

Table of Contents

<u>Welcome to Connecticut College</u>	5
<u>Connecticut College Mission Statement</u>	5
<u>Notice Of Nondiscrimination</u>	5
<u>Title IX at Connecticut College</u>	6
<u>Programs Of Study</u>	7-12
<u>Admission</u>	13
<u>New London Scholars</u>	13
<u>Geographical Distribution</u>	13
<u>The Bachelor Of Arts</u>	14
<u>The Program Of General Education</u>	14
<u>The Connections Program</u>	15
<u>The Academic Major And Minor</u>	16
<u>Advanced Study</u>	17
<u>Academic Regulations And Degree Requirements For Undergraduate Students</u>	19
<u>Alpha, Beta And Gamma Numbers</u>	20
<u>Academic Honors</u>	21
<u>Eligibility for Latin Honors</u>	21
<u>Phi Beta Kappa and Winthrop Scholars</u>	21
<u>Dean’s Honors and Dean’s High Honors</u>	21
<u>Grading</u>	21
<u>Accelerated Completion Of Degree</u>	22
<u>Transfer Credit</u>	22
<u>Freshman Course Work</u>	22
<u>Advanced Standing</u>	22
<u>Satisfactory Academic Progress (SAP)</u>	23
<u>Financial Aid Warning</u>	23
<u>Financial Aid Probation</u>	23
<u>Return to College Students (RTC)</u>	23
<u>Graduate Students</u>	23
<u>Academic Affairs</u>	25
<u>Academic Advising</u>	25
<u>Attendance At Classes</u>	25
<u>Personal Leave</u>	25
<u>Re-Entry Following Leave</u>	26
<u>Withdrawal</u>	26
<u>Voluntary Withdrawal</u>	26
<u>Refused Registration</u>	26
<u>Advised to Withdraw</u>	26
<u>Directed to Withdraw</u>	26
<u>Readmission Following Withdrawal</u>	26
<u>Student-Initiated Medical Leave</u>	27
<u>College-Initiated Medical Leave</u>	27
<u>Procedures for College-Initiated Medical Leave</u>	27
<u>Centers And Certificate Programs</u>	29
<u>Toor Cummings Center for International Studies and Liberal Arts Certificate Program</u>	29
<u>Ammerman Center for Arts and Technology Certificate Program</u>	30
<u>The Holleran Center For Community Action And Public Policy</u>	31
<u>The Goodwin-Niering Center For The Environment</u>	33
<u>The Center For The Comparative Study Of Race And Ethnicity</u>	34
<u>The Joy Shechtman Mankoff Faculty Center For Teaching And Learning</u>	35
<u>Teacher Certificate Program</u>	35
<u>Museum Studies Certificate Program</u>	35

<u>Study Away</u>	37
<u>Other Programs</u>	39
<u>Three-Two Program</u>	39
<u>Single-Course Exchange Program</u>	39
<u>Graduate Study</u>	40
<u>Non-Traditional Programs</u>	41
<u>Special Students</u>	41
<u>Auditing Courses</u>	41
<u>Fees And Financial Aid</u>	41
<u>General Information</u>	42
<u>Residence Halls</u>	42
<u>Language House</u>	42
<u>Specialty Housing</u>	42
<u>Campus Safety</u>	43
<u>Crime Awareness and Campus Security Act</u>	43
<u>Student Government</u>	43
<u>Athletics</u>	43
<u>Musical Activities</u>	44
<u>Religious And Spiritual Life</u>	44
<u>Office Of Career And Professional Development/Four-Year Career Development Program</u>	44
<u>Community Learning</u>	45
<u>Library And Computing Facilities</u>	46
<u>Roth Writing Center</u>	46
<u>Student Health Services</u>	46
<u>Student Counseling Services</u>	47
<u>Student Accessibility Services</u>	47
<u>Medical Excuse Policy</u>	47
<u>Leave Policies</u>	48
<u>Student Right-To-Know</u>	48
<u>Regulations</u>	48
<u>Campus Parking</u>	48
<u>Age of Majority</u>	48
<u>Alcohol</u>	48
<u>Drugs</u>	48
<u>Veteran's Affairs</u>	48

CONNECTICUT COLLEGE ACADEMIC YEAR CALENDAR 2016-2017

August 2016

25	Thursday	Orientation begins; first-year and transfer students arrive
26	Friday	Group advising and testing begins for first-year and transfer students
27-28	Sat-Sun	New student orientation continues
28-29	Sun-Mon	Upperclassmen arrive
29	Monday	Online registration for first-year and transfer students
29	Monday	Opening Convocation
30	Tuesday	Fall semester classes begin; Add Period begins; Delete Period begins; period for filing satisfactory/unsatisfactory option begins

September 2016

5	Monday	Labor Day; classes WILL meet
6	Tuesday	Add Period ends; on-line registration system closes at 9:00 a.m.
6	Tuesday	Limited Add Period begins at 9 a.m.
12	Monday	Limited Add Period ends; Delete Period ends
13	Tuesday	Voluntary Withdrawal Period begins
30	Friday	Fall Break begins at 5:00 pm

October 2016

5	Wednesday	Classes resume at 8 a.m.
11	Tuesday	Classes WILL NOT meet after 5 p.m.
12	Wednesday	Yom Kippur; classes WILL NOT meet
13	Thursday	Classes resume at 8 a.m. Fall
14-16	Fri-Sun	Weekend

November 2016

7-11	Mon-Fri	Advising for spring semester 2017 pre-registration
7	Monday	Voluntary Withdrawal Period ends
15-18	Tues-Fri	Pre-registration (on-line) for spring semester 2017
22	Tuesday	Thanksgiving break begins at the end of class day
28	Monday	Classes resume at 8 a.m.

December 2016

12	Monday	Fall semester classes end
13-14	Tues-Wed	Review Days
15	Thursday	Final examinations begin at 9:00 a.m.
19	Monday	Final examinations end at 12:00 noon; winter break begins

January 2017

3	Tuesday	Fall semester grades due by 4:00 p.m.
19	Thursday	Orientation begins for new students
22	Sunday	Housing re-opens
23	Monday	Spring semester classes begin; Add Period begins; Delete Period begins; period for filing satisfactory/unsatisfactory option begins
27	Friday	Add Period ends; on-line registration system closes at 5:00 p.m.
30	Monday	Limited Add Period begins

February 2017

3	Friday	Limited Add Period ends; Delete Period ends
6	Monday	Voluntary Withdrawal Period begins

March 2017

6	Monday	Period for filing satisfactory/unsatisfactory option ends
10	Friday	Spring break begins at 5:00 p.m.*
27	Monday	Classes resume at 8 a.m.

April 2017

3	Monday	Advising for fall semester 2017 pre-registration begins
5	Wednesday	Founders Day
7	Friday	Advising for fall semester 2017 pre-registration ends
7	Friday	Voluntary Withdrawal Period ends
11-13	Tues-Thurs	Pre-registration (on-line) for fall semester 2017
14	Friday	Masters' Theses due by 5:00 p.m.

May 2017

4	Thursday	Senior Honors Studies due by 4:00 p.m.
10	Wednesday	Spring semester classes end
11-12	Thurs-Fri	Review Days
13	Saturday	Final examinations begin at 9:00 a.m.
15	Monday	Final examinations for seniors end at 5 p.m.
16	Tuesday	Spring semester grades for graduating seniors and MA candidates due by 5 p.m.
17	Wednesday	Final examinations for non-graduating students end at 12:00 noon
21	Sunday	Ninety-ninth (99 th) Commencement
22	Monday	Spring semester grades for non-graduating students due by 4:00 p.m.

June 2017

2-4	Fri-Sun	Reunion Weekend
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Fall semester: 69 class days; 2 review days; 4 ½ exam days

Spring semester: 68 class days; 2 review days; 4 ½ exam days

*All residential houses will be closed during the winter and spring breaks, and all rooms must be vacated.

WELCOME TO CONNECTICUT COLLEGE

Connecticut College Mission Statement

Connecticut College educates students to put the liberal arts into action as citizens in a global society.

Core Values

The College has embraced several core values to further that mission. Those values help the College create a challenging academic environment that fosters reflection on a lifetime of learning and community involvement:

Academic excellence

Rigorous academic standards, innovative and engaging faculty members, and a diverse classroom curriculum challenge students to reach their full intellectual potential. The College expects students to learn outside the classroom as well, through such activities as research, travel and internships. The College facilitates those opportunities in the belief that a diversity of experiences is essential for genuine academic excellence. The College also expects and strongly supports faculty scholarship, research and creative work that advances human knowledge and expression and informs excellent teaching.

Diversity, equity and shared governance

In the early 20th century, Connecticut College was founded in the belief that all qualified students women as well as men deserve an opportunity to secure an education. The College strives to be a community in which all members feel comfortable, respect each other's differences and seek common ground. The College promotes understanding by offering a variety of academic and social experiences and is committed to building greater access, opportunity and equity. Students, faculty, staff, trustees and alumni all participate in the governance of the College.

Education of the entire person

The College supports and nurtures the intellectual, emotional, spiritual, creative and physical development of its student body.

Connecticut College encourages students to engage in a wide range of activities, including academic pursuits, athletics and physical education, artistic expression and community service. The College fosters an appreciation for the natural and aesthetic connectedness of the mind, body and spirit. It prepares students to be responsible citizens, creative problem-solvers and thoughtful leaders in a global society.

Adherence to common ethical and moral standards

Connecticut College maintains a strong commitment to its long-standing Honor Code. Students are expected to monitor their own faithfulness to the principles of honesty and moral integrity and to

display courage in academic and social interactions. The principles of justice, impartiality and fairness the foundations for equity are paramount.

Community service and global citizenship

Connecticut College fosters civic responsibility and enhances academic excellence through a long tradition of community involvement and through courses that provide opportunities for service. The College promotes an understanding of local, regional, national and international peoples, groups, cultures and issues, and encourages students to take a lifelong interest in them.

Environmental stewardship

Connecticut College is proud of its pioneering tradition of ecological awareness and responsibility and intends to remain a leader in safeguarding the environment. The arboretum campus is an ecological showpiece, and the College's procedures and programs aim to preserve and protect the environment, both locally and globally, and to prepare citizens sensitive to the need for responsible environmental stewardship.

Accreditation

Connecticut College is accredited by the New England Association of Schools and Colleges and has been so continuously since December 1932. The College offers courses leading to the degrees of Bachelor of Arts and Master of Arts. Information about the College's accreditation status can be obtained from the roster of institutions on the New England Association of Schools and College's Commission on Institutions of Higher Education website: <https://cihe.neasc.org/>. Questions about financial aid application and funding information for both programs can be obtained from Financial Aid Services. For specific questions about programs leading to the Bachelor of Arts degree, please contact the Office of Admission. For questions about the Master of Arts degree, contact the Office of the Registrar. Information on how to comment on, or register complaints about Connecticut College's compliance with NEASC accreditation criteria may be found at the [CIHENEASC](#).

Notice Of Nondiscrimination

Connecticut College is committed to the goal of achieving equal opportunity for all and, accordingly, does not discriminate on the basis of race; color; sex; sexual orientation; gender identity, expression and characteristics; age; religion; national or ethnic origin; visible or invisible disability; or status as a disabled veteran or veteran of the Vietnam era. The College complies with federal and state legislation and regulations regarding nondiscrimination.

Title IX at Connecticut College

Connecticut College's Title IX Policy reflects compliance with various federal and state laws, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

The College's Honor Code and Principles of Community emphasize that members of our community act with equity and respect for the dignity of all human beings. Sexual misconduct, intimate partner violence, and other forms of discrimination based on sex or gender (including gender identity, expression, or characteristics) are forms of unwelcome conduct that create an intimidating and offensive work, residential, study or social environment and therefore violate this policy. Members of the College community and visitors have the right to be free from all types of such misconduct, as defined in this policy. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Acts of sexual misconduct, intimate partner violence, and stalking may be committed by any person upon any other person, regardless of the sex, gender, gender identity and/or sexual orientation of those involved.

When a report of sexual misconduct, intimate partner violence, or other Title IX related violation is brought to the College's attention, the College will take steps to end the misconduct, prevent its recurrence, and address its effects. You can find the entire Title IX policy addressing sexual misconduct and gender discrimination at: [Title IX](#).

PROGRAMS OF STUDY

Undergraduate courses are numbered from 100 to 499. Courses numbered 100-199 are open to students in all classes unless otherwise indicated. Courses numbered 200-299 generally have introductory-level prerequisites or may be restricted to students above the freshman class. Courses numbered 300-399 usually have intermediate prerequisites, or may be open only to junior or senior students. Courses numbered 400-499 usually have advanced prerequisites or require a large component of independent work. Courses numbered 500-599 are graduate courses. Some graduate courses are open to properly qualified undergraduate students.

Honors Study courses are hyphenated courses, numbered 497-498. In comma courses, e.g., Greek 101, 102, unless otherwise noted, the student may receive credit for either semester, if taken separately. The comma arrangement is designed to indicate that two semesters form a unit of work and may be so taken if desired. Occasionally, in a comma course, the first-semester course is a prerequisite to the second-semester course; when this is the case, that fact is stated in the course description.

A semester course is normally equivalent to four semester hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, students are expected to complete no fewer than three hours of combined instructional or studio/lab time and out-of-class work per week.

The College believes that in a number of courses class size is an important factor influencing the quality of education. Consequently, to preserve reasonable class sizes, a student may not always be able to take a given course in the semester of choice.

The courses of instruction are announced subject to modification. Courses in which the registration is below five may be withdrawn at the discretion of the College.

Freshman Seminars 2016

A sound liberal arts education should enable students to participate as quickly as possible in thought-provoking academic discussion. Freshman Seminars are intended to facilitate this process by providing students a setting for intellectual and creative engagement. These seminars introduce and support our institutional value of academic achievement through close student-faculty relationships. Seminars are designed to foster a lively and respectful interaction, both among students and between students and faculty, around a topic of the faculty member's choosing. Open to freshmen only. Enrollment limited to 16 students per seminar. These seminars are designated Writing courses.

[Freshman Seminars](#)

Africana Studies

Associate Professor : Canton Director

Associated Faculty:

Professor: Benoit (Anthropology), Borer (Government), Dunlap (Human Development), Steiner (Art History); Associate

Professors: Collins-Achille (Dance), Downs (History), Etoke (French), Feldman (Philosophy), Garofalo (History), Harris (Sociology), Heredia (Hispanic Studies), Roberts (Dance), Wright (Human Development); Assistant Professor: Craigie (Economics), Ray (History), Reich (Film Studies), Rotramel (Gender and Women's Studies)

Africana Studies at Connecticut College employs an interdisciplinary and transnational approach to the study of peoples in Africa and throughout the African diaspora. The departments of Anthropology, Art History, Dance, Economics, Education, English, Film Studies, French, Government, History, Hispanic Studies, Human Development, Music, Philosophy, and Sociology contribute courses to this program covering Africa, North and South America, the Caribbean, and Europe. Africana Studies critically engages the historic and contemporary life, thought and cultures of African peoples. Africana Studies seeks to explore the linkages among African peoples while also highlighting a multiplicity of experiences through the lenses of issues such as class, ethnicity, gender, nation, and sexuality.

