



NUTRITIONAL INFORMATION

All sections of the Dining Hall are designed to offer students nutritional information as part of the Metz Culinary's Live Well program. You will find Live Well choices at the cuisine station. This line features entrées which are low in calories, low in sodium and low in saturated fats. This line is only one of many healthy options available to our students.

SPECIAL DIETS

Most medically-indicated diets ordered by a physician can be provided. Please contact the General Manager for Dining Services.

MEAL PLAN CHANGES

Meal plans are set based on Housing Assignment. There is no daily limit on how much students can spend. These prices are averaged out over 141 open school days. Students are free to purchase additional dining dollars as needed.

REFUND POLICY

For students who drop out, withdraw or are dismissed from the college, please contact the Business Office for information pertaining to refunds of meal plans.

YOUR COMMENTS

Please provide the Metz with comments by completing comment cards at any of our venues.

CATERING

A special catering menu is available for students and student programming for all student-based activities. You may use your Flex Dollars on catering. For details, call 941.487.4270.

JOB OPPORTUNITIES

Looking for short, flexible hours? Extra money? Stop by any dining location office and pick up an application.

JANE BANCROFT COOK LIBRARY

ACE/Koski Plaza
941.487.4305
library@ncf.edu
www.ncf.edu/library

Social Media
www.facebook.com/JBClibrary
@JBC Library
pinterest.com/jbclibrary/
goodreads.com/user/
show/7015936-jb-cook-library

LOCATION

The heart and soul of any college campus is its library, and this is particularly true at New College of Florida. The Jane Bancroft Cook Library, named for a leading New College philanthropist, was dedicated on November 1, 1986. Today, the two-story library serves the students of New College and the University of South Florida Sarasota-Manatee. The Library is physically located at 5800 Bay Shore Road, adjacent to the Koski Plaza. Stop at the Library Desk, right by the front door, to ask questions, make an appointment with a librarian, or just to say hello.

CHAT INFO

Chat, e-mail and texting with a librarian can be done through the *Ask A Librarian* widget on our webpage. Please note that one of our librarians is available to chat if the message in the box reads "chat with a New College Librarian." Otherwise another

librarian somewhere in the state of Florida may answer your chat. E-mail and text messages come directly to us.

LIBRARY SERVICES

Individual meetings with Librarians - To schedule an appointment click on the *Meet with a Librarian* link on the library's homepage.

UBorrow - You can request materials available at libraries that are part of the State University System (SUS) in Florida. You can use the State University Libraries UBORROW Catalog (linked to the library's homepage) to search all 10+ million holdings simultaneously.

Inter-library Loan (ILL) - You can also borrow books or receive electronic copies of documents that are owned by other libraries outside of the SUS. You make these requests through our ILLiad system. Books are delivered to the Jane Bancroft Cook Library and you'll receive an email when they are ready for you to pick up at the Library Desk. The lending library usually sets the due date and overdue fees of the material borrowed. You can also request journal articles and book chapters through ILLiad and they will be uploaded as electronic files to your ILLiad account. For more information go to the interlibrary loan link on the library's homepage.

<https://sites.google.com/a/ncf.edu/jane-bancroft-cook-library/library-services/home/ill-access-policy>

"How to Research" Videos

- These videos will help you conduct all aspects of the research process, from identifying and accessing resources to citing your sources.

Group Study Rooms - The library has two Group Study Rooms, on the first floor, each of which accommodates two to six individuals. Students can check out keys to the Study Rooms at the Library Desk.

Silent Study Room - There is a Silent Study Room located on the first floor, toward the back of the library.

Wireless Access & Printing - You can access wireless and print wirelessly in the library. Ask for help at the Library Desk or see instructions on the library's homepage.

Col-LAB - A collaborative area on the first floor, where students can work on project in groups. All furniture, including whiteboards, is on wheels.

Printing or Photocopying - The library has 2 printers/photocopiers available near the Library Desk, on the first floor. All computers in the library are able to send jobs to these printers. You can also send jobs wirelessly. Students purchase a card for \$2. The card has \$1. value on it and the cost for printing or

photocopying is \$.10 per page. Add more value to the card as needed.

Scanning – Flatbed, overhead, and slide scanners are available for student use in the Academic Resource Center (ARC), located on the first floor of the library.

Electronic Journals, E-books, and Index Databases – You have access to a multitude of electronic resources provided by New College, as well as, the University of South Florida and the State University System. These can be accessed from on campus or remotely by using the Connect from Home link on the library's homepage.

Remote Access to Electronic Resources – As a currently enrolled student you can access our electronic resources from off campus using a proxy system called *Connect from Home*. Simply click on the *Connect from Home* link on the library's homepage and enter your 14 digit ID # (the # on your ID that starts with 21100...) and your password, which is your month and day of birth. Then you will have access to all of our electronic resources.

Various Sound Levels in Building – We have created distinct areas of the library to offer alternatives for library use. Look for signs throughout the building listing Collaborative Work Area, Quiet Discussion Area and Silent Study Area. These areas are intended to give you options for everything from silent individual study to active group work.

Materials Check-out – You can check out up to 50 items. Your New College ID works as your Library Card. Check out period is for the entire semester for books and 7 days for DVDs and CDs. Online renewal is also available. You will receive courtesy notices telling you when your books will be due. Check the library's website for current information about fines and lost/damaged item fees.

Reserves – These are items, usually books and DVDs, that professors have asked us to place at the desk so all students in a class have access to the materials. Materials are stored behind the Library desk, organized by the professor's last name and course title. Just ask the person working at the front desk for these items. You can check them out for three hours for use within the library. See what your professor has placed on reserve by going to the Course Reserves tab in our online catalog. Choose the professor or course from the dropdown menu to see the listing.

e-reserves – Professors often ask library staff to place electronic copies of journal articles and book chapters on reserve. You will find links to these materials in your Moodle courses.

SPECIAL PROGRAMS/RESOURCES

Other Student Services – The following student services are located in the library: Writing Resource Center (WRC), Quantitative Resource Center (QRC), Educational Technology (ETS), and Language Resource Center (LRC)/Study Abroad/ National Student Exchange (NSE)

and the Center for Engagement and Opportunity (CEO).

Archives – The New College of Florida archives at the Jane Bancroft Cook Library collects, preserves and provides access to primary and secondary resources of enduring value, which relate to the College administration, history, architecture and education programs. The collections support the teaching, learning, and research needs of New College of Florida and the broader scholarly community.

NCF Digital Collections – The NCF Digital Collections is a digital repository of locally produced materials for use by the broader scholarly community and includes archives and theses collections. Established and maintained by the Jane Bancroft Cook Library, the NCF Digital Collections offers a central location for collection, preservation, and dissemination of scholarly, research, creative works, and archival materials from New College of Florida.

Librarians Who Lunch – Once a week, librarians head out to campus locations where students congregate, at lunch time. These locations include, the Cafeteria in Ham Center, Four Winds Cafe and the Library courtyard. Look for the lace tablecloth, tea cups and a librarian with an iPad or laptop. Stop by the table and ask any question about the library or our resources and services, or just to join us for gracious conversation.

TECHNOLOGY AT NEW COLLEGE

THE OFFICE OF INFORMATION TECHNOLOGY (IT)

Palmer Building A (PMA)
(941) 487-4350
it@ncf.edu
www.ncf.edu/technology

helpdesk@ncf.edu
(941) 487-4350

Technical Support:
Help Desk Request on
the portal myncf.ncf.edu

Hours:
Monday - Friday
8:00 am - 5:00 pm

The Office of Information Technology at New College is a small, dedicated group of professionals working to provide IT services to advance the academic and administrative mission of the school, as well as, the infrastructure components needed to run those services. IT at New College is dedicated to continuous improvement, good communication with all of the College's constituents and the flexibility to adjust to the changing world of technology.

EDUCATIONAL TECHNOLOGY SERVICES (ETS)

Jane Bancroft Cook Library
(941) 487-4306
edtech@ncf.edu
www.ncf.edu/techonology

Hours:
Monday - Friday
8:00 am - 5:00 pm

Educational Technology Services (ETS) is a unit within the Jane Bancroft Cook Library that works collaboratively with faculty, other campus units and Information Technology. It is staffed by a coordinator along with an audio visual support specialist and student assistants. ETS plays a leading role in working with faculty and students in identifying, evaluating, selecting and implementing learning technologies.

Classroom Support

ETS supports and maintains all audio-visual technology and instructor's computers in New College of Florida classrooms. Most rooms are equipped with a computer, video player, document camera and a projection system for display.



Audio-Visual Services

ETS provides assistance in the ARC with audio, video and photo editing. Large format printing, document and image scanning, and lamination is also available.

Audio-Visual Equipment Loans

Available to students for academically-related projects.

eLearning and Application Support

ETS provides support and training for Moodle, New College's course management system, as well as, support and training for many other applications such as Microsoft Word, NCF Gmail, Apple Final Cut Pro and iMovie, Adobe Acrobat, Photoshop and other applications. ETS also provides access to the Lynda online learning library.

The Presentation Lab

The new Presentation Lab is located in room 223 of the Cook Library. In this lab, students can video-record themselves as they practice giving an academically-related presentation.

Professional Development and Workshops

ETS provides professional development and training to faculty and students at New College of Florida. ETS regularly conducts instructional technology workshops on a monthly basis. Contact us anytime for further information or to schedule a one-on-one training session.

Faculty Exploratory Loan Program

ETS provides short-term loans of teaching-related electronic devices such as iPods, an iPad and video/audio recorders for faculty classroom exploration.

RECOMMENDED COMPUTER

New College is a *Bring Your Own Device (BYOD)* school. However, there are certain recommended minimum standards for computers to assure a good user experience. It is recommended that students bring a laptop like the following:

For Windows users:

A multi-core processor Wireless N capable laptop with at least 4GB of RAM running a version of Window 7 and a Windows experience index of 3 or better.

For Mac users:

An Intel based Wireless N MacBook/MacBook Pro running OSX version 10.7 or later with at least 4GB of RAM.

QUICK INFO ABOUT TECHNOLOGY AT NEW COLLEGE

Email Address

You will receive your New College email address and portal access information within two weeks of paying your enrollment deposit.

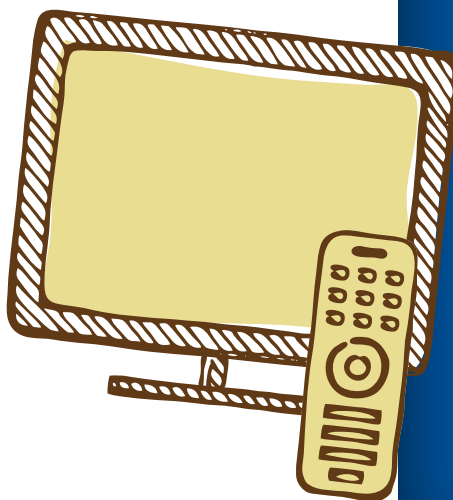
Wired and WiFi Coverage

All of New College's residential living spaces have access to high speed Internet via either a wired port or by WiFi. Most of New College's non-residential campus is covered by WiFi.

Internet Bandwidth

New College's Internet service is provided by the Florida LambdaRail (FLR) through the University of South Florida (USF). Like the National LambdaRail, FLR was created to facilitate research, education and economic development in the State of Florida. The FLR supports Internet2.

Total Internet bandwidth = 500 Mb



COMPUTER LABS

myncf.ncf.edu/group/oit/labs

IT supports 15 labs on campus with approximately 120 computers.

SHARED COMPUTER LABS

Academic Center
ACE 329

Hamilton Center
Classrooms - HCL 5

Cook Library
LBR 209

Cook Library
LBR 118 (OLAB)

SPECIALIZED COMPUTER LABS

Bon Seigneur - BON003

Dolphin - BON010

Heiser Natural
Sciences - HNS 108

Language (OLAB) -
LBR118

Marine Science - MBR110

Music - LBR118

Physics - HNS203

Psychology - PMC213

Quantitative Resource
Center - LBR227 & 219

Social Sciences Research
Lab (SSRL) - ACE228

Caples Fine Arts -
CFA409

TRANSPORTATION

DRIVING TO NEW COLLEGE OF FLORIDA

Traveling via Interstate 75:

- Use Exit 213, University Parkway.
- Go west on University Parkway for about 7 miles, passing Sarasota-Bradenton International Airport on your right, until you reach the intersection with U.S. 41.

To Bayfront Campus (including College Hall):

- Turn right (North) onto U.S. 41 and turn left at the next stoplight, College Drive.
- Continue straight on College Drive at the stop sign and enter our Bayfront Campus.

To Pei Campus (including Sudakoff Conference Center):

- Turn right (North) onto U.S. 41 and turn right at the next stoplight, General Spaatz Boulevard.

To Caples Campus (including Sainer Pavilion):

- Continue heading west across U.S. 41 and enter Ringling Plaza. Ringling Plaza dead

ends at Bay Shore Road.

- Turn left (south) onto Bay Shore Road for 75 yards and turn right (west) into Caples Drive.



FLYING TO NCF

Sarasota-Bradenton International Airport (SRQ)

SRQ is adjacent to the New College campus, making it by far the most convenient airport when traveling to the college.

Tampa International Airport (TPA)

Many choose to fly into Tampa as a wider variety of airlines fly into TPA and schedules are more flexible. TPA is located 55 miles north and is a little over an hour's drive.

GROUND TRANSPORTATION

Shuttle services available between Tampa and Sarasota:

SuperShuttle

(727) 572-1111

(800) 282-6817

Rates for a one-way trip from the Tampa Airport to New College of Florida will be around \$70 for one person and \$15 for each additional person.

Greyhound Bus

(800) 231-2222

\$12-17 from Tampa and Bradenton.

Blue Sky Airport Limo Service
(941) 366-3500

Please call for a quote.

PARKING

Palmer D first floor

(941) 487-4626

parking@ncf.edu

www.ncf.edu/visitor-parking

Rates

- Student-Annual \$75.00
- Student-Semester \$37.50
- Motorcycle \$5.00
- Monthly Permits \$10.00
- Value Lot-Annual \$25.00
- Value Lot-Semester \$12.50

Temporary Permits

During business hours, if your length of stay will exceed the allotted time period for visitor parking, please secure a temporary visitor permit from the Parking Services Office, or the Campus Police Department. Any New College faculty, staff or student who is not in possession of his/her permit must also obtain a temporary permit.

INTERNSHIPS

FOR MORE INFORMATION: Andrea Knies, Internship Coordinator | aknies@ncf.edu

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and

skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields

they are considering for career paths; and give employers the opportunity to guide and evaluate talent. (National Association of Colleges and Employers, 2011)

The Benefits of Interning

- 64.8% of interns were offered full-time employment
- Apply your skills in the community
- Collect research for your thesis

- Learn new skills
- Discover new areas of interest
- Boost your resume for graduate school or a career
- Meet potential recommenders

New College's special license plates are a great way for Florida residents to show their support, because \$25 of the annual cost goes directly to support the College. To keep our "special edition" plates rolling down the highway, find out how you can purchase a New College tag.

SUPPORT SERVICES

CENTER FOR ENGAGEMENT AND OPPORTUNITY (CEO)

Jane Bancroft Cook Library
(941) 487-4255
career@ncf.edu
www.ncf.edu/careers

Beyond the books, beyond the classroom, the Center for Engagement and Opportunity can help you apply to the National Student Exchange program, apply to graduate programs, seek out internships and prepare you to navigate the job market during your student years and after graduation. All guidance and advising supports each student's unique academic contract and personal objectives.

GENDER AND DIVERSITY CENTER (GDC)

Hamilton Center
www.ncf.edu/gdc

The Gender and Diversity Center (GDC) is a meeting place for student groups to work on social justice issues.

The GDC's professional staff strives to foster an environment that is conducive to the social, intellectual and academic well-being of the New College of Florida community by providing a space that facilitates learning and by making available resources for exploring, communicating and supporting diverse experiences. Through programming, advocacy and collaboration, the GDC coordinator dedicates their services and resources to working with campus entities to facilitate an environment that is inclusive, responsive and supportive to the needs of underrepresented members of the NCF community. The Center is available for studying, impromptu meetings and relaxing! If you wish to reserve the space for meetings, contact us.

Services:

- Programming related to diversity, multiculturalism and student success issues
- Diversity and Gender related materials that may be borrowed
- A place to host meetings and gatherings
- Leadership development
- Transition support

WRITING CENTER

Academic Resource Center
Jane Bancroft Cook Library
941-487-4506
writing@ncf.edu
www.ncf.edu/library

OFFICE OF FELLOWSHIPS

Courtney Hughes
Assistant Director
Career Opportunities and Engagement Center
941-487-4112
fellowship@ncf.edu
www.ncf.edu/national-fellowships

Career Opportunities and Engagement Center | 941.487.4421

| | | | | |
|--|---|---|--|--|
| for graduate school | Workshop | contacts at networking events | How to Get Credit for Your Internship | • Add the internship as a Tutorial or ISP on your contract |
| • Network | • Reach out to companies of interest directly | • Search databases such as idealist.org or internship.com | • Secure an internship | |
| • Earn credit | • Talk to faculty | | • Complete the Internship Learning Objectives Form | |
| Ideas for Finding an Internship | • Join our linkedin.com group | | | |
| • Attend an Internship | • Inquire with | | | |



EVENTS

NEW MUSIC NEW COLLEGE

- September 11 | 5 p.m.
Artist Conversation, Sainer
- September 13 | 8 p.m.
Blair McMillen, Sainer
(Pre-concert talk at 7:30)
- November 13 | 5 p.m.
Artist Conversation, Sainer
- November 15 | 8 p.m.
NC Chorus concert, Sainer
(Pre-concert talk at 7:30)
- January 15 | 5 p.m.
Artist Conversation, Sudakoff
- January 17 | 8 p.m.
Pamela Z, Club Sudakoff
(Pre-concert talk at 7:30)
- March 12 | 5 p.m.
Artist Conversation, Sainer
- March 14 | 8 p.m.
Inside In C, PepsiCo Arcade
(Pre-concert talk at 7:30)
- April 23 | 5 p.m.
Artist Conversation, Sainer
- April 25 | 8 p.m.
Ekmeles Ensemble, Sainer
(Pre-concert talk at 7:30)

NEW TOPICS NEW COLLEGE

- October 30 | 5:30 p.m.
Reclaiming the America Dream
Pulitzer Prize-winning reporter
Hedrick Smith
- November 18 | 5:30 p.m.
Sainer Pavilion
Composing for Broadway, Film
and TV composer David Krane
- December 4 | 5:30 p.m.
Sainer Pavilion
Traumatic Brain Injury Research
Dr. Fiona Crawford, President
of the Roskamp Institute and

Director of Military Research
Programs

- February 19 | 5:30 p.m.
Sainer Pavilion
Heidi Beirich, director of the
Southern Poverty Law Center's
Intelligence Project
- March 5 | 5:30 p.m.
Sainer Pavilion
Jeff Chanton '71, climate
scientist and professor of
Oceanography at Florida State
University
- March 19 | 5:30 p.m.
Sainer Pavilion
John "Jay" Lentini '69, fire
scene investigator and expert
witness

OTHER LECTURE SERIES:

- February 2 | 5:30 p.m.
Sainer Pavilion
David Altig, Executive Vice
President and Director of
Research of the Federal
Reserve Bank of Atlanta
and Mine Yucel, Senior Vice
President and Director of
Research, Federal Reserve
Bank of Dallas

NEW COLLEGE STUDENT ALLIANCE

The NCSA is the student government of New College. Every New College student is an automatic member of the NCSA. The NCSA allocates funds for student events, activities and athletic club sports.

THE TOWNE MEETING

This civic ritual happens in Palm Court once per month. A quorum is 50 students. The Towne Meetings is the NCSA legislature and passes all NCSA legislation.

EVENTS THROUGHOUT THE YEAR:

- All Power to the Imagination conference (Spring)
- Open Mic Nights at the Four Windz
- TransGiving
- Plays and theater productions in the Black Box Theater
- Court Soccer
- Rocky Horror Picture Show
- Bike Shoppe shows and other music events on campus (TBA on the forum and students list)
- RA events (large-scale events that are usually held each year include: Newstock, Pei Day, RA Loveline, Dance Marathon, Diversity Week)
- New Music New College
www.newmusicnewcollege.org
- New Topics New College
- Sail Future mentorships (Contact Abigail Oakes)
- Yoga classes
- Tennis classes
- Soccer team practice
- Gatsby Party (takes place in the Spring at Old Caples)
- Town Meetings

THINGS TO DO AROUND CAMPUS

- Hang out outside in the Pei courts and in 2nd and 3rd court lounges.
- Play the pianos around campus.
- Walk to the Bay (during certain times of the year you can see bioluminescence).
- Take out a canoe or kayak at the Sail Club (Caples).
- Visit Bike Shoppe.
- Walls (Fridays and Saturdays).
- Wallternatives.
- Palm Court Parties (these are large-scale campus-wide parties that happen three times a year- around Halloween, Valentines Day, and graduation).
- Club meetings (VOX: Voices for Planned Parenthood, Student-Farmworkers Alliance, Queery, Active Minds, SoColor).

THINGS TO DO IN SARASOTA AND TAMPA BAY AREA:

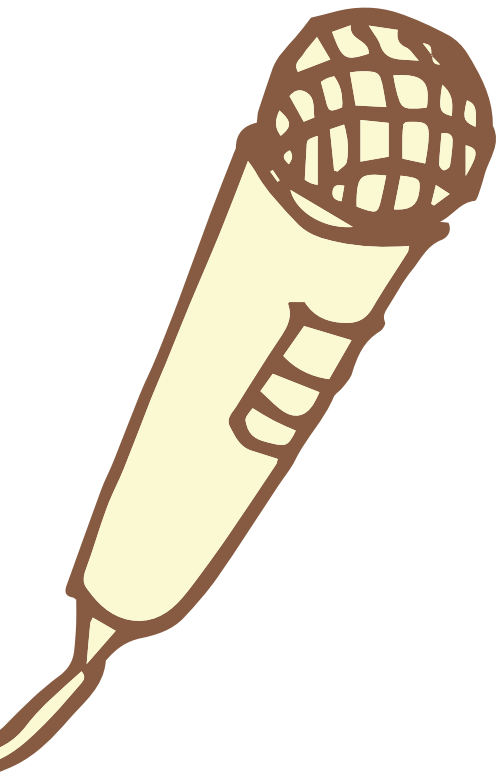
- Parkway 8 Cinema (cheap) www.omcinemas.com
- Regal Movie Theater (\$7 tickets on Tuesdays) www.regmovies.com/Theatres/Theatre-Folder/Regal-Hollywood-Stadium-20-Sarasota-1674
- Burns Court Cinema filmsociety.org/index
- Asolo Repertory Theater (Student Rush tickets are \$10) www.asolorep.org
- Jumpin Fun Sports www.jumpinfunsports.com
- Mote Marine Laboratory and Aquarium www.mote.org
- Lido Beach
- Siesta Key Beach (Drum circles Sunday nights)
- Ringling Museum (free with NCF ID) www.ringling.org
- Ringling Underground (first Thursday nights) www.ringling.org/events
- Marietta Museum of Art and Whimsy www.whimsymuseum.org
- Selby Botanical Gardens www.selby.org
- Ringling College Selby Gallery www.ringling.edu
- Downtown Farmer's Market (Saturdays) sarasotafarmersmarket.org
- Throb Nightclub (usually \$5) www.facebook.com/search:Throb-Nightclub
- 15 South Nightclub (\$5, salsa) www.15southristorante.com
- Ice Cream-Cafe A la Mode sarasota.patch.com/listings/cafe-ala-mode
- Westfield Sarasota Square Mall (movie theater) www.westfield.com/sarasota
- Westfield Southgate Mall www.westfield.com/southgate
- Goodwill www.experiencegoodwill.org
- Toy Lab www.yelp.com
- Selby Library www.selbylibraryfriends.org
- Coffee Shops: Pastry Art and The Coffee Loft www.pastryartbakerycafe.com www.coffeeloft41.com
- The Tea House Open Mic Nights (Thursdays) www.facebook.com/srqteahouse
- Hot Yoga www.bodyheatsarasota.com
- Paintball www.hi-tecpaintball.com
- Studio 20 dance www.sarasotaballet.org/studio-20
- Sarasota Lanes - Bowling www.sarasotalanes.com
- Roller Derby www.bradentuckybombers.net
- Sarasota Film Festival www.sarasotafilmfestival.com

CLUBS

Sing in the **New College Chorus**, dance with the **Hip-Hop Dancing Club**, watch films with **FARF (Foreign Artsy and Rare Film)** or try improv with **The Football Club** (*not to be confused with the Flag Football team, of course*).