As a discipline, Africana Studies represents a tradition of intellectual inquiry that grew out of the black freedom struggle and is therefore concerned with the issues of slavery, colonialism, racism and shifting notions of blackness. It is a dynamic and expansive field that interrogates the migration patterns and complex global realities of people of African descent.

The Africana Studies major and minor are interdisciplinary and transnational, and are designed for students to examine the universal and particular experiences of people of African descent.

Major, minor and course information can be found at the link below:

[Africana Studies](#)

American Studies

Professor Stock, director

Affiliated Faculty:

Professors: Bhatia (Human Development), Borrelli (Government), Cole (Anthropology), Dorfman (Dance), Dunlap (Human Development), Fredricks (Human Development), Rivkin (English), Steiner (Art History, Anthropology), Wilson (History); Associate Professors: Canton (History), Downs (History), Flores (Sociology), Garofalo (History), Grande (Education), Kim (Religious Studies), Martin (Film Studies), Pelletier (Art), Uddin (Religious Studies), Wilson (Music); Assistant Professors: Anderson (Theater), Gonzalez Rice (Art History), Graesch (Anthropology), Harris (Sociology), Jafar (Sociology), Rudolph (Hispanic Studies)

Major, minor and course information can be found at the link below:

[American Studies](#)

Anthropology

Professors: Benoît, Cole, Steiner; Associate Professor: Lizarralde; Assistant Professor: Bennett; Visiting Assistant Professor: Black; Associate Professor Graesch, *chair*
Associated Faculty: Associate Professor: Wilson (Music); Lecturer: Ivanov (Slavic Studies)

Major, minor and course information can be found at the link below:

[Anthropology](#)

Arabic Studies

Adviser: W. Athamneh

Major, minor and course information can be found at the link below:

[Arabic](#)

Art

Professors: Pelletier; McDowell, Wollensak; Associate Professors: Hendrickson, Marks, Assistant Professors: Assor, Barnard; Adjunct Assistant Professor: Ladin; Associate Professor Bailey, *chair*

The department of art offers a wide variety of studio disciplines designed to provide instruction in a liberal arts context. These courses promote and provide methods for students to communicate ideas in visual form. The department provides students with a broad knowledge of theory and technique, allowing for creative and intellectual development in exciting and diverse media incorporating traditional tools and methods and computer applications and new technologies.

Major, minor and course information can be found at the link below:

[Art](#)

Art History and Architectural Studies

Professor: Steiner; Associate Professor: Baldwin; Assistant Professor: Gonzalez Rice; Adjunct Instructors: Pollack, Rau; Visiting Instructor: Morash; Associate Professor Alchermes, *chair*

Architectural Studies

Associate Professor Alchermes, *director*

Major, minor and course information can be found at the link below:

[Art History and Architectural Studies](#)

Behavioral Neuroscience

Associate Professor: Grahn; Visiting Assistant Professor: Brown; Visiting Lecturer: Marshall, Associate Professor Schroeder, *director*

Major, minor and course information can be found at the link below:

[Behavioral Neuroscience](#)

Biological Sciences

Professors: Askins, Bernhard, Grossel, Loomis; Associate Professor: Barnes; Senior Lecturers: Hardeman, Suriyapperuma, Warren; Visiting Assistant Professor: McDonald; Associate Professor, Eastman chair

Major, minor and course information can be found at the link below:

[Biological Sciences](#)

Students may not count both BIO 322 and BIO 409 toward this concentration.

Botany

Professor: Siver; Associate Professors: Lizarralde, Owens, Spicer; Senior Lecturers: Hardeman, Hine, Suriyapperuma, Warren; Arboretum Director and Adjunct Associate Professor: Dreyer; Associate Professor Jones, *chair*

Major, minor and course information can be found at the link below:

[Botany](#)

Chemistry

Professors: Branchini, Ching, Zimmer; Assistant Professors: Schneider, Stewart; Senior Lecturers: Fontneau, Ronau; Lecturer: Tarsis; Professor Ovaska, *chair*

Major, minor and course information can be found at the link below:

[Chemistry](#)

Classics

Assistant Professor: Myers; Assistant Professor in Arabic: Athamneh; Visiting Assistant Professor: Papathanasopoulou; Postdoctoral Fellow: Cole Lee; Associate Professor Phillips, chair
Associated Faculty in Medieval Studies:
Professor: Paxton (History); Associate Professor: Alchermes (Art History and Architectural Studies); Assistant Professor: Ferhatovic (English)

Connecticut College 2016-2017 Catalog

Major, minor and course information can be found at the link below:

[Classics](#)

Cognitive Science

Cognitive science approaches aspects of human cognition from the perspectives of psychology, computer science, linguistics, philosophy, and neuroscience. There is no cognitive science major.

Advisers: A. Devlin, R. Grahn, O. Izmirlı, G.Parker,J.Schroeder

Major, minor and course information can be found at the link below:

[Cognitive Science](#)

College Courses

The category College Courses was created by the faculty to provide opportunities for study that reach across or beyond the bounds of existing departments and interdepartmental programs. College Courses carry normal academic credit and may be elected by any eligible student.

Center and Certificate Program Courses can be found at the links below:

[Accounting](#)

[Hebrew](#)

[Interdisciplinary](#)

[Liberal Arts](#)

[Sustainability](#)

Computer Science

Professor: Izmirlı; Associate Professor: Chung; Visiting Associate Professor: Winters-Hilt; Assistant Professor: Lee; Adjunct Instructor: Barnes; Professor Parker, *chair*
Courses provide students with computer science theory and skills, equipping them for research or practical application.

Advisers: C. Chung, O. Izmirlı, J. Lee, G. Parker

Major, minor and course information can be found at the link below:

[Computer Science](#)

Dance

Associate Professors: Collins-Achille, Henderson, Race, Roberts; Assistant Professor: Hove; Musician-Composer/Adjunct Instructor: Schenk; Professor Dorfman, *chair*

Major, minor and course information can be found at the link below:

[Dance](#)

East Asian Languages And Cultures

Associate Professor: Huang (Chinese); Visiting Assistant Professor: Chan (Japanese); Senior Lecturer: King (Chinese) Chinese coordinator; Senior Lecturer Kobayashi (Japanese) Japanese coordinator; Professor: Dooling (Chinese) chair

Major, minor and course information can be found at the link below:

[East Asian Languages and Cultures](#)

Economics

Professors: Cruz-Saco, Howes, Jensen, McKenna, Pack; Associate Professor: Mukerji; Assistant Professors: Chavanne, Craigie, Lopez-Anuarbe, Zhang; Adjunct Professor: Visgilio; Adjunct Assistant Professor: McMillen; Adjunct Instructor: Brindamour; Visiting Assistant Professor: Stelzner; Associate Professor Park, *chair*

Major, minor and course information can be found at the link below:

[Economics](#)

Education

Professors: Grande, James; Certification Officer and Educator in Residence: Madura; Associate Professor: Wright; Associate Professor Anderson chair

Major, minor and course information can be found at the link below:

[Education](#)

English

Professors: Boyd, Hartman, Rivkin; Associate Professor: Strabone; Assistant Professors: Ferhatović, Mehta, Neely, Shoemaker; Visiting Instructor: Ostby, Robles; Postdoctoral Fellow: Lee; Associate Professor Wilder, *chair*

Major, minor and course information can be found at the link below:

[English](#)

Environmental Studies

Professors: Askins, Dawson, Frasure, Loomis, Patton, Thompson, Zimmer; Associate Professors: Graesch, Jones, Lizarralde, Turner; Adjunct Assistant Professors: Davis, Neely, Zhang; Senior Lecturers: Chomiak, Hine; Postdoctoral Fellow: Colom; Professor Siver, *director*

Major, minor and course information can be found at the link below:

[Environmental Studies](#)

Film Studies

Assistant Professors: Morin, Reich; Associate Professor Martin, *director*

Major, minor and course information can be found at the link below:

[Film Studies](#)

French

Associate Professor Austin; Visiting Assistant Professors: Mondesir, Williams; Associate Professor: Etoke, *chair*

Major, minor and course information can be found at the link below:

[French](#)

Gender And Women's Studies

Assistant Professor: Rotramel; Visiting Assistant Professor: Baldwin; Professor Howes, *chair*

Associated Faculty:

Professors: Bhatia (Human Development), Borrelli (Government), Borer (Government), Boyd (English), Chrisler (Psychology), Dooling (East Asian Languages and Cultures), Fredricks (Human Development), Harlan (Religious Studies), Heredia (Hispanic Studies), Howes (Economics), Kushigian (Hispanic Studies), Pack (Economics), Rivkin (English), Sica (Italian), Stock (American Studies), Wilson (History); Associate Professors: Baker (English), Collins (Dance), Downs (History), Eastman (Biology), Garofalo (History), Graesch (Anthropology), Grande (Education), Harris (Sociology), Lanoux (Slavic Studies), Martin (Film Studies), Pfefferkorn (Philosophy), Prestininzi (Theater), Roberts (Dance), Rudolph (Hispanic Studies), Spicer (Botany), Strabone (English), Uddin (Religious Studies); Assistant Professors: Anderson (Theater), Assor (Art), Athamneh (Classics), Barnard (Art), Davis (History), Bennett (Anthropology), Ferhatović (English), Henderson (Dance), Jafar (Sociology), Knott (German Studies), Machtans (German Studies), Moy (Music), Myers (Classics), Reder (English), Sayej (Government), Schneider (Chemistry); Visiting Assistant Professors: Papatanasoulou (Classics).

Major, minor and course information can be found at the link below:

[Gender and Women's Studies](#)

Geology

Major, minor and course information can be found at the link below:

[Geology](#)

German Studies

Assistant Professors: Knott, Machtans; Associate Professor Atherton, *chair*

Major, minor and course information can be found at the link below:

[German Studies](#)

Global Islamic Studies

Professor Kane, *director*

Affiliated faculty:

Professors: Alchermes (Art History and Architectural Studies); Chhabria (History); Ferhatovic (English); Kane (History); Machtans (German Studies); Mehta (English); Ostby (English); Paxton (History); Portnoff (Religious Studies); Sayej (Government/IR); Uddin (Religious Studies).

Major, minor and course information can be found at the link below:

[Global Islamic Studies](#)

Government And International Relations

Professors: Borer, Borrelli, Coats, Dawson, Frasure, Hybel, James, Levin, Patton, Tian; Assistant Professors: Levin, Sayej; Postdoctoral Fellow: Phillips; Adjunct Assistant Professors: Harrall, Melo, Mitchell; Professor Borer, *chair*

Major, minor and course information can be found at the link below:

[Government and International Relations](#)

Connecticut College 2016-2017 Catalog

Hispanic Studies

Professors: Graziano, Heredia; Associate Professors: González, Rudolph; Adjunct Assistant Professor: Koehler; Adjunct Instructor: Nick; Professor Kushigian, *chair*

Major, minor and course information can be found at the link below:

[Hispanic Studies](#)

History

Professors: Forster, Paxton, Queen, Stock; Associate Professors: Canton, Downs, Garofalo, Kane; Assistant Professors: Ballah, Chhabria; Visiting Assistant Professors: Accardi, Ericson, Knapp, Stelzner; Adjunct Assistant Professors: Avila, Castiglione, Garcia, Mullane; Professor Wilson, *chair*

Major, minor and course information can be found at the link below:

[History](#)

Human Development

Professors: Bhatia, Fredricks; Assistant Professor: Marulis; Professor Dunlap, *chair*

Major, minor and course information can be found at the link below:

[Human Development](#)

Italian Studies

Professor: Proctor; Lecturer: Morelli; Professor Sica, *chair*

Major, minor and course information can be found at the link below:

[Italian Studies](#)

Linguistics

Associate Professor: Lizarralde; Assistant Professors: Bennett, Ferhatovic; Lecturers: Morelli, Ivanov; Senior Lecturer King, *director*

Major, minor and course information can be found at the link below:

[Linguistics](#)

Mathematics

Professor: Susskind; Associate Professors: Hammond, Johnson; Assistant Professors: Kohli, O'Keefe; Visiting Assistant

Professor: Karker; Visiting Lecturer: Thompson; Professor McKeon, *chair*

Advisers: C. Hammond, W. Johnson, P. Kohli, K. McKeon, A. O'Keefe, P. Susskind

Applied Statistics Minor Advisers: P. Barnes (Biology), P. Kohli (Mathematics), J. Nier (Psychology), Y. Park (Economics)

Major, minor and course information can be found at the link below:

[Mathematics](#)

Music

Professor: Kreiger; Associate Professor: Thomas, Assistant Professors: Moy, Seto; Adjunct Professors: Arm, Harper; Adjunct Associate Professors: Buttery, McNeish, Ogano, Van Cleve; Adjunct Assistant Professors: Brown Clark, Ivanov, Jarvis, Johnson, McCormick, Newman, Noreen, Svedaite Waller; Adjunct Instructors: Coyle, Frenkel, Lee, Sesma, Talmadge, Thorne; Professor Anthony, Associate Professor Wilson, *co-chairs*

Major, minor and course information can be found at the link below:

[Music](#)

Philosophy

Professors: Pessin, Turner, Vogel; Associate Professor: Pfefferkorn; Visiting Instructor: Vaughn; Postdoctoral Fellow: Crawford; Associate Professor: Feldman, *chair*

Major, minor and course information can be found at the link below:

[Philosophy](#)

Physical Education

Adjunct Professors: Edmed, Kovach, Ricci, Shields, Wuyke; Adjunct Associate Professors: Benvenuti, Bishop, Bresnahan, Cornell, O'Brien, Riker, Robinson-Gervais, Satran, Steele, Ward; Adjunct Assistant Professors: Longley, Murphy, Needham; Adjunct Instructor: Anderson

Major, minor and course information can be found at the link below:

[Physical Education](#)

Physics, Astronomy And Geophysics

Professor: Monce; Associate Professors: Brown, Diagne; Assistant Professor: Seifert; Senior Lecturers: Chomiak, Weinstein; Professor Thompson, *chair*

Major, minor and course information can be found at the link below:

[Physics, Astronomy and Geophysics](#)

Psychology

Professors: Chrisler, Devlin, Singer, Zakriski; Associate Professors: Grahn, Schroeder; Assistant Professor: Gomez; Adjunct Assistants: Acabchuk, Armey, DiBello, Martin, Pilecki, Schaperow, Schatten; Senior Lecturer: Gorman; Visiting Assistant Professors: Brown, Marshall; Adjunct Lecturer: Barney; Adjunct Assistant Professor: Carney; Professor Nier, *chair*

Major, minor and course information can be found at the link below:

[Psychology](#)

Religious Studies

Professor: Harlan; Associate Professors: Portnoff, Uddin; Adjunct Instructors: Accardi, Weissman; Visiting Instructor: Avalos Cisneros; Professor Kim, *chair*

Major, minor and course information can be found at the link below:

[Religious Studies](#)

Slavic Studies

Lecturer: Ivanov; Adjunct Assistant: Little; Postdoctoral Fellow: Lin; Associate Professor Lanoux, *chair*

Major, minor and course information can be found at the link below:

[Slavic Studies](#)

Sociology

Professor: Gay; Associate Professors: Harris, Jafar; Assistant Professor: Campos-Holland; Postdoctoral Fellow: Medford-Lee; Professor Flores, *chair*

Major, minor and course information can be found at the link below:

[Sociology](#)

Theater

Associate Professor: Prestininzi; Assistant Professors: Anderson, Notarfrancisco; Adjunct Assistant Professors: Dumond, Sandy; Professor Jaffe, *chair*

Major, minor and course information can be found at the link below:

[Theater](#)

ADMISSION

For information on admission to the College, please visit the link below:

www.conncoll.edu/admission

New London Scholars

In 1986, on the occasion of the 75th anniversary of the founding of the College, the trustees established the New London Scholars program in appreciation of the important role the city has played in the life of the College from its beginning. Each semester, two outstanding seniors from 14 of the area's high schools are selected to take one course tuition-free. Students, however, are responsible for the cost of books and/or other class-related materials. In the fall of 2015, the program was extended to educators in the New London County. Two educators from each school are chosen on a first-come, first-served basis to enroll in a course tuition-free. The same will apply that they will be responsible for the cost of books and/or other class-related materials.