In fact, New College clubs change every year because they are designed by students to match their interests.

Here's a sampling of clubs and activities in the arts, advocacy and activism, culture and language, recreation, religion and spirituality, science, sports and writing.



ARTS

Acapellago is a four-part mixed a capella choir intent on warming people's hearts with glottal harmonies and performances throughout the year.

The **Classical Musicians Society** offers students trained in classical music performance or who have experience in performing symphonic/orchestral music (marching band, orchestra, etc.) an opportunity to practice and perform musical arrangements in an environment that fosters mutual growth.

Crafty Club holds weekly workshops utilizing a variety of materials, such as beading, felt softies, origami, lanyards and sewing.

Dance Tutorial is a student-run dance program that allows students to creatively express their own choreography twice a semester in the Mildred Sainer Pavilion.

Empty Set Circus offers training and practice of object manipulation and circus Arts. After all, our campus is on the former estate of "circus-king" Charles Ringling.

ADVOCACY & ACTIVISM

The **New College of Florida ACLU** assists the Sarasota/Manatee/Desoto ACLU chapter with local activism on behalf of civil liberties.

Active Minds promotes mental health awareness, education and advocacy organization on campus with the aim of reducing the stigma around mental illness.

All Power to the Imagination (API) provides an opportunity to discuss how theory and practice can work together to create stronger, more successful social movements.

Next Step pairs New College students with teenagers in the foster care system for on-campus tutoring and mentoring.

Queery has been destroying the hetero-normative patriarchal family unit with subversion and laughter since 2009.

Sarasota Food Not Bombs helps fight poverty in the community by preparing and distributing meals to those in need, organizing creative actions to end war and poverty and educating people about hunger, health, peace and justice.



Sarasota IndyMedia is a nonprofit collective of independent individuals committed to creating community-based media in Sarasota to communicate important community happenings that are often ignored or misrepresented by other media outlets.

Students also participate in:
Students for a Sensible Drug Policy (SSDP)

Student-Farmworker Alliance (SFA)

VOX: Voices for Planned Parenthood

CULTURE & LANGUAGE

New College has a number of clubs that supplement language study in Latin, French, German and Spanish promote specific cultures beyond language study.

Anime Club shares a key part of Japanese popular culture by screening and discussing current and classic anime.

The **China Club** hosts annual events such as the Mid-Autumn Festival, Chinese New Year Dumpling Making and Spring Karaoke.

The **Cultural Exchange Club** exposes students to different cultures, promotes intercultural tolerance and brings fun and educational cultural events to campus.

RECREATION

Students enjoy the water through the **Sailing Club, Swim Club, Fishing (and Sunrise and Sunset Watching) Club** and **New College Bull Sharks**, a club for students, faculty, administration and alumni interested in scuba diving.

RELIGION & SPIRITUALITY

New College students have individualized opportunities for religious understanding through such clubs as **Hillel, NCF Unitarian Universalists**, and **Jesus Club**.

SCIENCE

Students study the planets and stars in the **Astronomy Club** and participate in **The Honduras Project**, an annual summer project for students interested in marine field work in Cayos Cochinos, Honduras.

STUDY SPOTS:

Ham Center: lots of students work in the Old Mail Room, the GDC, and in the general cafeteria area. There's also a study room in the front of Ham Center that leads into the Mail Room.

Study rooms and lounges in the letter dorms Library for quiet study.

Starbucks inside the Ringling museum

The col-LAB: a space where you can work in groups in the library

The ARC: another space in the library. There are computers for student use and space for group collaboration.

Four Winds

Ringling Museum grounds

Outside B dorm and B dorm lounges

Picnic tables outside the Palmer buildings and Ham Center

Thatched Roof Classroom (bayfront)

ACE lounge: on the first floor of the academic building to the right of the overpass when coming over the overpass from the Pei side of campus



CAMPUS POLICE

Bay Shore Road
*(building across from Heiser
 Science Center)*
 (941) 487-4210
police@ncf.edu
www.ncf.edu/police
 Twitter: @CampusPoliceSRQ
 Facebook: CampusPoliceSRQ

The emergency notification system and information on how to use it can be found at:
www.ncf.edu/ncf-safe

Emergency numbers and contact information for campus resources can be found at:

www.ncf.edu/emergency-phones

The Campus Police are here to assist you. We provide a multitude of services such as safety escorts, motorist assists, and police services such as criminal and crash investigation. We also offer rape aggression defense classes (R.A.D.). All of our officers are certified police officers.

To find more information on the annual security report, visit ncf.edu/police. This link will give you access to the crime and fire statistics for the New College campus, as well as, adjacent areas. There is also a link to the crime prevention brochure.

While on campus, it is recommended to file bike and laptop registration forms. Your bike and laptop's serial number will be recorded in the event they are lost or stolen.

SAFETY TIPS FOR PARKING:

Here are some important tips to follow to keep you and your vehicle safe:

- Lock your vehicle when you park.
- Don't leave your vehicle unattended with the motor running.
- Don't leave money or valuables in your vehicle where they can be seen.
- Call Campus Police for evening escort to your vehicle (941) 487-4210.
- Keep your keys in your hand when entering or leaving your vehicle.
- Be aware of your surroundings when entering or leaving your vehicle.
- Use the emergency phones provided in the parking lots to contact campus police in the event of an emergency.

COUNSELING & WELLNESS CENTER**CWC 120**

(across the street from ACE plaza)
 (941) 487-4254
cwc@ncf.edu
www.ncf.edu/cwc

The Counseling and Wellness Center is available to all currently registered New College students, providing services related to the development of the whole person; emotional and physical well-being, as well as, academic concerns. A wellness philosophy is the foundation for all services and programs. Our belief is that

wellness helps students be more responsible for their lives and to understand the factors that affect their well-being. Students are more resilient to meeting demands and challenges when they make informed and reflective decisions.

Interactive Screening Program

www.ncfwellness.org

This is an anonymous screening tool regarding stress, anxiety, depression, and other problems that can interfere with academic, social, and personal functioning. One of our experienced therapists at the CWC will review your questionnaire, and provide a personal response over the secure website, which allow for messages to be exchanged between you and the therapist while your identity remains protected.

**Tips for Parents, Faculty, and Friends**

Common problems that students sometimes experience while in college include:

- Depression
- Stress management
- Eating/body image issues
- Anxiety
- Substance abuse
- Time management
- Relationship concern

Counseling Services

Our therapists provide individual, couples and group counseling, crisis intervention and psycho-educational information.

STUDENT HEALTH SERVICES

On-campus services are available to currently enrolled students during the Fall and Spring semesters. Find out about scope of services, immunization requirements and student health insurance.

CRISIS SERVICES

Medical Emergencies

If you are experiencing a medical emergency and need immediate assistance, call 911 (8-911 from campus phones) or use the blue emergency phones located throughout campus.

Crisis Services

If you need immediate mental health assistance such as suicidal or homicidal crisis, sexual assault or rape, domestic violence, deaths, serious accidents, or thoughts of committing dangerous acts, call 911.

If you find yourself requiring emergency services between 8am to 5pm, Monday through Friday, please contact the Center.

A Victim Advocate is available 24-7 by calling (941) 504-8599.

For assistance, leave a message with your number and your call will be returned as soon as possible. The Victim Advocate is available to assist victims of crime, sexual assault and partner violence.

STUDENT DISABILITY SERVICES (SDS)

www.ncf.edu/disability-services-ncf

Services available to New College students designed to support the full participation in all programs and activities, as well as, referrals to campus and community services, advocacy and auxiliary aids.

Disability Services through the Counseling and Wellness Center are for currently registered New College students.

SDS offers a range of services to students including reasonable accommodations, referrals to campus and community services, advocacy and auxiliary aids.

These services are designed to support the students' participation in all programs and activities offered at New College. Services are individually designed and based on the specific needs of each student as identified and documented by SDS.

In order to be eligible for disability related services, students are required to register and provide documentation of their disability through the SDS.

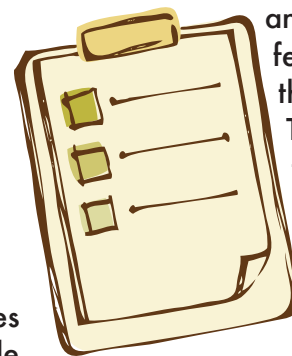
If special accommodations are necessary, the student will be assisted in the development and implementation of the plan by the SDS staff. The process is intended to coordinate efforts with faculty members and college staff while maintaining privacy for the student.

E-CHECKUPTOGO

www.ncfwellness.org

The Alcohol e-CheckUpToGo is an interactive, confidential web survey that allows college students to enter information about their

drinking patterns and receive feedback about their use of alcohol. The assessment takes about 6-7 minutes to complete and is self-guided.



When you access the Alcohol e-CheckUpToGo, you are prompted to enter information about yourself. In addition to demographic information, it will ask you to enter information about your drinking habits, family history, and to complete the World Health Organization's AUDIT.

After all information has been entered, you submit the form. The information you entered is then validated and processed. The Alcohol e-CheckUpToGo calculates a number of variables and compares your responses to national and local college norms.

Then, your personalized feedback is displayed in an easy-to-read format.



FITNESS CENTER

(941) 487-4218

fitnesscenter@ncf.edu

www.ncf.edu/fitness-center

HOURS

(subject to change)

Mon. - Thurs.

8:00 am - 6:00 pm

Friday: 8:00 am - 6:00 pm

Sat. - Sun.: Noon - 4:00 pm

Get a custom program from a certified personal trainer - free for NCF students, faculty and staff. Email ACE certified personal trainer and NCF Fitness Director, Colin Jordan to set up an appointment at cjordan@ncf.edu.

Whether you want to get in shape, relieve stress or just socialize with your friends, the Fitness Center can help you meet your personal goals. The Fitness Center is located on Pei Campus, convenient to student housing.

Our outdoor facilities include:

- 25-meter swimming pool
- hot tub
- two indoor racquetball courts
- dance and exercise room
- a lighted basketball court
- two lighted tennis courts
- a multipurpose playing field and softball diamond
- fitness path
- kayaks and sail boats

(with free sailing and kayaking lessons available through the Sailing Club)

- rent camping, SCUBA and sports camping equipment.

Indoor facilities feature a variety of strength-training and cardiovascular equipment including:

- CYBEX Arc Trainers
- OCTANE Ellipticals
- TRUE Treadmills
- Concept 2 Rowing Machine
- Lifecycle and Schwinn stationary bikes
- Stairmaster step machines
- Quinton treadmill
- Concept II rower

The weight room includes a full line of CYBEX selectorized weight machines.

From Pilates to Zumba to Brazilian Jiu-Jitsu, the Fitness Center also offers a variety of aerobics workouts and dance classes as well as workshops on health and nutrition.

CAMPING EQUIPMENT

Camping Equipment can be checked out at no cost. During high use times such as spring break, priority is given to student reservations.

SPORTS EQUIPMENT

Sports Equipment can be checked out at no cost by anyone who is eligible to use the fitness center, including guests. You will be asked to leave your ID with the on-duty staff assistant if you take equipment outside.

POOL/FACILITIES

Fitness Center and Pool Hours
Mon-Fri: 8am-6pm
Weekends: 12pm-4pm

BUSINESS OFFICE

Palmer D (1st floor)

(941) 487-4625

business@ncf.edu

www.ncf.edu/business-office

PAYMENT AND BILLING

Payment Deadline:

2nd Friday of the term

Each term, your payment for tuition, housing, meal plans, and other fees are due by the end of the Friday of the second week of classes. The amount due will be the sum of charges less all loans, grants, and scholarship aid, posted to your account.

If you still owe money after the deadline you will be assessed a \$100 late payment fee and your registration will be cancelled.

To re-register, you must pay in full the balance due, plus a \$50 late registration fee and a \$100 late payment fee. The payment deadline is published in the Academic Calendar and General Catalog.