The high schools participating in the program are:

East Lyme High School
 Fitch Senior High School
 Ledyard High School
 Lyman Memorial High School
 Lyme-Old Lyme High School
 Marine Science Magnet High School
 Montville High School
 New London High School
 New London Science & Technology Magnet High School
 Norwich Free Academy
 Saint Bernard High School
 Stonington High School
 Waterford High School
 Wheeler High School
 Williams School

Geographical Distribution

Full-Time Undergraduate Students* First Semester, 2015-2016

New England States	967
Connecticut	312
Maine	57
Massachusetts	482
New Hampshire	44
Rhode Island	42
Vermont	30

Middle Atlantic States	412
Delaware	4
New Jersey	84
New York	263
Pennsylvania	61
South Atlantic States	69
Florida	14
Georgia	4
Maryland	28
North Carolina	7
Virginia	16
South Central States	30
Kentucky	2
Louisiana	1
Tennessee	3
Texas	24
North Central States	114
Illinois	76
Iowa	1
Kansas	1
Michigan	4
Minnesota	9
Missouri	9
Ohio	12
Wisconsin	4
Mountain States	154
Arizona	3
Colorado	4
Idaho	2
New Mexico	3
Nevada	2
Utah	1
Pacific States	116
Alaska	1
California	105
Hawaii	1
Oregon	3
Washington	6
District of Columbia	8
U. S. Territories	2
Outside United States	119
Total	1852

* The full-time undergraduate is defined as one enrolled in 12 or more semester hours

The Bachelor Of Arts

Connecticut College offers a transforming education that prepares students to put the liberal arts into action as effective citizens in a global society. Toward those ends, the students undertake a curriculum structured to ensure meaningful engagement with the major areas of human experience, inquiry and achievement as well as opportunities for self-discovery and expression. A Connecticut College education involves students in carefully crafted educational experiences inside and outside of the classroom that knit together courses of study, opportunities to test and apply what is learned in varied and multiple contexts, and encouragement to reflect upon the relationships among them. In this sense, a Connecticut College education is significantly broader than the accumulation of the academic credits that constitute the minimum requirements for a Bachelor of Arts degree.

All candidates for the Bachelor of Arts degree are required to complete a thoughtfully developed program of study that includes the equivalent of 128 semester hours of academic credit, distributed among general education, elective courses and the academic major. Furthermore, students are encouraged to complement this coursework with selected leadership, service, study away, internship, work and/or research activities. In addition to the major, students may complete a minor in selected fields or a certificate in one of several interdisciplinary programs.

The Program Of General Education

The College's General Education program, required of all students, is aimed at fostering intellectual breadth, critical thinking, and acquisition of the fundamental skills and habits of mind conducive to lifelong inquiry, engaged citizenship and personal growth. Since 2005, first-year students have had the opportunity to enroll in freshman seminars designed to ensure close student-faculty relationships, intensive examination of a topic of deep substantive import, instruction in writing and critical reading and analysis, and active class discussion. A list of the freshman seminars offered in a given academic year is published annually and posted on the College website.

In addition, students are required to complete a series of at least seven courses designed to ensure broad engagement with the range of disciplines that constitute the liberal arts. These courses introduce students to the orienting questions, conceptual frameworks and methods of inquiry and expression of the natural and social sciences, humanities and arts. Lists of courses that satisfy the distribution requirement areas will be published annually and posted on the College website.

The seven General Education areas are:

Area 1: Physical and Biological Sciences

Area 2: Mathematics and Formal Reasoning

Area 3: Social Sciences

Area 4: Critical Studies in Literature and the Arts

Area 5: Creative Arts

Area 6: Philosophical and Religious Studies

Area 7: Historical Studies

Students must complete one course from each of these seven areas, taken in seven different departments (as defined by the course designations). Each of these courses, when completed at Connecticut College, must be taken for a letter grade and must be worth at least four credit hours. Any exceptions to the seven-department rule must be approved by the Committee on Academic Standing. These seven courses should normally be completed by the end of the sophomore year. With special permission, appropriate coursework taken at other institutions may be counted towards these requirements.

Foreign Language And Cross-Curricular Requirements

Foreign Language Requirements

Each student must complete a two-semester sequence of a new foreign language at the elementary level. A new language is one in which a student has studied for not more than one full year of secondary school. As an alternative, students may complete one course in a foreign language at the intermediate level or higher. The foreign language requirement may be waived upon the recommendation of the appropriate language department on the basis of one or more of the following: departmental tests, interviews or an SAT Subject Test score of 560 or higher. Students must seek this waiver during freshman year.

Students who have a documented disability in foreign language acquisition, as certified by the director of Student Accessibility Services, may petition the Committee on Academic Standing for a substitution of the foreign language requirement. Provided the Committee on Academic Standing approves, students must select two foreign culture courses in place of the typical foreign language course(s). Both culture courses must be offered in English by foreign language departments or programs at Connecticut College. The courses can be taken at any level, and both need not pertain to the same language/culture.

Writing Across the Curriculum

Each student must complete two designated Writing (W) courses. For most students, one of these courses will be a freshman seminar.

Writing courses are designed to integrate the teaching of writing with the teaching of subject matter and to foster a deep connection between writing and critical thinking. Courses that fulfill the writing requirement normally include the following elements:

- A minimum range of 15 to 25 pages of graded writing.
- Writing assignments distributed over the course of the semester.
- Feedback from the instructor on writing, along with opportunities for students to make use of these suggestions.
- Time devoted to discussing skills and strategies for writing.

Technology

Information skills are an essential part of a modern liberal arts education. Students should acquire skills in Internet navigation and research, database searching, and traditional library research. In addition, students should be able to integrate appropriate technology into their learning and research.

The Connections Program

Beginning with students matriculating in Fall 2016, the College's General Education model will be replaced with the Connections Program. This program spans all four years of a student's undergraduate experience, fostering an integrative and intentional approach to twenty-first century liberal arts learning.

I. ConnCourses

All students will be required to complete one designated ConnCourse for graduation. This course should be completed within the first two years of study. Transfer students entering Connecticut College with 56 credits or more are exempt from this requirement.

In ConnCourses students connect areas of the liberal arts and explore different modes of thinking. Working in an intellectually stimulating and exciting environment, students from all backgrounds make lasting connections across fields of study and to the world beyond the classroom. ConnCourses create an environment of full participation that cultivates academic excellence and encourages an integrative approach to learning and problem-solving. In these courses, students develop fundamental skills that can be applied throughout their studies. ConnCourses instill deep intellectual curiosity and desire for lifelong learning.

II. Integrative Pathways

Students will have the option of enrolling in an Integrative Pathway. Designed and implemented by interdisciplinary groups of faculty members, Pathways offer students an opportunity to achieve academic integration within a broad intellectual framework. Every Pathway is organized around a central theme, in relation to which students will consider an animating question that provides a focus for their work.

Each Integrative Pathway consists of four principal components:

- **Thematic Inquiry:** Every student must take a designated course that presents the theme and provides an overview of the Pathway.
- **Curricular Itinerary:** These three courses, taken in a variety of departments and disciplines, allow students to explore the theme of the Pathway in light of their animating questions.
- **Global/Local Engagement:** Each Pathway requires students to pursue purposeful engagement in a local or international context, such as study away, an internship, or community-based learning.
- **Senior Reflection:** Each Pathway provides an opportunity during the fall of the senior year for students to reflect on the different elements of their Pathway, in the context of their overall undergraduate experience. This component is connected to an All-College Symposium, at which students will share their responses to their animating questions with the wider College community.

In most circumstances, students will officially join an Integrative Pathway no later than the end of the fall semester of the sophomore year, with the Thematic Inquiry typically taken during the spring of the sophomore year. Students entering the College as juniors will have the opportunity to join a Pathway at the time of

matriculation. Students are required to take a minimum of four courses as part of their Pathway (including the Thematic Inquiry), as well as the Global/Local Engagement and Senior Reflection. Within the Pathway, students must take courses in at least three different Modes of Inquiry, each within a different department. Students may count courses toward the Curricular Itinerary that were taken prior to the Thematic Inquiry. All courses for the Pathway should be completed no later than the fall semester of the senior year. Only one course may be counted in common between a Pathway and a major or between a Pathway and a minor. All courses being counted for a Pathway must be taken at Connecticut College or a comparable institution. Courses taken at other institutions must be approved by the Pathway's core faculty group.

A certificate from one of the College's academic centers will be considered equivalent to the completion of an Integrative Pathway. Students obtaining a center certificate will still be expected to complete courses in four Modes of Inquiry, taken in different departments.

III. Modes of Inquiry

A. Creative Expression

The practice of various art forms – at times including research, dialogue, creation, and performance – enables students to broaden their imagination, while also enhancing their ability to explore and interpret the vast array of human experiences. This process can occur in many forms, including performing arts, visual arts, creative writing, architecture, and media arts. Creative Expression courses provide students with tools that enhance reflexivity and cultural awareness and facilitate the ability to express ideas.

B. Critical Interpretation and Analysis

This Mode of Inquiry fosters the ability to interpret and analyze the aesthetic, ethical, conceptual, linguistic, and cultural significance of objects of study. Courses in Critical Interpretation and Analysis have, as their primary focus, serious and sustained engagement with and writing about texts of various kinds – photographs, films, novels, plays, poems, primary documents, critical and theoretical essays, works of music and art, among others.

C. Quantitative and Formal Reasoning

The processes of interpreting and analyzing quantitative information and symbolic systems are required to understand society, the world, and the universe. Students will engage in this Mode of Inquiry through creative problem-solving, modeling natural or social phenomena, investigating logical systems, and analyzing numerical data.

D. Scientific Inquiry and Analysis

Scientific approaches are essential to addressing many of the issues facing our world. Students should engage in evidence-based problem-solving that explores processes in the physical world. This involves the abilities to develop hypotheses, make empirical observations, analyze data and evaluate results within the context of a theoretical framework of a scientific field. Courses in this Mode will engage students in how scientific knowledge is produced and in the ways that this knowledge intersects with society.

E. Social and Historical Inquiry

This Mode of Inquiry examines the diverse ways that human societies are organized as well as the complexity of the human experience across history. Courses designated as Social and Historical Inquiry will include exposure to the variety of methodologies and theories (empirical, interpretive, humanist, narrative) designed to investigate human interaction across time and space. Students will consider social, political, economic, and other cultural influences on human interactions with attention to language and structures of power and privilege, especially as manifested through race, ethnicity, class, gender, sexuality, age, and ability.

Students enrolled in an Integrative Pathway must complete courses in at least four of the five Modes of Inquiry, at least three of which must be within their Pathway. Students not enrolled in a Pathway are required to complete courses in all five Modes. In all cases, the Modes of Inquiry must be taken in different departments (as defined by the course designations). Every course being counted for a Mode of Inquiry must receive a letter grade, be worth at least four credits (or its equivalent), and be taken at Connecticut College or a comparable institution. Freshman Seminars and ConnCourses may be counted towards the Modes of Inquiry, in the same manner as other courses. An individual course may be listed under two separate Modes of Inquiry, although each student may only count it toward a single Mode.

IV. World Languages and Cultures

As Connecticut College students actively engage in global communities, both domestically and internationally, it is imperative that they develop an ability to empathize, communicate, and collaborate with others from diverse cultures in their own languages. The study of world languages and cultures, present and past, provides a unique catalyst for fostering a mode of critical thinking that creates true cultural understanding, one that recognizes relationships shaped by power, privilege, identity, and social location.

As a foundation for incorporating world languages and cultures into students' academic programs, each student will complete a minimum of two semesters of study of one language at any level, either at Connecticut College or at a comparable institution. Normally, language courses will be completed by the end of the sophomore year so that students may incorporate and deepen their knowledge in culminating work in the junior and senior years.

Additionally, students will work with advisers to apply their language study to scholarship and other activities that reach beyond the traditional classroom. These experiences may include, but are not limited to: study away and SATA programs with intensive language study; course TRIPS with language and culture components; certificate programs through the academic centers; science practica or internships involving international collaborations; international internships; community learning components in languages other than English; student teaching; FLAC sections; participation in the World Languages program in the New London schools; CC Language Fellow and Language Assistant positions; honors theses and Senior Integrated Projects employing research in languages other than English. These practical applications are strongly recommended to build upon the required language coursework.

Students who achieve advanced-level proficiency in a language, and who apply their language in an international or other practical context, may have this noted on their academic

transcript. Students should submit a petition to this end to the Study Away Committee.

V. Exemptions

Students seeking an exemption to any component of the Connections program or other College-wide requirements, for accessibility or other personal reasons, must submit a petition to the Committee on Academic Standing. Students should first contact their class dean and, if applicable, the Office of Accessibility Services to discuss their specific situation and the details of the process.