PAYMENT METHODS

Online:

myncf.ncf.edu

(click on NewCLEIS tab)

NCF username/password

Visa, MasterCard, Discover

and American Express (AmEx payments accepted only online)



Mail or In-person:

Business Office
Palmer D (1st floor)
5800 Bay Shore Road
Sarasota, FL 34243
Cash, Check, Visa, MasterCard
or Discover

VISIT myncf.ncf.edu
(click NewCLEIS tab)
to view:

- Account balance
- Hold Status
- Payment
- Bills
- Course Registration
- Financial Aid Awards and Requirements
- SAP Status

Invoices:

An invoice is mailed within 30 days of the start of each term and then again approximately 30 days into the semester.

Installment Plan:

www.ncf.edu/paying-your-bill

- Two-payment installment plan each term.
- \$15 processing fee due with the first half of the balance.
- The signed, notarized form, and the first half of the balance (plus the fee), are due prior to the fee payment deadline date. The remaining balance is due by mid-term.

TAX INFORMATION

myncf.ncf.edu (available after Jan. 31, click on NewCLEIS)
1098T forms are mailed out the

last week of January each year to those students whose qualified charges billed exceed the total of their scholarships, aid and grant awards. No hard copy of the form is generated for persons with more scholarships and aid than charges.

TUITION BILLING

New College assesses block tuition. We bill each semester for a contract. One contract is billed for the equivalent of 16 credit hours, and each ISP for the equivalent of 4 credit hours.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

Office of the Registrar
Palmer D (1st floor)
www.ncf.edu/ferpa

If you want to give College staff permission to discuss your student account with anyone, either over the phone or in person, authorize this through a signed "FERPA" release with the Office of the Registrar.

NOTE: If this release is not on file, we will not disclose this information to anyone (regardless of who pays the bills).

FINANCIAL AID

Robertson Hall
www.ncf.edu/financial-aid
(941) 487-5000
ncfinaid@ncf.edu

Financial Aid Disbursements:
Funds (except work-study)

- Are automatically applied toward tuition, room and board.
- Are distributed third week of classes.
- Any credit balance remaining will result in a refund check, available for pick-up from the Business Office.
- Loan funds for first-year and first-time borrowers will be delayed for 30 days on the first installment of the loan.
- Any loan funds received after the financial aid disbursement date will be credited to the student's account.

Refunds:

- Will not be available earlier than the third week of the semester. (The date of disbursement to accounts is not the same as the refund date.)
- Take approximately one week to 10 days after aid and loans are first disbursed onto student accounts to determine eligibility, check all the figures for accuracy, and designate any remaining credit balance on the student's account for refund.
- Refund checks processed later in the term are typically printed on Thursday mornings and are available for pickup in the Business Office by showing a valid picture ID (mailed to the home address upon request of the student).

COMMON REASONS FOR FINANCIAL AID DELAYS:

- No FAFSA
- Incorrect or late FAFSA
- Incomplete verification

FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID):

Priority deadline:

- February 15 (new students)
- March 1 (returning students)
- Complete an error-free FAFSA each year as a basic eligibility requirement for federal aid, all loans and institutional need-based aid.

Verification of FAFSA:

- Check the comment section on your Student Aid Report to learn whether the US Dept. of Education has selected you for "verification."
- Submit your tax information using IRS data retrieval and send it to the New College financial aid staff along with a completed verification worksheet.
- Need-based aid cannot be awarded or applied to your student account unless verification has been completed.
- NOTE: You will be responsible for making payment on your student account until this is resolved.

SAP (Satisfactory Academic Progress)

- for financial aid purposes:
- myncf.ncf.edu (click on NewCLEIS tab)
- Incompletes and Unsatisfactory results impact your SAP status.
- "Termination" blocks assignment of most financial aid.

- "Warning" puts all financial aid at risk.

Bright Futures:

- Requires the satisfactory completion of both your fall and spring contracts.
- Incomplete contract will prevent the renewal of
- Bright Futures until it is satisfied.
- Financial Aid and Title IV Authorization Form:
- myncf.ncf.edu/group/ncf-business-office/students
- Use this Form to authorize how we should distribute your aid.

Box #1:

- Allows the College to apply financial aid to all current charges that are incurred for educationally related activities – books, supplies, miscellaneous fees, fines, etc, in addition to tuition & fees/ room & board. For a book advance to be approved, the form must be filed with the 1st box checked.

Box #2:

- Allows the College to apply financial aid to outstanding charges from the prior year (up to \$200.)

Box #3:

- Allows the College to hold any excess financial aid from fall term and apply it to your spring semester charges. (Spring excess funds cannot be carried to the fall semester of the next academic year. Any excess funds will be refunded during spring.)

Book Advances:

- If your aid exceeds tuition, room and board costs, you may qualify for a book advance up to \$600.
- Available at the beginning of

each semester.

- Must be registered for classes and have completed a Financial Aid & Title IV Authorization Form (with box #1 checked).
- The campus bookstore will charge the costs of the books to your account, using your student ID.
- Any unused funds will be returned in a refund check as outlined in the refunds section.

Parent PLUS Loans:

- myncf.ncf.edu (click on NewCLEIS tab)
- If your parent is borrowing a PLUS Loan, your parent is required to complete a PLUS Loan Authorization Form.
- Designates where any remaining credit balance should be mailed (to the parent or student).
- If no form is on file, the refund will be made to the parent.
- ALL FIRST-TIME STUDENT LOAN BORROWERS MUST complete entrance counseling and sign a master promissory note.
- LOANS CANNOT BE PROCESSED AND CREDITED TO YOUR ACCOUNT until entrance counseling is completed and a Master Promissory Note is signed electronically at www.studentloans.gov.
- PLAN WISELY TO MINIMIZE YOUR DEBT UPON GRADUATION. Consider reducing your loan amounts for the spring semester due to lower costs.

TERM CODES:

Will be listed as YYYYMM, for example 201408 for this August.

REGISTER

Office of the Registrar
Palmer D (1st floor)
(941) 487-4230
records@ncf.edu
www.ncf.edu/registrar

The Office of the Registrar registers admitted students who are enrolling at New College of Florida and returning students as long as there is no balance owed on the student account and there are no other holds on your account

Registration levies the tuition charges and fees on your account for the current term.

Discuss with your faculty advisor your plans to meet all of your graduation requirements: 31 units, area of concentration, thesis and the baccalaureate exam.

CONTRACT:

- Work with your faculty advisor to negotiate your contract.
- Sign your semester contract, indicating the courses and other academic activities you will complete.
- Submit your contract to the Office of the Registrar.
- Due Wednesday of the second week of classes.
- Late registration or a late contract submission will result in a \$50 fine.

If your registration is late the following actions will take place:

- If you receive this message, call (941) 487-4625 for information about charges and payment needed.
- A message will be stamped on the statement.
- Tuition charges will not be listed on the statement.
- Florida Prepaid benefits cannot be applied to your account if you are not registered and if we do not have a social security number on file for you.

ON-CAMPUS RESIDENCE/ MEAL PLAN CHANGES

www.ncf.edu/housing-dining
(941) 487-4259

If you change your living arrangements or meal plan, very often the result will be a balance due.

- Due within 5 business days of the change.
- Payment should be made either at the Business Office or
- myncf.ncf.edu (click on NewCLEIS tab).
- Any changes that result in a refund are processed weekly.
- Meal plan money does carry over from fall to spring.
- Any balance at the end of the spring term is forfeited.

HOLD STATUS:

Unpaid balances or other types of unmet requirements result in a hold on your account. Until the balance is paid, no transcripts, new registrations or diplomas can be released until the hold criteria is satisfied.

Immunization Record:

- Submit a current immunization record to the Counseling & Wellness Center before attending New College.
- A hold is placed on your student account and you will not be registered until this document is received.

Library Fines-Cook Library:

941-487-4305

www.ncf.edu/library

Fines levied by the Library are put on student accounts through an electronically generated file. All credits are sent to the Business Office in writing. Unpaid fines will result in a hold on your student account.

Address Updates:

Please update your permanent address with the Registrar.

Florida Prepaid:

www.ncf.edu/florida-prepaid-college-program

The Florida Prepaid College Plan pays a maximum of 120 credit hours for 4-year university contracts. Other contract types pay differently – see your plan agreement.

- Minimum graduation requirements can be completed within 3.5 years.
- 7 contracts and 3 ISPs are billed at 124 credit hour equivalents.
- 4-year university Florida Prepaid College Plan will cover tuition for all but 4 billable hours of the minimum 7 semester/3 ISP requirements.

JOIN US FOR FAMILY WEEKEND: SEPTEMBER 26-28, 2014

www.ncf.edu/family-weekend

Some of the highlights include: Complimentary Friday evening Welcome Social at Hampton Inn & Suites, Sarasota-Bradenton Airport; Sunset Cruise on LeBarge (Friday evening), Free Admission to Ringling Museum on Saturday; and Sunday Brunch on the Bay front (at College Hall). More details to follow. Email parents@ncf.edu for more information.

HOW TO CONNECT

www.facebook.com

Search: New College Parents

IMPORTANT PHONE NUMBERS FOR FAMILIES:

Campus Police
(941) 487-4210

Student Affairs
(941) 487-4250

Counseling and Wellness Center
(941) 487-4254

Registrar
(941) 487-4230

Business Office
(941) 487-4625

Financial Aid
(941) 487-5000

New College
Alumnae/i Association
(941) 487-4800



NEW COLLEGE ALUMNAE/I ASSOCIATION

The Keating Center
5800 Bay Shore Road
Sarasota, FL 34243
941-487-4900
ncalum@ncf.edu
www.ncf.edu/alum

Nimbus and Nimb-e

Two times per year the NCAA publishes the alumnae/i magazine, *Nimbus*. Launched in 1985 by the NCAA's first executive director, Carol Ann Wilkinson, its purpose continues to keep our 6,500 alums connected to New College. Every issue contains regular departments that update the community about NCAA resources and profiles stories about the campus community and beyond.

Nimbus also provides regular updates on Alumnae/i Association signature programs – alum fellowships, mentoring, student grants, chapter events, reunion, our website and online community, networking events, special fundraising initiatives and collaborations with College initiatives. These programs, services and events serve current students and alums and are a major part of the NCAA mission.

Nimb-e is published monthly as a companion to *Nimbus*. Nimb-e provides up-to-date schedules and interactive elements on College initiatives and stories. Look for photos, videos, and reports to stay up-to-date on all events and activities.

Want to receive the latest updates and news from New College?

Submit your information! Send your name, address, email and contact information to the:

New College Alumnae/i Association
(941) 487-4900
ncalum@ncf.edu

Mingle and mix with alums and network every year at **New College Commencement**. The graduation ceremony at New College in May lends itself to another opportunity for current students and parents to engage with alumni in the world. Each year, the Alumnae/i association hosts a reception following the commencement ceremony. In an informal and fun atmosphere, alum, graduating students and current students mix and mingle while a student band entertains.



DO WE HAVE YOUR EMAIL?

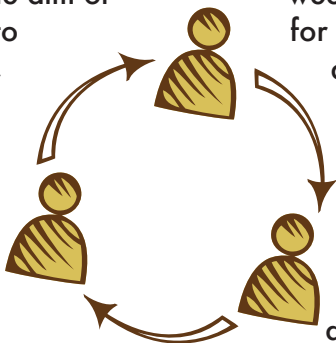
LOOK IN YOUR INBOX FOR UP-TO-DATE NEWS, EVERY MONTH IN **Nimb.e**

Reunion Weekend

Reunion Weekend is for everyone in the New College family! During reunion, NCAA hosts approximately 15 events including, mini-classes, special anniversary dinners, student welcome reception, open houses, walking tours, open mics, dinner and dancing, not to mention, our annual fundraiser dinner, Clambake. Join us for a delicious seafood dinner served in Sarasota-style down by the bay. This year, Reunion and Clambake will be held on October 31-November 2, 2014.

Chapter Events

Each year, the NCAA hosts between 10 and 15 chapter events around the state of Florida and country. The aim of these events is to connect alumni, parents and prospective students and foster relationships between New College constituencies. Join your chapter today!



Student Mentoring

Each year, the NCAA hosts between 8 and 10 one-hour-long mentoring sessions for students known as “coffee talks”. The coffee talks are informal gatherings hosted in the Keating Center where the speaker talks about their experience working

in a given field. In keeping with the small class-size experience student enjoy, each event is open to a maximum of 20 students. This allows all students the opportunity to engage and ask questions. Encourage your student to attend and network at NCAA coffee talks – more than fifty alums and friends have participated in this series since 2007, providing information to student ranging from non-profit entrepreneurship to international business and finance. Many outcomes of these events include internship and job opportunities.