The Academic Major And Minor

Every student is required to complete an academic major, which must be formally declared no later than March 31 (or Oct. 31) of the second semester of the sophomore year. Students have the option of completing minors or additional majors, each of which should be declared no later than the end of the first semester of the senior year.

A major must consist of at least nine and no more than 15 semester courses (typically 36 to 60 credit hours), unless otherwise dictated by the standards of a professional society. At least six of these courses must be at the 200 level or higher, with at least two at the 300 level or higher. Only a certain number of courses may be counted in common between the requirements for two separate majors:

- If the total number of combined semester courses for the two majors is fewer than 24, three courses may be counted in common.
- If the total number of combined semester courses for the two majors is at least 24 and fewer than 30, four courses may be counted in common.
- If the total number of combined semester courses for the two majors is 30 or more, five courses may be counted in common.

If more than the designated three, four or five courses in common are required between the two majors, then an equivalent number of courses need to be added as electives.

A minor must consist of at least five semester courses, at least three of which must be at the 200 level or higher. Only one course may be counted in common toward the requirements for a major and a minor or toward the requirements for two separate minors. A student may not receive credit for more than three minors.

The College offers both department-based and interdepartmental majors. Interdepartmental majors generally include a required core comprised of at least one introductory course specific to the major and a capstone experience (individual study, honors study, seminar, colloquium or internship) in which the analytical skills and subject matter from prior courses are employed and tested.

Certain majors provide students the option of selecting a specific track or concentration. A concentration is noted explicitly on a student's transcript, whereas a track is not.

Students have the option of designing their own interdisciplinary major or minor. A completed application for a Student Designed Interdisciplinary Major Consists of five parts, each signed and dated by the adviser:

Student-designed Interdisciplinary Majors (SDIM)

Student-designed interdisciplinary majors must consist of a closely articulated group of nine to 15 courses in two or more disciplines and a proposal for an integrative project — individual study, honors study or an appropriate seminar — that counts as one of the nine to 15 courses and serves as a capstone to the major, through which students have the opportunity to reconcile or synthesize the interdisciplinary materials with which they have been working.

A completed application for a Student Designed Interdisciplinary Major Consists of five parts, each signed and dated by the adviser:

PART I: SDIMM APPLICATION FORM

PART II: PROPOSAL FOR THE MAJOR

PART III: SDIMM INTEGRATIVE PROJECT PROPOSAL

PART IV: SDIMM PROPOSED COURSE LIST

PART V: LETTER OF SUPPORT FROM SDIMM FACULTY ADVISOR

Student-designed Interdisciplinary Minors (SDIM)

Student-designed interdisciplinary minors must consist of a closely articulated group of six or more courses in two or more disciplines and a proposal for an integrative project — individual study, honors study or an appropriate seminar — that counts as one of the courses and serves as a capstone to the minor, through which students have the opportunity to reconcile or synthesize the interdisciplinary materials with which they have been working.

A completed application for a Student Designed Interdisciplinary Minor consists of five parts, each signed and dated by the adviser:

PART I: SDIMM APPLICATION FORM

PART II: PROPOSAL FOR THE MINOR

PART III: SDIMM INTEGRATIVE PROJECT PROPOSAL

PART IV: SDIMM PROPOSED COURSE LIST

PART V: LETTER OF SUPPORT FROM SDIMM FACULTY ADVISOR

Advanced Study

The College encourages properly qualified students to engage in advanced individual study. The following plans, as supplements to the regular course offerings, are available to students upon recommendation by their advisers.

Honors Study

Honors Study offers students who meet the standards set by the College and by their major departments the opportunity to combine independent work with regular courses of study.

Juniors who have maintained a 3.5 grade point average in their major courses for the sophomore and junior years may, at the end of the junior year, request permission of their departments to be admitted to Honors Study. At this time, in consultation with their major department, they shall formulate a tentative plan for a senior

project that has a scope of a year-long project in the student's declared major.

Before the end of the junior year, the student will present the major department or appropriate interdisciplinary committee with a plan of study designed to replace two semester courses in the major field. When this plan has been approved, the chair and principal adviser will choose two readers. At least one of the readers and/or the adviser must be a member of the department. The student may confer at any time with the readers about the progress of the honors work.

During preregistration in the spring of the junior year the student will enroll in Course 497 for the fall. During preregistration in the fall of the senior year the student will enroll in Course 498, or convert the thesis into an independent study. One week prior to the end of classes in the second semester, the student will submit the thesis and the thesis submission form electronically. After the conclusion of the academic year, the library will post the thesis to Digital Commons, granting the thesis the level of access requested by the student and adviser. The department or interdisciplinary committee shall have the option of requiring the readers to administer an oral examination on the subject of the course.

Students enrolled in Course 497-498 will be given the temporary grade "In Progress" at the end of the first semester. This grade will be changed to a letter grade when the Honors Study has been completed. The final grade shall be assigned by the adviser after consultation with the readers. A grade of A or A- will denote Honors.

Any Honors Study project to be considered for the Oakes and Louise Ames Prize must be submitted to the Educational Planning Committee and must include a one-page abstract of the project.

The College awards the degree of Bachelor of Arts with Honors Study in the Major Field to students who complete their Honors Study with a grade of A or A-. Students who earn a passing grade of B+ or lower will receive credit as Individual Study as determined by the department. The College awards the degree of Bachelor of Arts with Honors Study and Distinction in the Major Field to students who complete their Honors Study with a grade of A or A-, and who have a scholarship standing of 3.7 in their regular or interdisciplinary major courses, including those of the freshman year or its equivalent.

Individual Study Courses

Individual study courses are available to properly qualified students, subject to availability of staff time for supervision. The proposal for study must be approved by the instructor supervising the project and by the department or interdisciplinary program in which the project is to be conducted.

Seminars

Many departments also offer seminars in which students have the opportunity to work independently on different aspects of their major field or area of interdisciplinary study and to discuss the results of their research.

Postgraduate Study and Admission to Professional Schools

Many Connecticut College seniors choose to apply for and attend graduate or professional schools. After assisting students with the process of identifying their advanced degree goals, Career advisers

Connecticut College 2016-2017 Catalog

refer these students to the College's pre-professional and graduate school advisers and to discipline-specific faculty advisers.

A student who plans to undertake graduate study should examine specific requirements of particular graduate programs as early in the undergraduate years as possible. Early consultation with the major adviser and the college's graduate school advisor is strongly recommended.

Students intending to prepare for postgraduate entrance into law, business or medical school are encouraged to register with Connecticut College pre-law, pre-business or pre-health advisers early in the freshman year.

Connecticut College does not recommend a formalized pre-law program of studies because experience demonstrates that the best preparation for law school is a solid liberal arts education that trains minds to think critically, logically and creatively. Recent graduates now enrolled in law schools concentrated in a wide range of liberal arts majors.

Although medical schools require applicants to present strong academic qualifications in a number of undergraduate sciences, superior performance in a diversified program of liberal arts studies is equally important. The science requirements for medical school can be met by the following courses: biology (two semesters); general chemistry (two semesters); organic chemistry (two semesters); and physics (two semesters). Most medical schools require a year of English and one year of college-level mathematics. Although not required, additional courses in biology, biochemistry, statistics, psychology and sociology will prepare students for the MCAT (Medical College Admission Test). The College pre-health adviser provides guidance in selecting a course of study and preparing for the application process..

Elective Courses

In the elective area students are free to explore fields not otherwise included in the academic program by exploring a diversity of interests, satisfying a curiosity aroused through General Education or bolstering their major with related study.

Whatever the preference, the student should choose electives with a thoughtful awareness of the design of his or her education.

ACADEMIC REGULATIONS AND DEGREE REQUIREMENTS FOR UNDERGRADUATE STUDENTS

1. The equivalent of 128 semester hours is required for the degree.
2. A student is expected to complete all degree requirements in the equivalent of eight semesters or fewer, depending upon transfer credit
3. A student must complete a minimum of 64 semester hours at the 200 level or higher.
4. No more than four one-semester-hour courses may be counted toward the 128 semester hours required for the degree.
5. At least 64 semester hours must be taken outside any single department (as defined by the course designations).
6. The minimum cumulative grade point average for the degree is 2.0.
7. The normal course load per semester is four courses (the equivalent of 16 semester hours) in order to complete the degree in a maximum of eight semesters. The record of each student who is not enrolled in a minimum of 16 semester hours will be reviewed by the Committee on Academic Standing at the end of each semester. Poor scholarship is not grounds for diminution of the normal course load. A student must be enrolled in a minimum of 12 semester hours to be eligible for on-campus housing. Campus housing is not available for RTC students.
8. Pre-Registration: Official pre-registration for courses shall be conducted at announced dates during the preceding semester, beginning no earlier than five weeks before the last day of classes. A student may pre-register for a maximum of 19 semester hours during this period.
9. Add/Limited Add Periods: The first week of classes each semester is considered the Add Period, during which students may add new courses to their schedules (subject to enrollment limitations, prerequisites and guidelines for over-pointing). The second week of classes is considered the Limited Add Period, during which students may add courses only with the explicit approval of the instructor. After the conclusion of the Limited Add Period, courses may be added only with the approval of the Committee on Academic Standing.
10. Delete Period: The first two weeks of classes are considered the Delete Period, during which students may delete courses from their schedule without any record on their transcript.
11. Voluntary Withdrawal: The Voluntary Withdrawal Period begins the day after the conclusion of the Delete Period and ends five weeks before the last day of classes. During this period, a student may withdraw from one or more courses with a grade of "W" recorded on the transcript. Under exceptional circumstances, the Committee on Academic Standing may allow a student to

withdraw from courses after the end of the Voluntary Withdrawal Period. A student may not at any time fall more than two courses (eight semester hours) behind the normal accumulation of four courses per semester. If a student has fallen eight or more semester hours behind the normal accumulation, the voluntary withdrawal option will not be available, except by explicit permission of the Committee on Academic Standing, until the student has earned additional credit through over-pointing or completing summer school courses. A student may only use eight semester hours of Advanced Placement credit to repair credit deficiencies. Any student who has an Honor Council case pending in relation to a course, or who has received a penalty in relation to a course, is not permitted to exercise the voluntary withdrawal option in that course.

12. Over-Pointing: Students may take up to 19 semester hours per term, subject to approval from their faculty adviser. Any additional coursework is considered over-pointing and is subject to additional guidelines and restrictions. Students may not over-point during the pre-registration period, but must wait until the beginning of the Add Period. First-semester freshmen are not allowed to over-point.

Requirements for over-pointing are as follows:

From 20 to 23 credits: Students must have earned a grade point average of at least 3.0 during the previous semester. Students whose grade point average from the previous semester was below 3.0 must obtain approval from both their faculty adviser and their academic dean. Approval forms are available from the Office of the Registrar.

From 24 to 27 credits: Students must obtain approval from both their faculty adviser and their academic dean.

Students may not take more than 27 credits per semester without the approval of the Committee on Academic Standing. Under normal circumstances a student may not take more than six courses that are worth four or more credits.

*Not applicable to RTC students.

13. Satisfactory/Unsatisfactory: In each semester of the junior and senior years (to a maximum of four semesters), a student with a cumulative and current grade point average of 2.0 may elect one otherwise letter-graded course for which the instructor is required to enter the final mark as either Satisfactory (S) or Unsatisfactory (U). Return to College students must petition the Committee on Academic Standing to elect the satisfactory/unsatisfactory option. Non-degree students may elect one satisfactory/unsatisfactory course per semester. A grade of Satisfactory will be awarded for course work completed at or above a "C-"; the grade of Unsatisfactory will be awarded for course work completed at or below a "D+?". Neither the Satisfactory nor Unsatisfactory grade will factor into the cumulative grade point average, and credit will only be earned for a Satisfactory grade. A grade of Unsatisfactory automatically excludes a student from Dean's Honors and Dean's High Honors for that semester.

Connecticut College 2016-2017 Catalog

A course selected for this option

- may not be drawn from the requirements and electives of the major.
- may not be used for a course intended to satisfy a minor, General Education or a certificate program requirement.

The option may be filed from the first day of classes to the end of the first six weeks of classes. Upon submission of the Satisfactory/Unsatisfactory form, the instructor will be notified of the student's election of the option.

Note: This option does not apply to any course that by faculty vote must be marked under the pass/not passed option.

Note: Any student who has an Honor Council case pending in relation to a course, or who has received a penalty in relation to a course, is not permitted to exercise the Satisfactory/Unsatisfactory option in that course. Should the student have elected the Satisfactory/Unsatisfactory option prior to the Honor Council deliberations, the final decision of the Honor Council will override the Satisfactory/Unsatisfactory option, if appropriate.

14. To complete the College design for General Education, seven separate and distinct courses are required, each from a separate department, along with the completion of the foreign language and Writing Across the Curriculum requirements. The same course may not count toward more than one area. The same course, however, may count toward General Education as well as the requirements of the major.

15. Repeating a Course: Normally courses may not be repeated for credit. Any student who has received a passing grade and earned credit for an individual course may not repeat the course; this includes Advanced Placement, summer school and all course work taken at other institutions. Note that this policy does not apply to certain courses, the content of which varies from year to year: Advanced Study Seminars, Individual Study courses, and courses specifically noted in the catalog that by faculty vote may be repeated. A student who has failed a course may repeat it, the original grade remaining on the record and calculated into the grade point average; the second grade is also recorded and calculated in the grade point average.

16. Students seeking to receive a bachelor's degree in fewer than four years must obtain approval for their course of study from their major adviser and from the Committee on Academic Standing.

17. Students who plan to complete degree requirements at the end of a summer or the end of a fall semester must formally petition through their adviser and the Committee on Academic Standing. Students granted such permission should not terminate studies without a careful check of the academic record to see that all credits and grades are in order.

18. The evaluation of transfer and pre-freshman college credit is determined by the Office of the Registrar. Transfer credit is granted only for courses with an approximate counterpart in the Connecticut College curriculum with grades of C or higher.

19. To qualify as a candidate for a degree at Connecticut College, a student must

- Complete at least two full years of academic work in residence (full-time status) including one semester of the senior year and

- Earn at least 64 credits at Connecticut College.

Summer session credit at Connecticut College may be included in the 64 credits, but summer session does not count as one of the residency semesters.

20. While transfer students are given credit for approved courses taken at other institutions, they nonetheless must also meet the requirements of rule 19.

21. The College's annual commencement ceremony is held in May. Students who have not completed the necessary coursework but who are within eight credits of the total required for graduation may, with the signature of their academic dean, participate in commencement. Such students will be eligible to receive their degrees in the fall semester of the next academic year, as long as they complete the required coursework and submit the appropriate documentation to the Office of the Registrar no later than September 15. The degrees will be conferred in October, upon approval by the faculty and the board of trustees. There will be no separate commencement ceremony during the fall semester. For the purposes of Latin honors and other awards, students receiving their degrees in the fall semester will be considered members of the class that graduated the preceding May.

22. Students within eight credits of graduation at commencement who submit the necessary documentation after September 15 will receive their degrees the following May, as will any students who complete their degree requirements during the fall semester. In such cases, the College will provide an official letter stating that the student has completed the necessary coursework for the degree. A specific notation will also be made on the student's transcript indicating that the degree requirements have been fulfilled.

23. Although advisers will give all reasonable aid and direction, students will be held responsible for errors in their choice of studies. Students should regularly seek guidance on their academic programs; they should consult their academic advisers until they have elected a major and their major adviser thereafter. After such consultation, students are free and responsible to choose their own program, subject only to College, departmental or interdisciplinary program regulations.

Alpha, Beta And Gamma Numbers

Every summer, prior to the start of the academic year, the Office of the Registrar shall compute three numbers for use during the subsequent year: the *alpha number*, the *beta number* and the *gamma number*. These numbers vary from year to year, depending on the grade point averages of the four previous graduating classes, and will be used to determine eligibility for Latin honors and for Dean's Honors and Dean's High Honors. These numbers shall be publicly advertised at the start of the academic year.

*For additional explanation of the academic regulations, see Section II in the *Student Handbook*.

*All students should refer to the Satisfactory Academic Progress section of this catalog.

Academic Honors

The College awards the degree of Bachelor of Arts with Honors Study in the Major Field to graduating students who have completed their Honors Study with a grade of A or A-. The College awards the degree of Bachelor of Arts with Honors Study and Distinction in the Major Field to graduating students who have completed their Honors Study with a grade of A or A- and who have a grade point average of at least 3.7 in all courses that may be counted toward the major, including those taken during the freshman year or its equivalent.

The College awards the degree of Bachelor of Arts with Distinction in the Major Field to graduating students whose grade point average is at least 3.7 in all courses that may be counted toward the major, including those taken during the freshman year or its equivalent.**

The College awards Latin honors based on all coursework taken after secondary school. The degree of Bachelor of Arts *summa cum laude* is awarded to graduating students whose cumulative grade point average is greater than or equal to the alpha number.** The degree of Bachelor of Arts *magna cum laude* is awarded to graduating students whose cumulative grade point average is less than the alpha number and greater than or equal to the beta number. ** The degree of Bachelor of Arts *cum laude* is awarded to graduating students whose cumulative grade point average is less than the beta number and greater than or equal to the gamma number.

Eligibility for Latin Honors

All graduating students, including those who transfer to the College at the beginning of the junior year, are eligible for Latin honors on the basis of all undergraduate grades, including those from the first year or its equivalent. The relevant grade point average takes into account approved summer courses and study at other institutions, but excludes courses taken with the Satisfactory/Unsatisfactory option, courses designated Pass/Not Passed, and courses not accepted for credit toward graduation taken at least 10 years prior to matriculation at the College. To be eligible for Latin honors, at least 80 percent of the credits completed, including those from the first year or its equivalent, must come from graded courses. For the purposes of this calculation, credits earned from Advanced Placement, International Baccalaureate or British A-level examinations are excluded from the total.

Phi Beta Kappa and Winthrop Scholars

Phi Beta Kappa, founded in 1776 at the College of William and Mary, is the oldest national honor society in the United States. The Connecticut College chapter, Delta of Connecticut, was established in 1935. Membership is restricted to students in their senior year. There are two elections annually: in the fall semester, based on students' academic records through the end of the junior year, and in the spring, based on their academic records through the first semester of the senior year. Students elected to membership in Phi Beta Kappa in the fall of their senior year are designated Winthrop Scholars, a distinction instituted in 1928 as a

means of recognizing the highest level of scholarship and academic promise.

Dean's Honors and Dean's High Honors

At the end of each semester, any student whose grade point average for that term is greater than or equal to the beta number shall be awarded Dean's High Honors.* Any student whose grade point average is less than the beta number and greater than or equal to the gamma number shall be awarded Dean's Honors.* To be eligible for either of these honors, a student must have completed a minimum of 12 semester hours that term in graded courses. A grade of Unsatisfactory or Not Passed automatically excludes a student from Dean's Honors and Dean's High Honors for that semester.

Grading

At the end of each semester, grades are submitted by the faculty through Self Service, by the published deadlines. Changes to previously submitted grades must be submitted in writing to the Office of the Registrar. Only grades that are higher than those previously submitted will be accepted; grades may not be lowered.

Once the faculty has voted to approve the degrees for the students who are graduating (three days before Commencement), all transcripts are considered to be "frozen." Following that vote, changes to the transcript, including changes of grade, are not permitted.

A student's course work is evaluated on the basis of grades and semester hours taken. The letter grades used and their associated grade points are: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.0; NF, 0.0; and IF, 0.0. Grade point standing is obtained by summing the products of semester hours and grade points and dividing by the number of hours taken.

Work taken during the summer and while on leave from the College will be included in determining grade point standing, but courses taken under the satisfactory/unsatisfactory option or graded pass/not passed are excluded.

Incomplete

All course work is normally due by the last day of examinations for the semester. An incomplete for up to four weeks after the last day of examinations may be granted only with the approval of the instructor and the class dean. Applications requesting an incomplete must be filed by the end of the Final Examination period.

* *Beginning with students matriculating in Fall 2008, including transfer and RTC students, effective in Fall 2011. Prior to that point, the threshold for Dean's High Honors will be 3.7 and for Dean's Honors will be 3.3.*

** *Beginning with students matriculating in Fall 2008, including transfer and RTC students.*

Connecticut College 2016-2017 Catalog

Incompletes extended beyond four weeks require the approval of the faculty member and the Committee on Academic Standing and will be granted only in the most extraordinary of circumstances. If a final grade has not been submitted within four weeks of the beginning of the following semester, the incomplete grade will be replaced with a failure, which will be calculated into the grade point average as a failure, unless a different grade, based on previously completed work, is submitted by the instructor.

No Grade

Within four weeks of the beginning of the following semester all work must be completed and a grade submitted; otherwise, a final grade of failure, which will be calculated into the grade point average as a failure, will be posted.

Accelerated Completion Of Degree

The Connecticut College curriculum is built on the presumption that eight semesters of study are necessary for completion of the degree. In this timeframe students can take full advantage of the many opportunities for personal and intellectual growth the College provides, including certain signature experiences such as sufficient time for in-depth study of a single discipline (a major) and free exploration of other topics (electives); the experience of a semester of international study; a College-sponsored summer internship and/or research experience; and the option of earning a certificate through study in one of several interdisciplinary centers. Students are also expected to develop capacity for leadership and citizenship through immersion in a dynamic residential community or participation in student organizations and activities, community service, or involvement in the College's unique governance structure.

Having designed this optimal educational experience for students, the College understands that some students may wish nonetheless to accelerate completion of their degree (in seven or fewer semesters) using advanced placement credit or transfer credit or by "over-pointing" (taking more than the expected academic workload in successive semesters). Because completion of all General Education, departmental and other College requirements prior to an accelerated graduation may be difficult or in some cases impossible, students who wish to graduate in fewer than the expected eight semesters should contact the Dean of Studies as well as their faculty adviser as soon as possible; the College recommends that it be done by the first semester of their second year at the College. In close consultation with these advisers, students seeking an accelerated degree must ultimately submit a petition to the Committee on Academic Standing, where a group of faculty and deans will assess their chances for success by reviewing their records and plans for completing all degree requirements. The Committee on Academic Standing has final say in approving any accelerated graduation plan

Transfer Credit

Freshman Course Work

Many students have the opportunity to enroll in advanced college level course work prior to secondary school graduation. Connecticut College will grant credit for freshman work, providing the course work meets the following criteria:

- completed on a college campus;
- completed in a class with matriculated college students; and
- the course work was not used to satisfy any high school graduation requirements.

It is the responsibility of the student to forward an official transcript of any pre-first year course work to the Office of the Registrar. Once an official transcript has been received, the student's complete file will be reviewed to determine if the credits should be posted to the Connecticut College transcript.

Connecticut College does not award credit for programs where the above criteria has not been satisfied, e.g., the University of Connecticut's CO-OP Program, Kenyon College's SCA Program, Syracuse University's Project Advance or CLEP testing.

Advanced Standing

Connecticut College encourages prospective students in secondary schools to engage in advanced-level work. Students who meet certain benchmarks on the exams designated below may receive credit toward their degree requirements. Individual departments have the discretion to decide if Advanced Placement and its equivalents should count toward the major or minor and to determine the course equivalency.

Advanced Placement (AP) Examination, sponsored by the College Entrance Examination Board: Students are awarded 4 credits for certain AP examination scores of 4 or 5, which may be applied toward their degree requirements.

International Baccalaureate: Students who present the International Baccalaureate may, on a course-by-course basis, be awarded 4 credits for each "Higher Level" individual exam score of 5 or above.

British A-Level Examinations: Students who present the A-Level certificate may, on a course-by-course basis, be awarded 4 credits for each "Advanced Level" exam grade of "C" or above.

Other Foreign Exams: Students who present the results of certain foreign examinations, such as the German Abitur and its North European equivalents, the Swiss Maturity, the Italian Maturita, and others of similar merit, may, on a course-by-course basis, be awarded 4 credits for each individual course.

A student may apply Advanced Placement credit or its equivalents toward degree requirements in the following ways:

General Education Requirements: AP credit or the equivalent may be used to satisfy General Education requirements, subject to the approval of the department.

Degree Credit: Students may use AP credit in one of two ways: either to repair credit deficiencies that arise from voluntary course withdrawals or failing grades or to accelerate. If a student uses AP credit to repair deficiencies, he/she may not use more than eight semester hours. If, on the other hand, the student chooses to accelerate, he/she may use 16 semester hours of AP to graduate in seven semesters or 32 hours to graduate in six semesters. Students may also use AP credits to cover a leave of absence or withdrawal from the college. Degree credit will not be awarded for AP work if

Connecticut College 2016-2017 Catalog

an equivalent introductory course has already been taken, either at Connecticut College or transferred from another institution.

Satisfactory Academic Progress (Sap)

In accordance with federal regulations, all financial aid recipients are required to make satisfactory academic progress. This means that financial aid recipients must:

- maintain a minimum grade point average of 2.0 and
- Accumulate a sufficient number of credits so as not to be more than eight semester hours (including transfer credits) behind the normal semester hours as described below.
- Institutional aid is limited to eight semesters for traditional undergraduates.

Traditional Undergraduate	Minimum Earned Credits Required at End of First Semester	Minimum Earned Credits Required at End of Second Semester
Freshman	8	24
Sophomore	40	56
Junior	72	88
Senior	104	120

A student's progress will be monitored at the end of each semester to determine eligibility for financial aid for the upcoming semester. A student who is more than 8 credits behind their entering class and/or has a cumulative GPA of less than 2.0 is not making satisfactory academic progress.

Financial Aid Warning

A student who may be in jeopardy of losing his or her federal financial aid will first be sent a warning letter and is required to meet with his or her dean or academic adviser. This student will be eligible to receive federal financial aid for the upcoming semester.

Financial Aid Probation

If a student has not met the minimum standards for satisfactory academic progress after the initial Financial Aid Warning, the student will be placed on financial aid probation and is denied access to federal financial aid. A student can appeal based on the following:

- injury or illness (must provide a letter from a health professional)
- disability (must provide a letter from Accessibility Services)
- death of a relative; (must provide documentation) or.
- other special circumstances (must provide documentation).

In addition to providing the above documentation, the student must submit an academic plan that has been determined with consultation from the student's dean or academic adviser. It must be specific and demonstrate how the student will graduate within the remaining semesters.

If the student's appeal of his/her financial aid probation is granted, the student will be notified of the approval via email along with additional requirements that must be met. The award will be for only one semester. Future funding will be dependent on the successful completion of the semester based on the academic plan and any additional requirements listed in the approval letter.

If you will be taking a semester off, or making arrangements to pay for classes without financial aid, please be advised that in order to regain eligibility for financial aid, you must meet the minimum requirements based on the original class in which you entered.

Return to College Students (RTC)

- RTC students must maintain a minimum grade-point average of 2.0 and
- The program must be completed within the maximum time frame of 12 semesters, less with transfer credits.

For example: A student transfers in 48 credits, or three semesters, leaving a remainder of nine semesters to complete the degree. The student must complete eight credits during each of the nine remaining semesters.

Return to College Student Example: Credits transferred 48 (three semester equivalent)	Required to earn 8 credits by the end of each semester
1st Semester at Conn	56
2nd semester	64
3rd Semester	72
4th Semester	80
5th Semester	88
6th Semester	96
7th Semester	104
8th Semester	112
9th Semester	120

Please reference the previous sections on Financial Aid Warning and Financial Aid Probation if you are not making satisfactory academic progress as defined above.

Graduate Students

- Graduate students in psychology must maintain a minimum grade point average of 3.0
- The standard published length for a graduate student in psychology is 48 credits or four semesters if attending full time, less with transfer credits. Students attending part time may have up to six semesters, less with transfer credits, to complete the program.

Connecticut College 2016-2017 Catalog

Part Time Master of Arts in Psychology	Minimum Earned Credits Required at End of First Semester	Minimum Earned Credits Required at End of Second Semester
1st year graduate	8	16
2nd year graduate	24	32
3rd year graduate	40	48

Please reference the previous sections on Financial Aid Warning and Financial Aid Probation if you are not making satisfactory academic progress as defined above.

ACADEMIC AFFAIRS

Academic Advising

The College believes that academic advising is central to helping students make the most effective use of the diverse curricular and co-curricular options available to them at Connecticut College. Our academic advising features a team advising approach for a student's first two years that includes a pre-major faculty adviser, staff member, and student advisers. This team assists in the transition to the major faculty advisor, typically during the sophomore year. Of course, many faculty and staff are available to work with students as they plan their academic programs, and we encourage students to take advantage of advising assistance throughout their years at the College.

New students receive information and advising from the dean of first year students or from a pre-major faculty adviser assigned the summer prior to matriculation. The dean of sophomores and dean of juniors and seniors advise upper-class students, in close consultation with the student's major adviser, who will be assigned when the student declares a major. Students may declare a major at any time prior to the second semester of their sophomore year, at which point a declaration of major is mandatory.

Academic deans and advisers in the major field advise transfer students, and advisers in the Psychology department advise graduate students in the M.A. program in Psychology. A pre-major adviser advises students in the Return to College (RTC) program until they declare a major. Students interested in single-course exchanges with Wesleyan University, Trinity College or the U.S. Coast Guard Academy should consult with the registrar. Special students are under the administrative purview of either the dean of first year students or the registrar.

Additional counseling and advising assistance is available through the offices of Career and Professional Development, the Dean of Students, Student Counseling Services, Academic Resource Center, Student Accessibility Services, the Writing Center, and Residential Education and Living.