Alumnae/i panel

For the past five years, the NCAA has participated in Family Weekend. The highlight of this weekend is the alumnae/i panel for parents and students. Three alums discuss their transition out of New College and the skills that New College taught them which have helped serve them in their respective careers. In addition, the NCAA hosts an informal reception with food before or after the panel for parents and students to network and converse.

Student Research and Travel Grant Program

For more than two decades, the Student Research and Travel Grant Program has provided grant funding to New College students in support of research and travel associated with their thesis work, tutorials and independent study projects. Proposals are submitted twice per year, in the fall and spring semesters. Encourage your student to ask about this program and how it may help fund their future travel and research for off-campus study.

New College Fund & Phonathon

The NCAA has a distinguished role in its contributions to the New College Fund through its series of Phonathons, directed by NCAA and staffed by student callers. The Phonathon is a critical component of the efforts to increase alumni and parent giving – more than half of all alumni donors each year come through Phonathon. Student callers are full-time New College students who work throughout the academic year securing unrestricted money and thanking donors. They often foster relationships and offer updates and news to maintain and improve relationships with our community. If your student is looking for employment on campus, encourage them to reach out to the NCAA for opportunities such as this.

CONSIDERATIONS FOR FAMILIES AND STUDENTS

What if my student calls in distress?

- Listen
- Be supportive and open to the information,
- Assist in problem solving, but try not to rush to the rescue.
- Encourage them to visit the Counseling and Wellness Center (941-487-4254).
- If your student indicates that they are in immediate danger, contact the Campus Police at 941-487-4210

The following information was taken from collegeparents.org.

Ways to address student concerns:

- Wait – and take a breath.
- Give yourself time to process what your student is telling you, and LISTEN
- Think carefully about your response.
- A student may fear disappointing you
- Be honest and direct
- Show support and acceptance
- Acknowledge their feelings.
- Reflect that you understand how a situation may be difficult for the student
- This is not the time to talk about how it is difficult for you
- Acknowledge your own feelings.
- Be honest about your feelings
- Take some time.

- If your feelings are too strong to deal with right now, or if your student is too emotional, take time to think about what needs to be discussed and talk in a couple hours.
- Keep your discussion as objective as possible.
- Try to listen more than talk at first. Don't respond yet. Get the facts.
- Be rational.
- Try to remain calm and thoughtful about the reality of the situation and options moving forward.
- Be clear.
- If there are limits to what you will support, be clear about them.

- If you have expectations moving forward, spell them out.

Utilize your resources

Depending on the concern your student has there are several resources on campus which can assist them:

- Counseling Center
- CWC
- Disability Services
- Advisor/Provost Office
- Library/Academic Resource Center

GET CONNECTED TO RESOURCES



READ AND FOLLOW NEW COLLEGE NEWS ON OUR OFFICIAL FACEBOOK & TWITTER PAGES:

facebook.com/newcollegeofflora

twitter.com/NewCollegeofFL

Request to join the NCF parents group



WATCH VIDEOS OF NCF HAPPENINGS:

youtube.com/NewCollegeofFL



ENCOURAGE YOUR STUDENT TO JOIN US ON LINKED IN FOR VALUABLE INTERNSHIP AND CAREER ADVICE AND CONNECTING WITH ALUM:

linkedin.com search: New College of Florida (University Pages)



tumblr.

READ BLOGS RIGHT FROM OUR STUDENTS AT THE OFFICIAL TUMBLR PAGE:

newcollegefl.tumblr.com



Since 2009,
**THE PRINCETON
 REVIEW**
 has named New College
 one of
**THE BEST COLLEGES
 IN AMERICA**, including
 #2 in 2014.



According to the *Washington Post*,
**NEW COLLEGE HAS
 MORE
 FULBRIGHT
 SCHOLARS**
 per capita in recent years than
**HARVARD, STANFORD,
 OR YALE.** (2010)

WWW.NCF.EDU/PARENTS

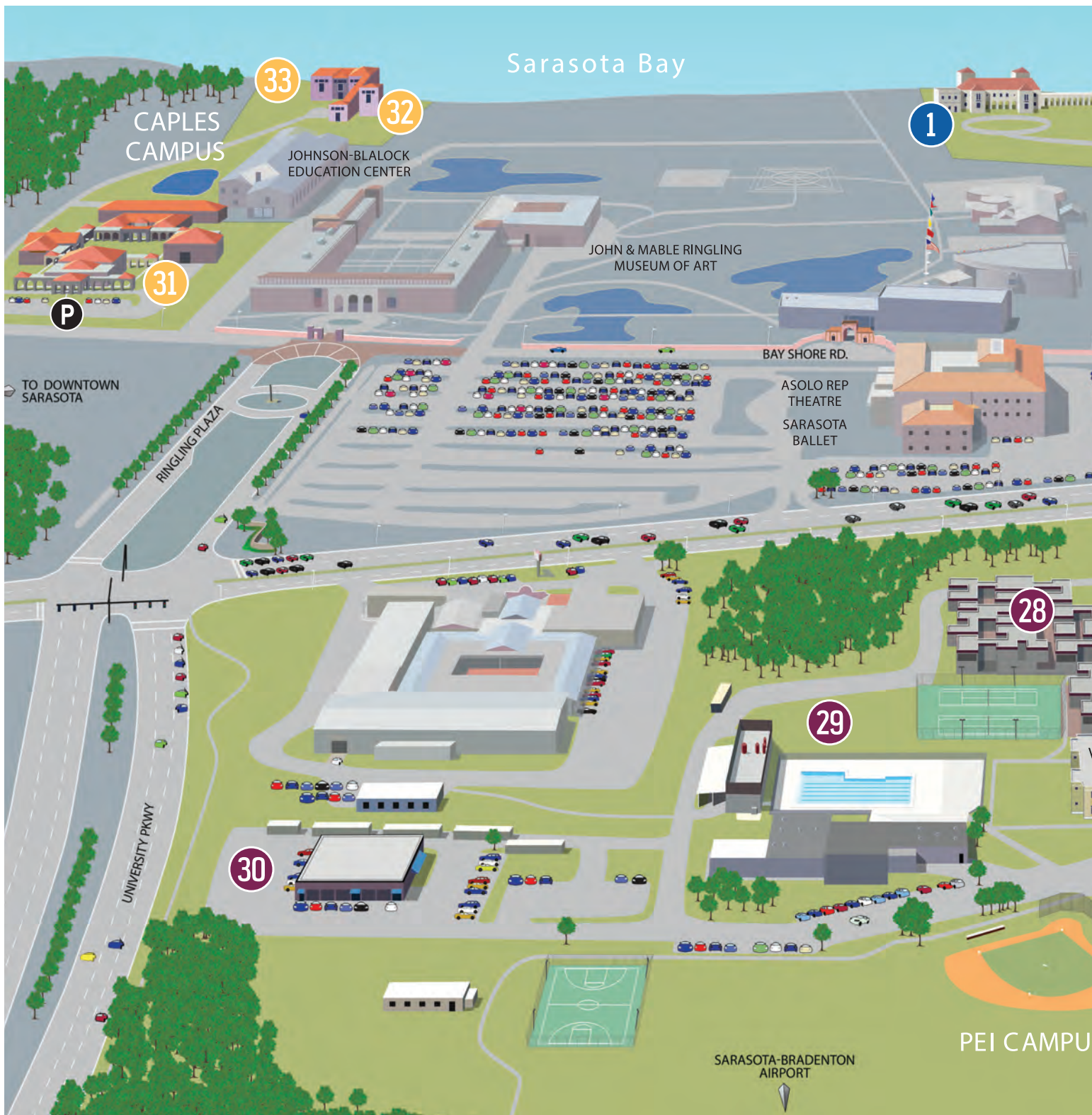
**TOP GRADUATE OR PROFESSIONAL SCHOOLS ATTENDED
 BY NEW COLLEGE GRADUATES:**

| | |
|--------------------------------|-----------------------------------|
| American University | New School for Social Research |
| Benjamin Cardozo School of Law | New York University |
| Carnegie Mellon University | The University of Chicago |
| Columbia University | Tufts University |
| Cornell University | University of California-Berkeley |
| Duke University | University of Florida |
| Florida State University | University of Pennsylvania |
| Georgetown University | University of Texas-Austin |
| Harvard University | University of Wisconsin-Madison |
| Johns Hopkins University | Yale University |
| Mount Sinai School of Medicine | Yeshiva University |

DISTINGUISHED ALUMNI INCLUDE:

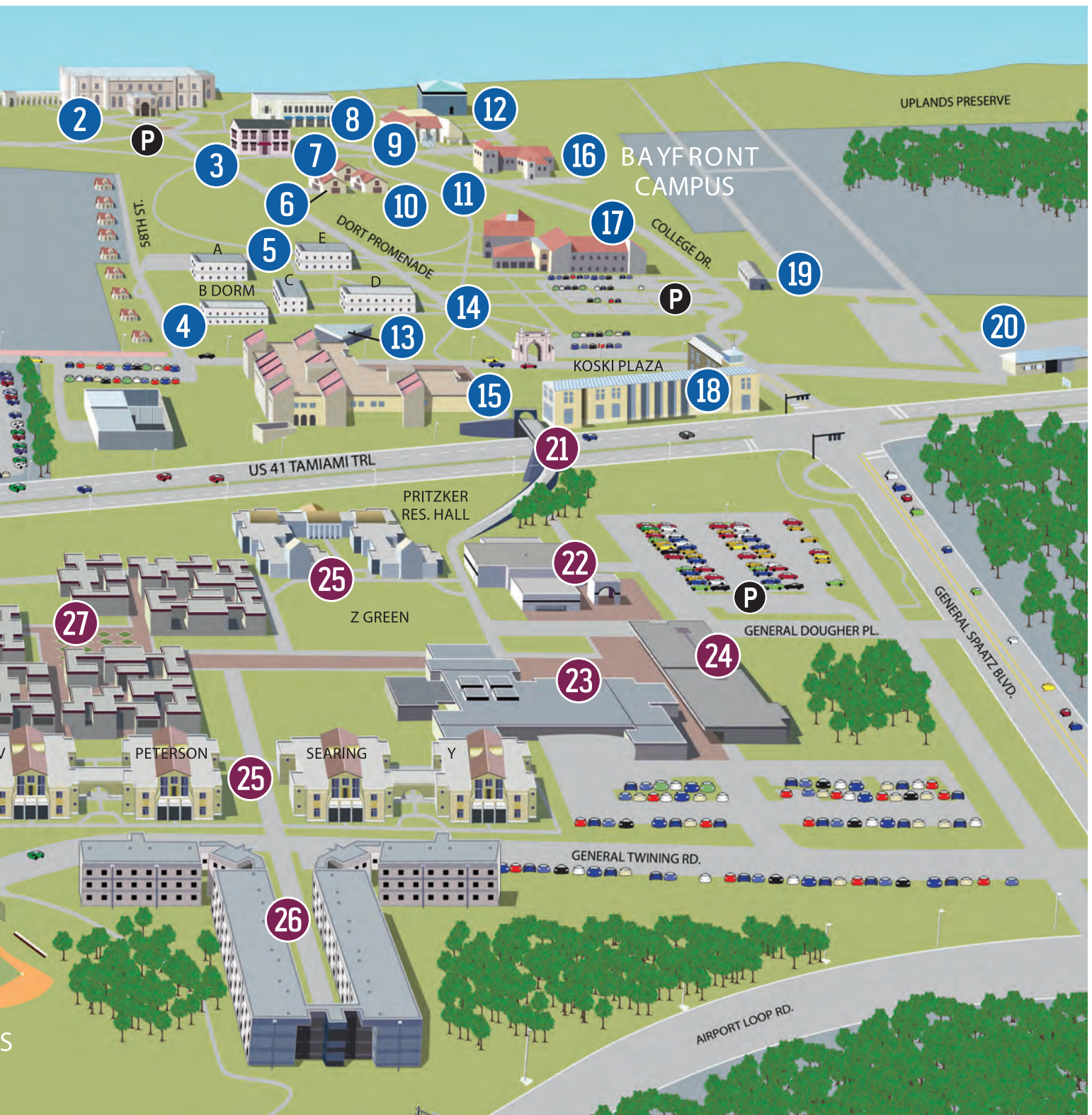
Barnie's CoffeeKitchen CEO Jonathan Smiga
 Facebook User Operations Specialist Emily Vasile
 Hollywood producer and scriptwriter Carol Flint
 MTV Emmy Award winning producer Cheryl Horner Sirulnick
 New York Federal Reserve Bank President William Dudley
 New York Times best-selling author David Allen
 Stanford Law School Center for Internet and Society Director of Civil Liberties Jennifer Granick
 Telemundo Emmy Award winning anchorman Jose Díaz-Balart
 The Walt Disney Studios Senior VP of Creative Film Services Jackson George