Attendance At Classes

A student who pre-registers for a course has the obligation to appear at the first meeting of that course. In the case of absence, the student must notify the instructor within two working days of the first class meeting of his/her intention to continue in the class. Otherwise, an instructor is not obligated to keep that student on the class list and may assign his/her place to another student not pre-registered.

Regular attendance at classes and other scheduled academic appointments is expected of all students. Instructors are requested to call to the attention of the appropriate academic dean any case of extended or repeated absence. After warnings from the instructor and the academic dean, excessive absence may result in failure in the course. No instructor is expected to give extra help or to grant extensions to a student who has missed classes voluntarily.

Last Date of Attendance

A student who, for unexpected reasons, requests a leave or withdrawal during a semester must complete a Leave/Withdrawal

Form with his or her academic dean. The student is required to indicate his or her last date of class attendance for the semester.* Financial Aid Services will confirm the last date of attendance by requesting that the student's instructors for the semester the student is leaving fill out a Last Date of Attendance Form. The Last Date of Attendance Form will be returned to Financial Aid Services.

Students may not take personal leaves during the semester although they may apply for a personal leave for the following academic term.

Study Away

Students interested in studying abroad must apply for approval through the Office of Study Away. Approval to study away is contingent on the students' academic records and adherence to application processes and deadlines.

Students who elect to take part of the degree requirements elsewhere are reminded that the transcripts from other institutions are evaluated by the Office of the Registrar and the course work is posted to the student's transcript with grades and credits. It is the student's responsibility to have an official transcript sent from his/her Study Abroad or Study Away institution.

For current and more specific information on application processes and programs for study away, contact the Office of Study Away.

Personal Leave

Students who are in good standing may be approved by the Committee on Academic Standing to take a personal leave for purposes of work, travel or other nonacademic experience. Normally, academic work completed during personal leave cannot be transferred back to Connecticut College. Work activities may be explored through the Office of Career and Professional Development. Applications for personal leave must be approved by May 1 or Dec. 1 of the preceding semester.

In all cases, students planning to take a personal leave should consult with their academic dean and the appropriately executed leave form should be filed with the Office of the Dean of the College. No personal leave will be approved by the Committee on Academic Standing after the stated deadlines. Thereafter, all departures will be considered voluntary withdrawals.

It is the student's responsibility, whether on approved leave or voluntary withdrawal, to ensure that completed re-entry materials are submitted by the stated deadlines.

Students who plan to return from personal leave must formally notify the Office of the Dean of the College no later than April 1 for re-entry in the fall semester or Nov. 1 for re-entry in the spring semester. Notification by these deadlines is necessary to help the College project enrollment and space needs to guarantee access to pre-registration and housing. The burden is on the student to make the notification, to make appropriate financial arrangements with the accounting office, and to forward housing requests (residential hall or off-campus) to the director of Residential Education and Living.

Connecticut College 2016-2017 Catalog

Re-Entry Following Leave

Students on an approved Study Away/Teach Away (SATA) or other Connecticut College program are assumed to be returning to campus the following semester. Students who will not be returning must formally notify the Office of the Dean of the College. Students should review the financial aid section of this catalog and the section on satisfactory academic progress.

Withdrawal

Students may withdraw from Connecticut College on a voluntary basis, may be advised or directed to withdraw following a review of academic progress, or may be directed to withdraw for other than academic reasons.

Voluntary Withdrawal

In cases of voluntary withdrawal, it is the student's responsibility to consult the academic dean and to file the appropriate form with the Office of the Dean of the College. Failure to do so will be noted and taken into consideration should a student apply for readmission. Students who fail to return to the College without prior notification, who transfer to other institutions, or who, for whatever reasons, do not plan to complete degree requirements are considered voluntary withdrawals.

Refused Registration

Following review by the Committee on Academic Standing, students whose academic progress is in jeopardy because of repeated unfulfilled incompletes or other issues affecting academic progress, but whose academic performance is otherwise satisfactory, may be refused registration for at least one semester so that they may work on the problems hindering their academic progress. This designation does not constitute probationary status.

Advised to Withdraw

Following review by the Committee on Academic Standing, students may be advised to withdraw and, if the advice is accepted, the students must formally report their decisions to their dean. Financial aid for students advised to withdraw will be renewed (if needed) upon readmission to the College. Students who elect to remain enrolled can be ensured of monetary assistance for one semester only and will be considered to be on academic probation until they reach the required average. This aid will provide the student with one semester in which to prove academically qualified for further support. Students should review the financial aid section of this catalog and the section on satisfactory academic progress. Academic records of students advised to withdraw will be reviewed each semester until a satisfactory grade point average is reached. Students who do not meet the requirements of their probationary period may be directed to withdraw.

Directed to Withdraw

Students at Connecticut College may be **directed to withdraw** (DW) from the College for the following reasons:

- **Academics:** Students whose academic progress and/or grade point average falls below acceptable standards will be placed on Direct to Withdraw status after their records have been reviewed by the Committee on Academic Standing at the end of the semester.
- **Indebtedness:** Charges for comprehensive fees or other bills have remained unpaid and the student and family have not established and/or followed a payment plan.
- **Failure to submit proof of immunizations:** The student has not submitted medical documentation of required immunizations.
- **Failure to abide by the Honor Code and Student Code of Conduct:** Subsequent to student conduct procedures, the student is deemed by the adjudicating body (i.e., Honor Council, Dean's Grievance, or Dean's Adjudication) to have violated the Honor Code or Student Code of Conduct resulting in a suspension or expulsion (see the Student Handbook). The College policies on exigent circumstances (e.g., serious crimes) and interim sanctions may also be invoked.

Prior to being directed to withdraw the student's academic dean/Dean of the College and/or the Dean of Students, as appropriate, may consult with other offices of the College as necessary and appropriate.

The student will be notified in writing of the decision for directed withdrawal. The student may request an appeal of the decision to the Dean of the College, the Dean of Students, or the appropriate committee; the appeals process will be delineated in the notice.

A student directed to withdraw is subject to the same rules regarding financial aid and financial obligations that apply to students taking voluntary leave. That is, a student may not participate in College activities until the first official day of the academic semester of returning unless given express permission by the Dean of the College or the Dean of Students, as appropriate and as outlined in the notice of directed withdrawal.

Readmission Following Withdrawal

Students who wish to be considered for readmission must formally apply to the Office of the Dean of the College no later than Nov. 1 (for the second semester) or April 1 (for the first semester) and inform their academic dean of their intent to return. In all cases of readmission, the burden is on the student to initiate the application process (supplemented by supporting evidence where required), to make the appropriate financial arrangements with the accounting office, and to forward housing requests (dormitory or off-campus) to the director of Residential Education and Living.

In cases of voluntary withdrawal, the student must demonstrate readiness to resume full-time studies and must summarize in a letter to the former academic dean any activities since last enrolled in the College.

Students who have been advised to withdraw or directed to withdraw for academic reasons will under no circumstances be considered for readmission without a full statement of the interim activity as well as evidence of growth in personal maturity and capacity for further academic work. Carefully composed letters, supplemented by relevant supporting material, should be sent to

Connecticut College 2016-2017 Catalog

the dean, who will present the case to the Committee on Academic Standing.

A student placed on directed withdrawal for reasons other than academics who subsequently petitions the College to return will be required to demonstrate that the circumstances that led to the leave have been addressed and resolved, as outlined in the notice of directed withdrawal. The student is permitted to return upon the end of the designated period, subject only to any conditions or restrictions outlined and agreed to prior to the withdrawal. Each circumstance may have a different set of procedures depending on the type of directed withdrawal. The Dean of the College, the Dean of Students, or the Dean of the College in consultation with appropriate College staff, will review requests to return to campus and clarify the process for return.

Student-Initiated Medical Leave

Students may initiate a leave from the College for medical or mental health reasons. At the discretion of the Dean of Students (or designee), and subject to the refund policies of the College, arrangements may be made for partial or complete refund of tuition and/or fees. Arrangements for incomplete grades or other academic accommodations may be made as well, subject to the approval of the Dean of the College in collaboration with the Academic Dean. Modifications to housing contracts may also be possible with the approval of the Dean of Students.

The student is permitted to return upon the end of the designated leave. Students are expected to follow any conditions outlined and agreed to prior to the leave. Students are expected to include a letter from the medical or mental health professional who provided care to the student during his or her leave. The contents of the letter shall include medical verification that the student has taken steps to treat the condition that led to the leave, and that the student is ready to return to school, and does not pose a threat to himself or herself or to the health and safety of others. Additionally, students are expected to provide information regarding their current mental/medical health status, current diagnosis and prognosis, prescribed medications, treatment recommendations, and recommended accommodations. The student will be expected to provide permission for the providers to review the circumstances leading to the leave and to engage in discussion with the College providers reviewing the student's materials. This letter should be sent to the Director of Student Counseling or Director of Student Health Services, whoever is the appropriate service given the circumstances of the original leave. The student will be expected to provide signed consents to the appropriate Director in order to allow communications with the outside health provider as needed, and the College, to provide information regarding return. Any conditions should be designed to ensure the success of the student upon return to the College.

College-Initiated Medical Leave

Students at Connecticut College may be placed on College-initiated medical leave due to risk to the community, which means posing a legitimate safety concern of harm to himself or herself, or a direct threat of harm to others where reasonable program modifications will not effectively mitigate the risk. Before a College-initiated medical leave is considered, efforts will be made to explore with the student options to take a student-initiated medical leave.

A student who engages in threats to others, or engages in self-harm behaviors that cause a significant disruption to the community may also be subject to the student code of conduct. In those instances, an interim suspension may be imposed. A student may not take a voluntary leave or withdraw from the College before the resolution of student conduct violations unless the Dean of Students has granted permission. In such circumstances, the student's return to the College may be contingent upon the completion of student conduct proceedings.

Procedures for College-Initiated Medical Leave

College-initiated medical leaves occur when a student poses a legitimate safety risk of harm to themselves or is a significant risk of harm to others as a result of a condition covered by disabilities law and there are no reasonable accommodations by the College that will mitigate the risk. When the potential for harm to self or others is present, College-initiated medical leave actions must consider whether the endangering behavior or health condition results from a condition of disability. If so, the student will be protected by Section 504 of the Rehabilitation Act of 1973. Under this federal statute, an individual with a disability may only be separated on the basis of this disability when they are not otherwise qualified to participate in the education program of the institution. A determination may be made to determine whether it is more likely than not that a student is a direct threat to self or others. *When a student is a direct threat, he or she are not otherwise qualified under disabilities law, and may be placed on leave.*

(a) Standard for Leave on the Basis of Threat of Harm to Others

The objective of the College is to determine whether it is more likely than not that a student is a direct threat. A direct threat exists when a student poses a significant risk to the health or safety of others. A significant risk constitutes a high probability of substantial harm. Significance will be determined by:

- The duration of the risk;
- The nature and severity of the potential harm;
- The likelihood that the potential harm will occur; and
- The imminence of the potential harm.

The College must determine whether reasonable modification to policies, practices and/or procedures will sufficiently mitigate the risk, unless those reasonable modifications would cause undue hardship for the College. Determining that a student is a direct threat to others requires an objective and individualized assessment and hearing. The assessment must be based on a reasonable medical judgment that relies on the most current medical knowledge and/or on the best available objective evidence. This standard also applies to the reinstatement of a student who has been placed on leave. They are entitled to return upon a showing they no longer pose a direct threat to others. The College's CARE Team may assist in this determination.

(b) Standard for Leave on the Basis of Self Harm Behaviors

Connecticut College 2016-2017 Catalog

Self-harming behaviors that significantly disrupt normal College activities may be subject to the student conduct process. Potentially lethal or acute self-harming behaviors, such as suicide attempts, are addressed under this policy as legitimate safety concerns. When the College, using the process below, determines that a student poses a legitimate safety concern of harm to self, the College-initiated medical leave process can be invoked.

The Dean of Students (or CARE Team) may refer or mandate a student for evaluation by a campus or independent licensed mental health professional chosen by the College. Such evaluation may be appropriate if it is believed that the student might meet the criteria set forth in this policy or if a student subject to conduct proceedings provides notification that information concerning a mental health/behavioral condition or disorder will be introduced.

Students referred or mandated for evaluation will be so informed in writing with personal and/or certified delivery, and will be given a copy of these standards and procedures. The evaluation must be completed per the direction of the referral letter, unless the Dean of Students (or designee) grants an extension. A student who fails to complete the evaluation in accordance with these standards and procedures, and/or who fails to give permission for the results to be shared with appropriate administrators, may be referred for conduct action for non-compliance under the Honor Code.

College-Initiated Medical Leave Hearing Procedures

The Dean of Students (or designee) may invoke these procedures to determine the need for a College-initiated medical leave. In this procedure, medical and administrative evidence (e.g. CARE Team assessment) will be provided to the Dean of Students and final determinations will be made by the Dean of Students (or designee). If the medical evaluation and/or administrative assessment (e.g. CARE Team assessment) support the need for a leave, the Dean of Students will render a written decision within two business days, barring exigent circumstances, stating the rationale for his/her determination. The decision will be delivered to the student directly, electronically and/or by regular and certified mail. If the determination is made that a leave is warranted, the notification will include information regarding how the length of the leave, as well as specifying any conditions of reinstatement. If other actions are pending, the appropriate individuals will be notified and may proceed with their actions. The student on leave may not participate in College activities until the first official day of the academic semester of returning unless given express permission by the Dean of the College or the Dean of Students, as appropriate and as outlined in the notice of College-initiated medical leave.

Appeals Process

The determination of the College-initiated medical leave hearing is subject to appeal to the Dean of the College in accordance with the following process:

1. Students subject to College-initiated medical leave may petition for a review of the determination within three (3) business days of receipt of the decision.
2. The determination is subject to appeal to the Dean of the College in accordance with the following process. All petitions must be in writing and delivered to the Dean of the College (or

designee). Reviews will only be considered for one or more of the following purposes:

- To consider new information which was unavailable at the time of the original evaluation and could be outcome determinative;
- To assess whether a material deviation from written procedures impacted the fairness or outcome of the decision;
- To decide if a College-initiated medical leave is inappropriate to address the nature, duration, and/or severity of the risk or threat;
- To determine if the decision does not align with the information provided or whether reasonable accommodations might mitigate the risk without a leave; or
- To assess whether bias on the part of a committee member deprived the process of impartiality.

Except as required to explain the basis of new information unavailable at the time, the review will be limited to the record of the initial hearing and/or all supporting documents. The review and appeal decision of the Dean of the College (or designee) is final.