OUR STUDENTS GRADUATE WITH
 FAR LESS STUDENT LOAN DEBT THAN
 THE NATIONAL AVERAGE
**AND 50% OF
 THEM HAVE
 NO DEBT AT ALL.** 



BAYFRONT CAMPUS

- | | | | |
|---|----------------------------------|--|---|
| 1 COOK HALL | 5 PALMER COMPLEX | 11 THE GREENHOUSE | 17 HEISER NATURAL SCIENCES / CHAE AUDITORIUM |
| 2 COLLEGE HALL & ADMISSIONS WELCOME CENTER | 6 PUBLIC ARCHAEOLOGY LAB | 12 BON SEIGNEUR HALL | 18 ACADEMIC CENTER |
| 3 SOCIAL SCIENCES | 7 ANTHROPOLOGY LAB | 13 COUNSELING & WELLNESS CENTER | 19 CAMPUS POLICE |
| 4 B DORM | 8 ROBERTSON HALL | 14 DORT PROMENADE | 20 CAMPUS BOOKSTORE |
| | 9 PRITZKER MARINE BIOLOGY | 15 COOK LIBRARY | |
| | 10 FOUR WINDS CAFÉ | 16 THE KEATING CENTER | |



PEI CAMPUS

- 21** PEDESTRIAN BRIDGE
- 22** SUDAKOFF CONFERENCE CENTER
- 23** HAMILTON CENTER / BLACK BOX THEATER
- 24** HAMILTON CENTER CLASSROOMS
- 25** RESIDENCE HALLS
- 26** GOLDSTEIN & DORT RESIDENCE HALLS
- 27** PALM COURT
- 28** PEI RESIDENCE HALLS
- 29** FITNESS CENTER
- 30** PHYSICAL PLANT

CAPLES CAMPUS

- 31** CAPLES FINE ARTS COMPLEX / SAINER PAVILION
- 32** CAPLES MANSION & CARRIAGE HOUSE
- 33** CAPLES WATERFRONT & SAIL CLUB

P VISITOR PARKING

GLOSSARY OF NEW COLLEGE-ISMS AND TERMS:

ACE: Academic Center (in the same plaza as the library, to the right of the overpass when walking from the Pei side of campus)

ANL: Anthropology Lab - located near the Four Winds off the Dort promenade

ARC: Academic Resource Center - located in the library

AOC: Area of Concentration (major)

Asolo Repertory Theatre: Theater building adjacent to campus (south of the library). Students can get rush tickets for \$10 an hour before shows start.

Bay Shore: The road that runs directly in front of the library

BBT: Black Box Theater - located in Ham center; hosts student productions

B Dorm: The only Palmer building that is still used as a residence hall

Big E's: A cool and cheap café about 2 miles south on Tamiami (41)

Bike Shoppe: Bike repair shop across from the soccer field attached to the Fitness Center to get bikes fixed for cheap (and often for free)

Bon: Bon Seigneur House - located near the Four Winds off the Dort Promenade.

AAC: Council of Academic Affairs

Cap: Often professors will limit how many students they will allow in their classes. The maximum number of students is called a cap (ex: "This class will have a cap of 15 students")

Caples: New Caples houses art studios and classrooms; old Caples is where the art history and environmental studies programs are based

The Catalyst: The school's newspaper - it's run by students under the sponsorship of a faculty member

CGA: Council of Green Affairs - this branch of the NCSA focuses on promoting environmental sustainability

Cohort: Incoming year used instead of graduation year

Community Board: A group who deliberates on a student's legal offenses to best serve the NCF community

COH: College Hall

Cop Shop: Police station located near Heiser (bike and laptop registration)

Crease: Area between Dort and Goldstein with large chess board

CSA: Council of Student Affairs

CWC: Counseling and Wellness Center- on the academic side of campus near the Palmer buildings.

Empty Set Circus: training and practice of object manipulation and circus Arts (including poi, hula hoops and fire spinning).

eSATAN: a form that you fill out to request funds from the SAC (Student Allocations Committee) for campus events and programs - the form must be submitted at least 1 hour prior to the SAC meeting and the requester must attend the SAC meeting to present their request

Fish Bowl: A dorm room with no balcony

Forum: An email listserv - any student can opt in to being on the list

Four Winds: Student run café near College Hall on the Dort Promenade

Free Store: A place where NCF community members leave items for free in Ham center near the cafeteria entrance (often there are clothes, books and miscellaneous items)

Free(gan) Table: A table where students leave food that students can take for free - in Ham next to the free store

GDC: Gender and Diversity Center (located in the South side of Ham center across from 2nd Court)

Great Book: A document that holds rules and regulations for student government

Growlers: A pub and live music venue about 2 two miles south on Tamiami (41)

Guest Pass: They can be obtained at Student Affairs or the Cop Shop, and are needed if your guest is not with you at ALL times - you are also responsible for your guest's behavior

Ham: Cafeteria/surrounding area of Ham Center

HCL: Hamilton Classrooms 1-8 (between Ham and Sudakoff)

ISP: Independent Study Project

IT: Technology department that can help with computer and internet issues

Letter Dorms: V, W, X, Y, Z dorms

LAC Requirements: Liberal Arts Curriculum Requirements needed for graduation

Mac Lab: Computers for anyone's use located in HCL 5

Mini-classes: An a la carte way to preview classes (see glossary of academic terms)

MyNCF or Portal: Newcleis (personal info, registration for classes, and financial aid), Moodle (syllabus info. And class readings), E-Mail (email), Work Request (anything that needs fixing, password ncf), SES (narrative evaluation system) and Help Desk (IT help)

NCAA: New College Alumni Association

NCSA: New College's student government (the New College Student Alliance). Every New College student is a member of the NCSA (even if they have not been elected to a position) and can vote at Towne Meetings

Nook: area between Ham and 2nd Pei Court

OL: Orientation Leader

Overpass: Bridge over Tamiami that connects both side of campus

Palm Court (Center of the Universe): Rows of palm trees between Pei buildings

PCP: Palm Court Party

Promenade: The long path of palm trees from Bay Shore Road to College Hall - also the long path of palm trees from 2nd court to Dort/Goldstein

QRC: Quantitative Research Center

RA: Resident Advisor

Ringling College: Private art college two miles south on Tamiami (41)

Ringling Museum: The museum that is between the Library and Caples

SAC: Student Allocations Committee

Sail Club: A place to sail, kayak, and chill for free on the bay behind Caples

Sainer: Auditorium at the front of Caples

SASC: Student Academic Standing Committee

Sudakoff: Conference center near HCL

SWA: Student Writing Assistant

TA: Teaching Assistant or Teaching Auditorium (HCL 8) depending on context

Thesising: A process involving the culminating project and presentation that is needed to graduate in your final year

Towne Meetings: Student government meetings that happen once per month, usually in Palm Court

Wall: Friday and Saturday night parties

Wallternatives: An event that is an alternative to walls on Friday and Saturday nights. Students meet in one of the X Promenade rooms to play card games, board games and video games

WRC: Writing Resource Center in the library

First-Year, Second-Year, Third-Year, Fourth-Year: Terms used in place of Freshman, Sophomore, Junior and Senior

Z-Green: Field in front of Z-dorm

GLOSSARY OF ACADEMIC TERMS:

CONTRACT

Students register for classes by completing contract negotiations with their faculty advisor, obtaining the advisor's signature, and submitting the signed contract to the registrar's office. During your first semester, this occurs during New Student Orientation week. A contract is a written agreement between you and your advisor that outlines your academic and personal goals for the semester. It contains four sections: educational activities (i.e. the classes and tutorials you will be taking), short and long term goals, a description of your academic and extracurricular activities, and your certification criteria (i.e. the number of courses you and your advisor agree you will have to satisfactorily complete in order to "pass" your contract). You must fulfill your contract in order to continue in good academic standing. Should your goals change part way through the semester, you may renegotiate your contract with your advisor.

EVALUATION

In lieu of giving grades, professors write narrative assessments, referred to as "evaluations," of your performance in their class. In addition to outlining your strengths and the areas you could improve, an evaluation will reflect whether your work was overall "Satisfactory," "Incomplete," or "Unsatisfactory." Evaluations are available at the end of each semester through SES, an online Student Evaluation System that you can access through the MyNCF intranet portal.

MINI CLASSES

Mini Classes are 15 minute long previews of the courses being offered and are held the Thursday and Friday before the beginning of each semester. They are a great opportunity to get a feel for the professor and course load before committing to taking the class. During your first semester, mini-classes occur at the end of your New Student Orientation.

MODULE

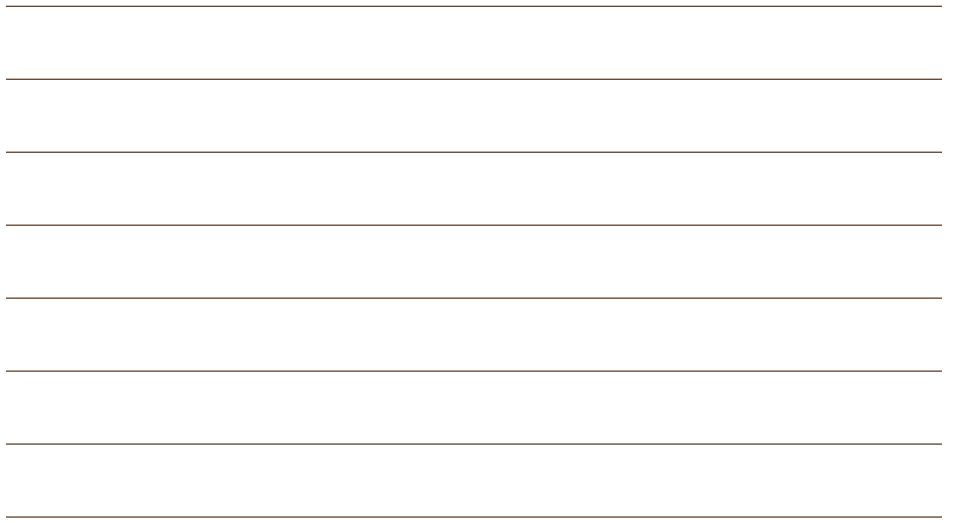
A module, also referred to as a "mod," is a half semester. Module courses are typically seven weeks in length and either precede or follow a week long, mid-semester break. For example, the second mod of first semester begins right after fall break and continues until the end of the semester.

TUTORIAL

Tutorials are classes designed by students (sometimes run by students) and are generally smaller in size than a normal course. Every tutorial is sponsored by a faculty member.

INDEPENDENT STUDY PROJECT

An Independent Study Project, or ISP, is a month long project undertaken by students during the January Interim period. Projects can take on a variety of forms (whether it is research, internships, works of art, etc.) so long as the workload is equivalent to that of a full-term class and a faculty member agrees to sponsor it. Students must successfully complete 3 ISPs in order to graduate. First-year students must complete their ISPs on campus.

[illegible]

[illegible]



THE FOUR WINDS: A TIMELESS SYMBOL

In establishing an emblem, our founders sought a timeless symbol that would be representative of New College and yet would express an eternal truth. In the Four Winds seal, the sun is the central pivot, symbolizing the light of knowledge and the source of life and energy. The gentle and continuously moving lines represent the sea and the wind, the controlled waxing and waning of the four seasons and the four points of the compass. For at least 2,500 years, the flowing movement of this design has had symbolic meanings of continuity and variety, just as it does for New College.

New College
THE HONORS COLLEGE of Florida

www.ncf.edu



APPENDIX K

Jennifer Wells

1650 Pine Tree Lane #202
Sarasota, FL 34236

phone: (415) 244-6815
email: jwells@ncf.edu

Education

- Ph.D. English Composition, Indiana University of Pennsylvania, 2011
Dissertation: *Millennials Strike Back: Students' Reports of Knowledge Transfer from High School to College*
Committee: Ben Rafoth (Chair), Gian Pagnucci, Kathleen Blake Yancey
- M.A. English Composition, San Francisco State University, 2006
Thesis: "Toward a Theory of Creative Nonfiction in Composition"
- B.A. English and Philosophy, University of Denver, 2002

Academic Appointments

Director of Writing, New College of Florida

- Administration
 - Lead college writing program, including oversight of Writing Resource Center
 - In consultation with the Dean of Studies, assist in articulating the relationship between incoming students and the academic program.
- Teaching
 - Teach courses, tutorials, and Independent Study Projects (ISPs) focusing on the development of writing competencies.
 - Respond to faculty requests to work with students in courses, tutorial, ISPs, and consultations; cooperate with faculty to determine the needs of students.
- Research
 - Pilot study of incoming NCF students' writing

Director of the Reading-Writing Centers (RWC) and Digital Studio, Florida State University, 2011-Current

- Led a writing center with: 8 locations and a Digital Studio; a staff of approximately 75 graduate and undergraduate tutors; and that annually conducts approximately 9,000 hours of tutoring
 - Increased student usage by 300%
 - Initiated the Graduate Writing Center, the RWC satellite at the College of Engineering, the RWC satellite at Dirac Science Library, and the Online RWC
 - Implemented an online scheduling, data management, and evaluation system

- Created a continuous cycle of tutor preparation and assessment that incorporates curricular and extra-curricular elements
 - Developed a credit bearing graduate course and revised undergraduate peer tutoring course to prepare students for tutoring role
 - Created online learning modules to continue tutor preparation
 - Implemented an online cycle of assessment that allows us to assess elements of user satisfaction and client demographics
- Work with stakeholders across campus to enhance university writing culture
 - Co-designed and implemented a study investigating the long term effects of requiring lower division students in an Introduction to Criminology course to use the RWC
 - Collaborated with faculty from Nursing, History, Religion, and Geology to develop or refine writing assignments in their courses
- Authored proposals for internal grants currently totaling \$55,000 to enhance peer tutoring, technology, and facilities

Director of the Reading and Writing Center and Reading/Writing Specialist
 Mercy High School Burlingame, 2006-2011

- Created and sustained a high school writing center that had a 90% usage rate by its fifth year
- Developed an English elective, *Introduction to Writing Studies*; applied for and received University of California approval for Subject B equivalency
- Mentored faculty from across the disciplines in the integration of reading and writing instruction in their courses

Western Association of Schools and Colleges (WASC) Focus On Learning Self-Study
 Coordinator,
 Mercy High School Burlingame, 2008-2009

- Created a two-year self-study plan and led 74 high school faculty through the school-wide self-assessment research process
- Designed data collection instruments and procedures and facilitated focus groups
- Synthesized findings, composed self study report, and hosted WASC Visiting Team

Expository Writing Faculty, Stanford Education Program for Gifted Youth
 South Korea/Online, 2006-2008 and 2010

- Developed English expository writing curriculum for South Korean students (face to face) and American students (online)
- Facilitated students' discovery of the elements of rhetorical situations
- Supported students' application of rhetorical knowledge to written texts, digital texts, and oral presentations

Instructional Aide in Special Education and Resource Programs
 Mountain View High School (CA), 200-2003

- Provided individualized instruction for students with IEP plans
- Coached students to develop their academic and emotional coping strategies
- Collaborated with classroom teacher to design writing assignments

English Teacher

Monte Vista High School (CA), 2001-2002

- Developed new curriculum to augment new textbooks
- Facilitated student growth in reading and writing
- Designed multi-media projects

Peer Reviewed Publications

Book

Fels, D. and Wells, J. (2011). *The successful high school writing center: Building the best program with your students*. Teachers College Press: NY, NY.

Articles and Chapters

Driscoll, D., and Wells, J. (2012). "Beyond knowledge and skills: Writing transfer and the role of student dispositions." *Composition Forum*, 26.

Wells, J. (September 2008). "It sounds like me": Using creative nonfiction in teaching college admission essays. *English Journal* (98)1.*

Paul and Kate Farmer *English Journal* Writing Award Winner

Wells, J. (November 2010). "They can get there from here: Teaching for transfer in a 'writing about writing' course. *English Journal* (101)2.

Wells, J. (2008). Wendy Bishop's legacy: A tradition of mentoring, a call to collaboration. In Eble, M. and Gaillet, L. (Eds.), *Stories of Mentoring: Theory and Praxis*. West Lafayette, IN: Parlor Press.

Grants

National

2012 Spencer Foundation Grant, "The Writing Transfer Project: A RAD Approach to Enhancing College Writers' Long-Term Learning" Co-PI, \$40,000

2012 Conference on College Composition and Communication Research Initiative Grant, "The Writing Transfer Project: A RAD Approach to Enhancing College Writers' Long-Term Learning" Co-PI, \$9,999

Florida State University

2012 Technology Fee Grant, \$12,000

2012 Student Government Association Award, \$7,000

2011 Student Government Association Award, \$36,000

Indiana University of Pennsylvania

2009 Patrick M. Hartwell Scholarship for Composition Studies, \$500

Courses Taught

Graduate

A Writing Studies Approach to Writing Center Pedagogy

Undergraduate

Introduction to Writing Studies: Peer Tutoring in the Reading Writing Center

First Year Composition: Investigating Communities: How We See Ourselves and Others

Writing Center Courses (Instructor of Record)

Writing Graduate Papers

Improving College Level Writing

Improving College Level Reading

Invited Talks

“What Do They Know? Knowledge Transfer and the Transition from High School to College.” California State University, Northridge. August 22, 2012.

National Conference Presentations

Wells, J. “What the WPA Census Tells Us About Writing Centers.” Council of Writing Program Administrators Annual Conference. Savannah, GA. July 19, 2013.

Wells, J. ““The Rhetoric of Revitalization in 'Florida: A Guide to the Southernmost State.'” South Atlanta Modern Languages Association Annual Conference. Raleigh, North Carolina. November 10, 2012.

Wells, J. “Playing with Mobile Technologies: Options for Creativity and Innovation in the Writing Center.” International Writing Centers Association Bi-annual Conference. San Diego, CA. October 27, 2012.

Wells, J. “Opening Gateways Across the Curriculum: Writing About Writing and Transfer in High School and College.” Conference on College Composition and Communication. St. Louis, MO. March 22, 2012.

Wells, J. “Reading as Writers and Writing as Readers: Knowledge Transfer in a Peer Tutor Training Course.” National Council of Teachers of English Annual Convention. Orlando, Florida. November 22, 2010.

Wells, J. “K-12 Writing Centers: Transforming Students, Schools, and Sites.” National Writing Project Annual Meeting. Orlando, Florida. November 18, 2010.

Wells, J. "Thar Be Dragons: Looking for Knowledge Transfer in a Combined Writing Center/Writing About Writing Approach." International Writing Centers Association Conference. Baltimore, Maryland. November 4, 2010.

Wells, J. "Millenials Strike Back: Knowledge Transfer Between High School and FYC." Conference on College Composition and Communication. Louisville, Kentucky. March 22, 2010.

Wells, J. "Integrating Reading into the Writing Center." National Council of Teachers of English Annual Convention. Philadelphia, Pennsylvania. November 22, 2009.

Wells, J. "Sustaining Secondary School Writing Centers in the 21st Century." National Council of Teachers of English Post-Conference Workshop. San Antonio, Texas. November 24, 2008.

Wells, J. "High School and College Writing Center Collaborations. International Writing Centers Association Pre-Conference Workshop at Conference on College Composition and Communication. New Orleans, Louisiana. April 2, 2008.

Wells, J. "From Virtual to Actual: The Problem Solving Nature of Space in Writing Centers." International Writing Centers Association Conference. Houston, Texas. April 12, 2007.

Wells, J. "What We Talk About When We Talk About Creative Nonfiction." Research Network Forum at Conference on College Composition and Communication. New York, New York. March 21, 2007.

Wells, J. "Toward a Grounded Theory of Creative Nonfiction in Composition." Research Network Forum at Conference on College Composition and Communication. Chicago, Illinois. March 18, 2006.

Wells, J. "The Isle of Creative Nonfiction in the Sea of English Studies." Research Network Forum at Conference on College Composition and Communication. San Francisco, California. March 16, 2005.

Wells, J. "Remembering Wendy Bishop: From Microfiche to Mentoring." Modern Language Association Annual Convention. Philadelphia, Pennsylvania. December 28, 2004.

Workshops Led

Writing in Graduate School

Writing a Thesis/Dissertation

Writing in Undergraduate Research

Writing Personal Statements for Applying to Graduate School

Writing Centers 101

Technology in Writing Centers

Professional Service

Professional Leadership

Organizing Committee Member, Norman Mailer High School and College Awards for Creative Nonfiction, 2010-2012.

Conference Co-chair, with Dr. Leslie Dennen, Northern California Writing Centers Association, held at Mercy High School in February, 2010.

Elected Board member, International Writing Centers Association, 2009-present.

Local Arrangements Food and Entertainment Sub-Committee Chair, Conference on College Composition and Communication, San Francisco, 2009.

Appointed Board member, Northern California Writing Centers Association, 2007-present.

Local Arrangements James Berlin Memorial 5K Sub-Committee Chair, Conference on College Composition and Communication, San Francisco, 2005.

Other Service to the Profession

Reviewer, *Writing Center Journal* (2013)

Reviewer, *English Journal* (2009-present)

Reviewer, *Writing Lab Newsletter* (2009-present)

Member, IWCA Outstanding Book Committee, 2008

Professional Affiliations

National Council of Teachers of English

Conference on College Composition and Communication

Council of Writing Program

International Writing Center Association (elected board member, 2009-2011)

APPENDIX L



Writing Studies: Writing About Writing

Dr. Jennifer Wells

M/R 12:30-1:50; 2-3:20

Office Hours: ACE 303 by appointment

Email Hours: M-F 9-5

Contact Info: jwells@ncf.edu



Texts and Materials

Wardle, E. and Downs, D. (2013). *Writing about writing* (2e). New York: Bedford St. Martins.

Additional texts available via Moodle or provided in class as needed

Course Description

In order to work towards cultivating their own theories of writing, students in this course will explore foundational texts in fields such as writing studies, educational psychology, and applied linguistics. Students will have the opportunity to apply those theories to developing their own writing processes by reflecting back on their formative literacy experience as well as by transferring their knowledge of writing from high school to college. Students will be introduced to rhetorical genre studies in order to investigate the genre conventions of their anticipated areas of concentration. Students who successfully complete this course will leave well prepared to take on the challenges of college level writing in any discipline.

Overview of Course

Unit 1: Formative Literacy Experiences: How Are Beliefs About Writing Shaped?

Unit 2: Knowledge Transfer: What Factors Enable or Inhibit Knowledge Transfer?

Unit 3: Rhetoric: How Do We Know Who We Write For?

Unit 4: Composing: How Are Texts Written?

Unit 5: Research in Writing Studies: What Does Research Tell Us About ____?

Description of Weekly Assignments

Readings and Questions/Directed Responses in Moodle

Forum discussions: one post by you, your response to two othersøposts

Description of Major Assignments

Mini Autoethnography

A brief foray into your own literacy practices

Synthesis Literacy Narrative

Synthesize concepts from course readings while telling your narrative.

Academic Genre Multi-Modal (Web/Video) Investigation

Investigate writing in your AOC.

Research in Writing Studies Project

Choose an issue and conduct a qualitative or quantitative research study to create new knowledge.

Attendance

Since the course is highly interactive, relatively short, and practically based, regular attendance is absolutely necessary. Students are expected to attend every class with the rare exception of professional or personal emergencies. All students receive three free absences. Beyond that, all absences **must** be accompanied by relevant documentation.

Technology Requirements

This course requires the use of computer technologies out of class. Limited class time will be provided for basic computer literacy and skills instruction. If more instruction is necessary, the instructor will either provide additional help or recommend other support.

Technology Constraints

Please leave cell phones, tablets, and laptops in your bag, out of sight. If you have a co-dependent relationship with your cell phone, please leave it in your dorm.

Students with Disabilities

It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individualized needs for accommodation. Please contact me if I can assist in any of the necessary accommodations.

Plagiarism Statement

Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers.