Reinstatement Following a College-Initiated Medical Leave

A student who is seeking reinstatement to the College after College-initiated medical leave must receive clearance by the Dean of Students and their Academic Dean. The student is permitted to return upon the end of the leave, subject only to the conditions or restrictions imposed by the College. This includes a letter from the medical or mental health professional that provided care to the student during his or her leave. The contents of the letter shall include medical verification that the student has taken steps to treat the condition that led to the leave, that the student is no longer a direct threat to others or legitimate safety risk to self, and that the student is otherwise qualified to participate in the College's educational programs. Additionally, information regarding the student's current mental/medical status, diagnosis, medications, prognosis, treatment recommendations, and recommended accommodations shall be required. The student shall provide permission for the providers to review the circumstances leading to the leave and to engage in discussion with the College providers reviewing request to return. This letter shall be sent to the Director of Student Counseling or Director of Student Health Services, whoever is the appropriate service given the circumstances of the original leave. The student will provide signed consents to the appropriate Director in order to allow communications with the outside mental health provider as needed, and the College, to provide information regarding reinstatement. All conditions for reinstatement will be designed to ensure the success of the student upon return to the College. Any other conditions outlined in accordance with this policy and/or any conduct sanctions must also be completed. A review by the CARE Team may be held to determine whether it is more likely than not that the student is no longer a direct threat or legitimate safety risk to self.

CENTERS AND CERTIFICATE PROGRAMS

There are five distinctive academic centers and several programs for inter-disciplinary teaching and learning at Connecticut College. These centers and programs offer students the opportunity to gain knowledge of a particular area by combining internships, research and academic study within the framework of the liberal arts. Some of the centers offer certificates that can be awarded in combination with any major.

Toor Cummings Center for International Studies and Liberal Arts Certificate Program

<http://cisla.conncoll.edu>

The Toor Cummings Center for International Studies and the Liberal Arts (CISLA) Certificate Program was created to address the need for international education at the undergraduate level. It allows students of every major to enrich and enhance their traditional liberal arts education. To fulfill the requirements for certification, a student is required to take a core of six courses outside the major including a sophomore gateway course and a senior seminar, demonstrate certified foreign language oral proficiency, and complete an overseas work/research internship and a senior integrative project. Each student in the program receives airfare plus a stipend to cover travel and living expenses during the internship.

The Program Provides the Opportunity for Broad-Based Learning, including:

1. An introduction to the origins and dynamics of modern global society.
2. An international perspective that complements the major field.
3. An appreciation and understanding of the values and behavior of societies outside of the U.S. through studies that focus on the area of the world in which the student specializes.
4. Certified oral proficiency in a foreign language and knowledge of the cultural, economic, political and social setting in which that language is spoken.
5. Basic library research methods and an introduction to the latest library technologies through group and individual instruction. Each student is paired with a librarian-mentor throughout the certificate program.
6. A synthesizing senior seminar.

The Program Consists of Four Main Components:

1. **A Core of Six Courses:** These courses should be outside the primary major but may be from a second major or minor. They should be chosen with the goal of acquiring broad and substantive knowledge beyond the major but related to the student's planned integrative project or the culture, society or geographical area appropriate to the student's foreign language, internship and integrative project. These courses may not be counted toward the first major, but may be counted toward a second major or a minor. Students may use a course

from a study abroad program upon submission and approval of a syllabus from the course. The core should include:

- International Studies 201: Perspectives on Modern Global Society, required and offered in the spring semester of the sophomore year.
 - No more than one 100-level.
 - Three courses at the 200, 300 or 400 level.
 - International Studies 401: Senior Seminar, New Perspectives on Modern Global Society, required and offered in the fall semester of the senior year.
1. **Language Proficiency:** Exit-level proficiency is assessed, according to the standards of the American Council on the Teaching of Foreign Languages. The required level varies by language.
 2. **Foreign Language Work/Research Internship:** The internship component is designed to integrate the student's major and planned senior integrative project. The student must complete an eight- to 12-week internship in a foreign country, using the language of that geographical area. International students for whom English is a second language may use English as their CISLA language but preferably in a country outside of the U.S.
 3. **Senior Integrative Project (SIP):** The SIP is an independent integrative project presented as an Individual Study or an Honors Study in the major. The SIP must also include a 10-page addendum that addresses the three foundational CISLA questions that put research in the major in a broad context.

Entry into CISLA is highly selective with limited spaces. Criteria for entry during the first semester of the sophomore year:

1. Minimum 3.0 grade point average.
2. Entry-level language proficiency as specified according to language and evaluated by a faculty member.
3. Submission of a proposal that includes core courses to be taken, study abroad plans, a proposed internship abroad and a proposal for the senior integrative project.
4. Acceptance of the completed proposal by the CISLA Faculty Committee.

Criteria for the certificate:

1. An overall 3.0 grade point average.
2. Language proficiency as certified by the American Council on the Teaching of Foreign Languages. Required level to be specified according to language.
3. Successful completion of IS 201, IS 401 and the approved core courses.
4. Successful completion of an eight- to 12-week overseas internship.
5. Successful completion of the senior integrative project.

Connecticut College 2016-2017 Catalog

6. Successful completion of the 10-page addendum addressing the three foundational CISLA questions.

Mission:

The mission of the center is to encourage students to become politically concerned, socially engaged, and culturally sensitive and informed. We seek to engage our students as leaders of tomorrow by preparing them with the type of skills, knowledge and wisdom, eloquence and virtue required of leaders in a global world.

Outcomes:

1. Cross-cultural understanding through:
 - a. Course work with international focus from different disciplines
 - IS 201 – sophomore gateway course, “Perspectives on Modern Global Society”
 - IS 401 – senior seminar, “New Perspectives on Modern Global Society”
 - b. Senior Integrative Project designed to integrate the major with the geographical area of study
2. Completion of an addendum to address the three broad CISLA questions:
 - a. What are the origins and dynamics of contemporary society?
 - b. What is the relevance of the past in understanding the present and the possibilities of the future?
 - c. What are the material, spiritual and ethical challenge of modernity?
3. Participation in a language based study abroad program that will foster cultural awareness and sensitivity
4. Foreign language oral proficiency at a determined level as certified by the American Council on the Teaching of Foreign Languages
5. Experiential learning through an international internship
6. Enhanced world vision and understanding of global citizenship through discussion, reflection and participation in initiatives of international interest.

Ammerman Center for Arts and Technology Certificate Program

<http://cat.conncoll.edu>

The Ammerman Center for Arts & Technology (CAT) gathers together faculty and students who study and contribute to the symbiotic relationship between technology and the arts. CAT offers students a unique opportunity to produce original creative works that employ new technologies in an interdisciplinary aesthetic context. CAT enhances collaborations among faculty and students and supports outreach to the broader educational community at the intersections of arts and technology. CAT seeks not only to promote proficiency in the use of technology within the

arts, but also to deepen the understanding of such work within the tradition of the liberal arts.

CAT offers a wide variety of programs, including:

- a student certificate program,
- interdisciplinary courses,
- a biennial symposium,
- a colloquia series,
- technology workshops,
- interactions with visiting scholars, and
- community outreach opportunities.

CAT also offers use of its multimedia lab to its faculty fellows and certificate students. The lab houses many different technologies in line with its mission.

The Biennial Symposium on Arts and Technology

The Biennial Symposium on Arts and Technology attracts international artists and researchers who work in cutting-edge areas of research related to arts and technology, and includes keynote addresses, papers, panels, exhibits, concerts, film screenings and multimedia performances. Certificate students in a symposium year present their Senior Integrative Projects at the biennial symposium.

The Student Certificate Program

The certificate program is for students who are interested in exploring the relationship between the arts and technology through required courses, a paid summer internship, a senior seminar, and an intensive, senior-year integrative project. The program is taken in addition to a major and offers a certificate in Arts and Technology upon graduation from the College. The requirements include completing courses in the arts, computer science and a center course, maintaining a minimum GPA, completing a paid summer internship, and completing the CELS program. In their final year students complete a self-designed integrative project and attend the senior seminar. CAT advises and mentors students in the development and implementation of the senior project. Students typically apply in their sophomore year, but all interested students are encouraged to con-tact the center.

Application Process:

1. Students attend informational open houses in the fall semester.
2. Students meet with center advisers to assist in completing the application and to discuss ideas for Senior Integrative Projects.
3. Students submit the Common Center Application through ePortfolio by the mid-November deadline. The completed application includes a personal essay, a proposal for a Senior Integrative Project, internship ideas, transcript, resume, two faculty recommen-dations and a plan for completing required courses.

Connecticut College 2016-2017 Catalog

Core Requirements:

1. One arts and technology related course (with approval of the center; suggested course ART/AT 104 Concepts in Digital Process).
2. Computer Science introductory programming course (COM 110).
3. A technology-based course that explores the use of technology through programmatic means (can be in any field; related to the project and with approval of the center).
4. Two courses in the arts (related to the project and with approval of the center).
5. Junior year summer internship.
6. Completion of the CELS program.
7. Completion of the senior integrative project, including:
 - Two semesters of senior independent studies (AT 491, AT 492 or equivalent; jointly advised by at least two advisors in different departments).
 - Two semesters, senior seminar (AT 401, AT 402).
 - Final presentation (in a symposium year, students are required to present at the symposium).
8. Maintain minimum 3.0 GPA.

Learning Goals for the Ammerman Center

The Ammerman Center offers a certificate in addition to the student's major and minor. It provides its student scholars with a research and development experience through the Senior Integrative Project, workshops, courses, internships, colloquia and symposia.

To build a foundation in arts and technology, the student will:

- Develop an understanding of arts and technology from courses, internships, colloquia, symposia, and interactions with visiting scholars and artists.
- Acquire knowledge and understanding of the interdisciplinary area of specialization, including prominent works and history.
- Incorporate professionalism into creative practice through internship experiences.

During the senior year the student will:

- Develop research and critical thinking skills in order to bring together two or more technical and artistic disciplines within the context of a demonstrable interdisciplinary project.
- Employ creativity, originality and innovation in the culminating project.
- Develop project management and planning skills within the scope of the culminating project.
- Develop presentation and oral skills to demonstrate and explain the project.
- Understand the effective and constructive use of critique.

Throughout the certificate program the student will strive to:

- Appreciate the interplay between theory and practice in arts and technology.
- Understand the implications of the current technologies to the liberal arts and to society overall.
- Acquire and demonstrate practical problem solving ability in arts and technology.
- Further one's artistic expression through technical mastery and aesthetic discovery.

The Holleran Center For Community Action And Public Policy

<http://holleran.conncoll.edu>

In these times of complex national and international interactions, nothing is more important than learning how we can work together within our own communities and with the citizens of communities from other countries around the world. We need to join together to address enduring challenges of inequality, injustice, environmental degradation, and racial and ethnic conflict. In order to do so, we need to develop a complex understanding of the strengths and limitations of our democratic and economic institutions, as well as master skills of communication, conflict negotiation, and grant writing.

The Holleran Center for Community Action and Public Policy is a multidisciplinary, academic center that is dedicated to teaching, research, and community collaborations that foster active citizenship and community leadership in a multicultural democratic society. Guided by a faculty steering committee, the Center oversees three major areas: 1) the student certificate program in Community Action and Public Policy, 2) Community Service Learning Action Research and Course Development, and 3) Community Partnerships and Collaborations. With the Center's guidance, students, faculty, staff, community members, and alumni work together in a spirit of reciprocal learning and community enhancement.

The Program in Community Action

The Holleran Center certificate program, Program in Community Action and Public Policy (PICA), offers a unique opportunity for students to combine their majors with course work, community learning, public service and policy development. Students in the program engage in community-based experiences and develop skills in public speaking, conflict resolution and leadership. This certificate program unites an academically challenging curriculum with real-world experiences. Students engage in a wide variety of community projects and action research, exploring the tension among individuals' wants, community needs and citizens' responsibilities.

Components of the Program in Community Action and Public Policy

A. Application Process and Criteria for Acceptance: Students apply during the first semester of their sophomore year. The

Connecticut College 2016-2017 Catalog

application process begins with several informational meetings in September and October. Each student is assigned a Holleran Center faculty and student adviser to assist in completing an application. The applicant must also contact his or her major faculty adviser immediately to begin discussing the feasibility and parameters of the Senior Integrative Project. With the guidance of their advisers, students will design programs tailored to their individual interests.

The completed application consists of:

1. An essay that:
 - Describes an important community challenge as well as personal experiences, existing knowledge, and research on this topic;
 - Explains why the student would like to be part of the Program in Community Action and Public Policy, and how the student would like to develop his or her knowledge and experience with this issue;
 - Describes a senior project, the courses that would support this project, and a proposed internship;
1. A completed application form;
2. A transcript demonstrating a strong academic record;
3. A resume;
4. Two recommendations, one from a faculty member and one from a community member.

B. Core of Four Courses: These courses should be chosen in consultation with the Holleran Center adviser. They should be selected with the goal of acquiring both broad and substantive knowledge related to the student's planned Senior Integrative Project. These courses should be no more than one from the student's major, no more than one 100-level course, and three or more courses at the 200, 300 or 400 level. Please note that students are allowed up to two courses from their minor or any other department. Courses from study abroad may also count.

C. Gateway Course and Community Learning Seminar: During the spring semester of sophomore year PICA students complete the four-credit Gateway Course: Public Policy and Social Ethics. This course serves as an introduction to the Program in Community Action and Public Policy (PICA) certificate program. Students explore the foundations of community action, from developing a complex understanding of identity, community and agency to the relationship between communities, social and political institutions, public policies, and social justice movements. While enrolled in this course, PICA students also participate in a two-credit Community Learning Practicum. Students have a hands-on community-based learning experience, acquire active citizenship skills, and contribute to advancing the New London community. Students divide into groups with each group focusing on a specific community project in the areas of education, health and housing. Under the guidance of a community partner supervisor and the course instructors, students spend approximately four hours per week working on a community project.

D. Junior Seminar/Skill Building: Building on the content of the Gateway Course, the two-credit Junior Seminar introduces students to the history of social movements, theories of power and strategies for bringing about change. In addition to class-based

readings and discussion, students engage in a 25 hour per semester community action project on campus or in the community of New London. Students develop individual projects in concert with their PICA interests. The projects are oriented toward meaningful social change, collaborating with community partners, and uniting intellectual inquiry with political action. The seminar meetings provide a forum to discuss projects with other PICA students. In addition, the course equips students with a range of analytic and practical tools for contributing to meaningful social change. Analytic tools include broadening conceptual vocabulary to think critically about social change, acquiring an understanding of the history of social movements and engaging in scholarly debates about power. The practical tools include research-funding opportunities, budgeting, grant writing, Web-based communication skills, public speaking and organizational skills.

E. Community Internship: Students successfully complete an internship of at least 300 hours either in the U.S. or abroad. The internships are related as directly as possible to the student's planned Senior Integrative Project. The internship is traditionally done during the summer between the junior and senior years and is supported by a \$3,000 stipend from the College. To be eligible for College internship funding, students must successfully complete the requirements of the Career Enhancing Life Skills (CELS) program.