A Few Notes On My Teaching Philosophy:

I believe teachers need to be responsive to what their classes know, as well as what they need to know. Each class is unique, and what works for one section may not work as well for another. For this reason, I use a dynamic syllabus. While the class topics, structure, and major assignments are set, I reserve the right to modify or switch out assigned readings. Please check with me before reading ahead.

I also believe in modeling pedagogical strategies. There will be times I will ask you to utilize a strategy or participate in an activity that you may feel is below your level. For example, I will be modeling active reading strategies because many entering college students do not have a wide repertoire of useful strategies to draw upon. In doing this, I will not be implying that you do not have those strategies, but rather giving you some to put in your strategy bank.

At any time, you should feel free to ask me **why** we are doing what we are doing.

As you will soon discover, I get very excited about the teaching of writing. I also think learning can be fun and that play is important.

Course Evaluations

As you know, there are no grades at New College; rather, each of you will receive an individualized narrative evaluation of your thinking and work in a course. While this is one of the most exhilarating aspects of a NCF education, it can also be overwhelming for many students who have gone to school in the era of accountability and data, meaning grades, scores, and other "measures" of performance were likely omnipresent and constantly updated.

To provide a sense of structure, I will be writing my evaluations based upon: 1) ***Habits of Mind*** (consistent and exemplary participation in forum discussions); 2) ***Writing Processes and Performance*** (exemplary completion of major projects, including assigned drafts, required visits to the WRC, and required revisions; and 3) ***Professionalism*** (attendance, including being on time, and overall classroom behavior, including being constructive rather than destructive in classroom conversations).

Week 1

Readings:

- Schunk, D. "Cognitive Learning Processes"
- McLeod, S. "Some Thoughts About Feelings: The Affective Domain and the Writing Process"
- McCarthy, P., Meier, S., and Rinderer, R. "Self Efficacy and Writing: A Different View of Self-Evaluation"

Discussion Board Posts:

Getting to Know You

Please thoughtfully respond to the following questions, and then respond to two of your classmates' posts.

- 1) What is good writing?
- 2) Think about you and writing being in a relationship. How would you describe that relationship?
- 3) What does learning involve for you?
- 4) Are you a writer?
- 5) Describe your level of confidence in your writing (in both familiar and unfamiliar genres) as you enter graduate school.

Analyzing a Past Piece of Writing

Find a piece of writing you had written before coming to FSU that you are happy with; if you have a piece that you consider your best writing, even better.

1. Please describe the context of the writing task (e.g., was it for a specific course, or your thesis, or a short story that came to you when you were riding the subway, etc.).

2. Why did you choose this piece to discuss here?
3. What did a professor/editor/outside reader do, if anything, to assist you in the writing of this piece?
4. Did you seek help from others (friends, spouses, writing group, writing center) when writing this piece?
5. Please describe your writing process for this piece.
6. Was there something you found difficult in writing this piece? Please describe how you handled that.
7. What purposes do sources serve in this piece (if any)?
8. What went well when writing this piece?
9. What knowledge/skills learned/refined from writing this piece do you plan to take with you to your courses at FSU?

Dispositions

After reading the three articles for Week 1 posted in Blackboard. They are the one I handed out in class Monday ("Some Thoughts on Feelings..." by McLeod), plus two more in the folder: "Self-Efficacy and Writing: A Different View of Self-Evaluation" by McCarthy et. al., and Chapter 5 of *Learning Theories: An Educational Perspective* by Schunk. All of these are in .pdf form inside the folder that says "Week One"

Please choose 2 lines/quotes from each article and write a brief response to each line/quote. I am interested in knowing, among many things, why you chose the lines you chose, what you think about the concepts mentioned in the article(s), and how you think this might relate to your role as a teacher/tutor.

After posting your own response, please comment on one other classmate's post.

Week 2

Readings:

- National Research Council. How People Learn: Brain, Mind, Experience, and School.
- Perkins, D. and Salomon, G. "Teaching for Transfer"
- Perkins, D. and Salomon, G. "The Science and Art of Transfer"
- Driscoll, D. and Wells, J. "Beyond Knowledge and Skills: Writing Transfer and the Role of Student Dispositions"

Discussion Board Posts:

KWLing K-12

KWL is a reading strategy. It is useful for finding out what students already know or think they know on a topic, which helps them make connections to their new knowledge.

K stands for what do you know, W is for what do you want to know, and L is for what did you learn. Sometimes people do KWL+ where the + is what new questions do you have after acquiring the new knowledge.

So, for the discussion, I am interested in two things:

Know: What you know/think you know about the current kindergarten through high school educational landscape (consider any of the stakeholders: students, parents, teachers, administrators, philanthropists, politicians, the testing-publishing industry, etc.). What do you know about high school? High school literacy instruction? Write about whatever high school system you are familiar with, whether it is in the U.S. or another country.

Want to Know: What questions do you have at this point about K-12?

Tutoring for Transfer

A freshman comes into the RWC and seems frustrated. He/She sits down, and after breaking the ice by asking him/her general questions, you two begin to talk about the assignment.

He/She is taking a Criminology class, and is writing a research paper on a topic he/she chose. He/She is frustrated because he/she claims she has never written a research paper before. He/She has notes from her research but doesn't know how to begin putting his/her paper together.

1) Please describe how you would tutor if you were following either the Little Bo Peep method or low road transfer method.

2) THEN contrast that with how you might tutor using backwards reaching high road transfer.

3) Lastly, how would you end the session to ensure forward reaching high road transfer will occur.

Week 3

Readings:

- North, S. "The Idea of a Writing Center"
- North, S. "Revisiting the Idea of a Writing Center"

Discussion Board Posts:

At The Movies

Now that you have seen one of the films from our film festival, please 1) Give a brief synopsis of what you saw and your initial reactions. Then, 2) Revisit the questions you raised in your previous post (KWLing the K-12 landscape) and consider whether the film you saw answered any of your questions, or if it raised new questions. Explain.

Writing Center Lore

1) Choose two reading strategies we have learned about in class and apply one to each article (PPP, Talking back to the text, Reciprocal teaching, A-Z). Explain which strategy you chose to use and why. You may want to think about what strategies you would use with a student who brought these readings to the center.

2) Choose 3 quotes from each article (a total of 6), and write your thinking about/responses to them.

Week 4

Readings:

- Hagemann, J. "Teaching Students to Read Writing Assignments Critically"
- Harris, M. "Assignments from Hell: The View from the Writing Center"
- Newkirk, T. "The First Five Minutes: Setting the Agenda in a Writing Conference"
- Wolverton, B. "The Education of Dasmine Cathey"

Discussion Board Post:

No Post. Upload your scripts and the film from class.

Week 5

- Pemberton, M. "Working With Graduate Students"
- Clark, I. *Writing the Successful Thesis and Dissertation*.
- Leverenz, C. "Graduate Students in the Writing Center: Confronting the Cult of (Non) Expertise"

Graduate Student Writers

Now that you've had a chance to learn about what the RWC/GWC offer graduate students, and now that you've had a chance to look at the genres that graduate students from different disciplines write in, read back over the three articles that were assigned for Monday, and write a

brief "manifesto" that describes the rationale for/value of graduate students using the RWC/GWC. Cite each article at least once (probably to back up your assertions).

Week Six

Readings:

- Rafoth, B. *ESL Writers 2*

Discussion Board Post:

Multilingual Writers in the RWC

Drawing from *Writing Across Borders* and Rafoth's book, please take time to thoughtfully compose your philosophy of or "idealized" approach to working with multilingual writers (given that every multilingual writer is their own person with their own expectations, cultural background, etc.) in the RWC. Refer to the video and cite all chapters at least three times (three cites per chapter).

APPENDIX M



Writing Studies: Entering Academic Conversations Through Genre Studies

Dr. Jennifer Wells

Course Description:

Genres, and sub-genres, are all around us (e.g., indie rock and its sub-genre, shoe-gazer rock). Familiar genres in writing include the literary analysis essay, the social science research paper, and the scientific lab report. According to genre theories, genres are more than forms. Indeed, they are “social actions (as typified ways of acting within recurrent situations, and as cultural artifacts that can tell us things about how a particular culture configures situations and ways of acting)” (Bawarshi and Reiff, 2010). In this course, students will apply genre studies approaches to exploring the genres of writing in their area of concentration, including the genre(s) of the senior thesis. Students will develop a heuristic with which to analyze unfamiliar genres in order to identify the appropriate genre conventions, to discover why those conventions exist, and to determine what those conventions say about the genre’s greater academic context. Students who successfully complete this course will leave with a firm idea of how to enter the academic conversations in their field of interest, starting with writing their prospectus and their thesis.

In addition to completing the whole-class readings and activities, each student in this course will propose an individualized plan of study based upon their specific thesis project.

Course Plan:

Week 1:

John Swales’ CARS Model

Loop Writing

Create Individual Proposals

Individual SWA Meeting

Week 2:

Genre Theory

Thesis Genre Analysis Project

Individual SWA Meeting

Week 3:

Reading Journals

Mapping Literature Review

Rationale

Individual SWA Meeting

Week 4:

“They Say, I Say”

In class Literature Review drafting

Individual SWA Meeting

Week 5:

Revise Rationale

Revise Literature Review

Individual SWA Meeting

Week 6:

Prospectus Due For Conferences

Individual SWA Meeting

Week 7:

Final Prospectus Due

Individual SWA Meeting

Sample proposals:

English Literature AOC

Survey of Literary Cartography & Practical Analysis

In this course, the student will identify texts within the field of Literary Cartography using Robert T. Tally's *Spatiality: A New Critical Idiom* and Franco Moretti's *Graphs/ Maps*. Compiling a catalogue of terms, students will develop practical knowledge and become able to explain topics within the field. There will be weekly write-ups/ reaction papers and conferences with student assistants in the WRC. The goal of this course will be to develop working knowledge within the field of Literary Cartography with a capstone report of material discussed with a final reaction paper, as well as a bibliography/ outline for future study.

Course Schedule

10/22 - 10/29

- Develop syllabi + begin to construct a bibliography

10/30 - 11/05

- Continue Bibliography
- Read through *Spatiality* + begin to describe a catalogue of terms
- Perform a write-up of topics (a reaction paper 600-1000 wds.)

11/06 - 11/12

- Continue reading *Spatiality*
- Finish bibliography
- Finish catalogue of terms
- Develop a report of important aspects (a 600-1000 wd. write-up)

11/13 - 11/19

- Propose possible literature to analyze using methods
- Begin reading Moretti's *Graphs/ Maps*
- Add to terms (also a reaction paper to Moretti)

11/20 - 11/26

- Develop topics from chosen literature
- Use catalogue and present knowledge to identify examples from text

- Perform write-up/ reaction paper 600 - 1000 wds.

11/27 - 12/03

- Compile previous write-ups/ catalogue of terms/ and other notes
- Develop introduction/conclusion with possible take-aways
- Identify areas/ texts for further study

12/04 - 12/08

- Finish final report/compilation
- Possibly a presentation to Professor on completed project

Chinese Language and Culture AOC:

Week 1: Filmic Folklore and Chinese Identity

Reading Response

Swa Meeting

Week 2: Affect, folklore and Cantonese opera film

Reading Response

Swa Meeting

Comparison Writing between first two topics

Week 3: Projecting the 'Chineseness': Nationalism, Identity and Chinese Martial Arts Films.

Reading Response

Swa Meeting

Overall Writing

Draft 2 potential thesis topics

Week 4: From "Minority Film" to "Minority Discourse": Questions of Nationhood and Ethnicity in Chinese Cinema

Reading Response

Swa Meeting

Overall Writing Comparison on Gathered data

Decide on Topic

Draft a prospectus

Week 5: Trauma and History in Chinese Film: Reading "The Blue Kite" against Melodrama (may change)

Reading Response

Swa

Overall writing comparison

Finalize Prospectus

Draft an introduction

Week 6: Additional reading

Possible reading response

Finalize an introduction and outline chapters

PIPIR Appendixes

Franklin CV

Career Services Written Assessment and Recommendations

List of new or expanded partner contacts

CEO Mission, Vision and Initial Goals

Knies CV

Internship Written Assessment and Recommendations

Sample Internship documents

Sample marketing materials

Advising Checklists

Orientation Guide to New College

Wells CV

Writing About Writing syllabus

Entering Academic Conversations through Genre Studies syllabus