F. Senior Collaborative Seminar/Presentation: After students complete their internships, they participate in two semesters of a two-credit senior seminar. The goals of this seminar are to reflect on the summer internship; consolidate learning across coursework, internship, and community learning placement, and prepare their Senior Integrative Project for presentation at the Holleran Center Conference and Banquet held in the spring semester.

G. Senior Integrative Project: Senior students complete an independent, integrative project that examines a particular community challenge using the methods of the Center and those of the student's field. This is the culminating work for students in the Program in Community Action and Public Policy. This may be presented as an Individual Study, an Honors Study in the student's major, or a Capstone Project in an approved 300 or 400-level seminar.

Learning Goals for the Holleran Center for Community Action and Public Policy

The Holleran Center for Community Action and Public Policy is a multidisciplinary academic center that advances teaching, learning, research, and community collaborations to create more just and equitable communities. The Center's certificate in Community Action and Public Policy cultivates intellectual and ethical judgment and prepares students for lives of civic engagement and leadership. Holleran Center scholars earn a certificate in Community Action and Public Policy at graduation by successfully supplementing their major with the Holleran Gateway course, the Junior and Senior Seminars, and four additional courses that expand their understanding of their topic; a College-sponsored summer internship; and a Senior Integrative Project.

Content and Knowledge Base

Students will acquire knowledge of social and public policy in historical, cultural and political contexts within a liberal arts

Connecticut College 2016-2017 Catalog

framework. Students will analyze and understand how public policy can both ameliorate and contribute to multiple forms of inequality (e.g., race and poverty).

Critical Thinking and Social Analysis

Students will unite intellectual inquiry with meaningful social, political and civic action in local and global communities. Students will use a variety of theoretical and research methods to investigate social problems, analyze public policy and propose solutions for social change that are based on the principles of equity.

Ethics, Values, and Citizenship

Students will cultivate intellectual and ethical judgment, preparing them for lives of civic engagement, social change and leadership. Students will examine individual and collective identity and responsibility within local and global communities.

Skills and Capacities

Students will acquire and practice problem-solving and community-building skills, such as budgeting, project designing, public speaking, collaborating and community organizing, planning, grant-writing and effective communication and interpersonal skills

The Goodwin-Niering Center For The Environment

<http://goodwin-nieringcenter.conncoll.edu>

The Goodwin-Niering Center for the Environment is an interdisciplinary academic program that draws on the expertise and interests of faculty and students in the liberal arts to address contemporary ecological challenges. The center strives to integrate all areas of learning to deal with issues of environmental stewardship and sustainability. Faculty members with environmental interests who are actively involved in the center come from the departments of anthropology, art history, botany, biology, chemistry, economics, English, government and international relations, history, philosophy, physics, psychology, and sociology.

The mission of the center is to foster an understanding of biological diversity, the integrity of natural ecosystems and other fundamental environmental issues both in the College community and in the public sphere. Its programs foster an understanding of the interaction between people and ecosystems, with special emphasis on the political, social and economic factors that influence natural resource use by different cultures worldwide. The center encourages the integration of environmental themes into courses and student projects in the social sciences, humanities, arts and natural sciences, and develops resources to support faculty and student research. The center supports and facilitates many campus-wide environmental programs and activities. Student-run organizations, programs and events add rich opportunities for extracurricular involvement and education.

Connecticut College's geographic setting on the Thames River and Long Island Sound, coupled with the 770-acre Arboretum, provides an ideal location for environmental teaching and research. Many courses in 16 different departments emphasize ecological and environmental subjects. Lectures, conferences, seminar classes and student/faculty research opportunities are all part of the center's activities. In the center's Geo- graphic Information

Systems (GIS) Laboratory, students learn to use information technology to analyze complex spatial data for environmental research, planning and management.

The Certificate Program in Environmental Sustainability

The center offers a certificate program designed to enhance the undergraduate experience with a strong concentration on environmental issues and sustainability. Available to students in any major, it enables those who are ready for an additional academic challenge to cultivate their interest in environmental topics through coursework, conferences, individual study and a paid internship or research experience during the summer following the junior year. It is appealing to those who wish to blend their interest in the environment with a non-science major and will be of particular interest to students planning careers in environmental policy, law, economics or education. With the assistance of a center adviser, students apply to the program in the fall of their sophomore year. As a part of the program, the center will help students find an internship or research project in the summer following their junior year and will provide a \$3,000 stipend to cover travel and living expenses during the internship. The purpose of the internship is to offer students experiences that have a positive impact on their intellectual, professional and personal development through exposure to work environments that they might not otherwise encounter as an undergraduate.

Program Components

1. **Application:** Students who have a 3.0 cumulative GPA may apply for the Certificate Program in the first semester of their sophomore year. During the application process, students are matched with a center adviser who helps them develop a program proposal. The application must include the following:
 - application form.
 - program proposal.
 - academic transcript.
 - two letters of recommendation by faculty.
 - resume.
1. **Course Requirements:** Students participate in a customized program of courses:
 - Environmental Studies (ES 110 or ES 111), taken as a freshman or sophomore.
 - Three additional courses selected to prepare the student for a summer internship or research project and their senior integrative project. The student chooses these courses in consultation with their center adviser.
 - Certificate Seminar (ES 290/ES 395, 396/ES 495, 496), taken during the spring semester of the sophomore year, one semester of the junior year and both semesters of the senior year, prepare students for their internships and senior integrative projects. The four-credit seminar in the sophomore year includes a Service Learning Project that focuses on management of local preserves through a community partnership with a land conservation group. This seminar, and the two- credit seminars in the junior and senior years, provide opportunities for in-depth discussion

Connecticut College 2016-2017 Catalog

of current environmental issues with invited speakers; sharing of information among students with diverse interests; and practical assistance in the planning of internships and senior projects and in the written and oral presentations of the results.

1. **Symposium/Conference Requirement:** Students are expected to be active participants in workshops and special events sponsored by the Goodwin-Niering Center. They must attend the biennial environmental Lear-Conant Symposium and write a five-page paper summarizing its contents.
2. **Internship/Research Project:** Students participate in an approved internship or a faculty-supervised research project for eight to 10 weeks during the summer after the junior year. Center staff and faculty will assist the student in finding and selecting an internship or research project that is closely related to the student's planned Senior Integrative Project.
3. **Senior Integrative Project:** A project that integrates the summer experience with the rest of the student's certificate program may be completed as a one or two-semester individual study or an honors study in the major field. Public presentation of the results is required.

For more information call 860-439-5417, visit the center's office in Olin 109, or go to <http://goodwin-nieringcenter.conncoll.edu>.

Learning Goals for the Goodwin-Niering Center for the Environment

The Goodwin-Niering Center for the Environment was established in 1993 and is a comprehensive, interdisciplinary program that builds on one of the nation's leading undergraduate environmental studies programs. The center fosters research, education and curriculum development aimed at understanding contemporary ecological challenges. The center established a Certificate Program for students in 1999. The Certificate Program is designed to foster environmental thinking on campus. Students in the program will develop the following skills:

- Objectively assess and effectively marshal information to understand contemporary environmental problems.
- Integrate information and concepts about environmental issues from different disciplines and perspectives to achieve a creative and innovative synthesis.
- Understand connections among components of complex environmental systems.
- Develop effective presentations that have high levels of rigor and clarity, and that facilitate dialogue among faculty and students.
- Draw connections between practical and theoretical learning.

The Center For The Comparative Study Of Race And Ethnicity

<http://www.conncoll.edu/academic-centers/ccsre>

The Center for the Comparative Study of Race and Ethnicity

The Center for the Comparative Study of Race and Ethnicity (CCSRE) provides the institutional structure, resources and expertise necessary to initiate, organize and sustain critical

discourses on race, ethnicity and Indigeneity. Within these discourses it centers questions of power, structural inequality and social justice, undertaking examinations in a comparative, relational and multi-disciplinary fashion. In so doing, it pushes the discourse beyond traditional national, disciplinary and conceptual boundaries of race, ethnicity, and Indigeneity. The Center also serves as the intellectual home for students, staff and faculty working across categories of race, class, gender, age, sexuality, religion and nation, creating the space for cross-fertilization and critical solidarities. In addition to examining broader systems of inequality and the processes by which they change and persist, the center also engages faculty, students and staff in the evaluation of institutional policies and practices, working toward greater educational equity and justice.

Learning Goals For The Center For The Comparative Study Of Race And Ethnicity

The CCSRE is an interdisciplinary and transnational examination of race and ethnicity around the world. Its themes are introduced in the gateway course AMS/HIS 206/CRE 209: Theorizing Race and Ethnicity. Course-work comes from faculty in history, English, French, sociology, Latin American Studies and American studies. Students can also take many cross-listed classes in other departments. These are cross-listed as CRE in the Catalog and Course Schedule. Students being trained as Diversity Peer Educators take CRE 393-1 in the fall and CRE 394-1 in the spring. Additional students developing more independent projects involving race and ethnicity and activism and education can register for CRE 393-2 in the fall and CRE 394-2 in the spring. Additional sections of CRE 393 and CRE 394 can be offered to cover special themes in race and ethnicity. The CCSRE is affiliated with the American studies program and the gender and women's studies, history, English and sociology departments. The CCSRE encourages the creation of classes within the area of Ethnic Studies (classes in any discipline that cover Latino Studies, Africana Studies, Asian American Studies, Native American Studies). CCSRE students often gain certificates from the four other centers on campus.

When CCSRE students graduate, they should be able to:

- Define major theoretical themes in race and ethnicity.
- Critically write, think and communicate about the political, social, economic and cultural dynamics of race and ethnicity.
- Analyze social movements that address racial and ethnic inequality.
- Compare and contrast racial and ethnic experiences.
- Understand the role of gender and class in race and ethnicity.
- Deconstruct racial and ethnic stereotypes.
- Understand the meaning of power and structural inequality.

In addition to coursework, the learning outcomes are reinforced at the numerous CCSRE-sponsored events. CCSRE students are encouraged to attend lectures and workshops in order to reinforce what they have studied in class.

The Joy Shechtman Mankoff Faculty Center For Teaching And Learning

<http://www.conncoll.edu/offices/center-for-teaching--learning/>

The Joy Shechtman Mankoff Faculty Center for Teaching & Learning (CTL) at Connecticut College promotes effective teaching that cultivates engaged student learning. The CTL fosters a campus culture that values a diversity of learning, teaching, and disciplinary styles; encourages honest discussion of teaching and learning; and cultivates intentional, evidence- informed teaching.

To achieve its mission, the CTL:

- Organizes programming that facilitates the exchange of ideas about teaching and learning.
- Seeks to cultivate a culture of critically self-reflective, evidence-informed decision making related to teaching and course design, and the creation of curricula and allocation of resources in the service of improving student learning
- Offers resources and support for early-career faculty, including programs that promote their smooth transition into the community and their success in the areas of teaching, scholarship, and service.
- Helps create both informal and formal sources of support for faculty members at all career stages, especially related to teaching and learning.
- Collaborates closely with the Office of the Dean of the Faculty, Institutional Research, Information Services and Instructional Technology, and academic departments and programs in joint endeavors in support of faculty careers, teaching, and learning.
- Engages in efforts to improve teaching and learning at small liberal arts colleges at the regional and national levels.

Michael Reder serves as the full-time director of the Joy Shechtman Mankoff Center for Teaching & Learning and is responsible for its programming and strategic planning. He works in collaboration with several faculty members who serve as part of the CTL Leadership team. Michael can be reached at rederm@conncoll.edu

Teacher Certificate Program

<http://www.conncoll.edu/offices/TeacherCertificateProgram>

Connecticut College is accredited to offer teacher certification programs at the elementary and secondary levels. The program is accredited by the Connecticut State Department of Education and satisfies the requirements of many other states. Students contemplating preparation for teaching should confer with their academic advisers and with the education department during the freshman year and begin planning their programs to allow for one semester during the senior year for student teaching and related teacher certification coursework. Transfer students should confer with the education department as soon as possible after arrival on campus.

Candidates for elementary teaching will devote either the first or second full semester of the senior year to student teaching, which will include Course 445 (student teaching, eight credits) and Course 450.

Candidates for secondary teaching will devote either the first or second full semester of the senior year to student teaching. The semester will include Course 457 (student teaching, eight credits) and Course 450.

It is important that students planning a teaching career become involved as early as possible in programs with children and youth of school age.

The education department will select students for the program on the basis of their general academic records, majors and seriousness of professional intent.

Applicants will prepare a tentative plan in consultation with academic or major advisers and with the education department. To meet all the requirements, some students may have to consider summer courses or over-pointing.

The general progression of a student's courses will be as follows:

For The Elementary Program :

Education 103 (2 credits), 223, Human Development 111, 225; Education 304, 313, 341; and 450 in the senior year with student teaching (Education 445).

For The Secondary Program :

Education 103 (2 credits), 223, 225, 305; Human Development 225, 307; Education 450 in the senior year with student teaching (Education 457).

Museum Studies Certificate Program

<http://www.conncoll.edu/academics/certificate-programs/museum-studies-certificate-program/>

Museum studies is a broad interdisciplinary program that explores the role of museums in shaping society's knowledge about art, culture, history and the natural world. The Museum Studies Certificate Program is designed to introduce students to careers in all types of museums, including cultural arts centers, historical sites and houses, science centers, environmental education centers, exhibit design firms, auction houses, planetaria, aquaria, zoos and botanical gardens. The program is open to students from all majors. Students who successfully complete the program will receive a certificate at graduation.

The program offers:

- An introduction to the foundations of museology with a critical perspective on museum history and practice.
- Occasions to visit and analyze a diverse range of museums and exhibitions.
- Study of community-museum relationships through on-site observations and interaction with museum professionals.
- A survey of museum skills and operation, including curation, exhibition design and implementation, collection

Connecticut College 2016-2017 Catalog

management, conservation, administration, publication, fundraising and educational programming.

- Special opportunities for internships, volunteer work and training at local museums.

The program consists of four components:

- A foundation course, Art History 280: Introduction to Museum Studies.
- Two elective courses selected from (but not limited to) the following list of courses: Current Issues in Museum Studies; Museum Methods; Museum Education; House Museums; Museum Theater; Nineteenth-Century Art; Early Twentieth-Century Art; Authenticity in Art and Culture.
- A summer or semester internship at a Museum, gallery, historical society or related organization. The internship must be approved by the director of Museum studies.
- Senior Integrative Project: an independent or collaborative project undertaken while enrolled in the Museum Studies Senior Projects seminar. The project might involve designing and implementing an exhibition, developing interactive computer software or a museum website, producing an educational outreach program, or writing a research essay on some aspect of museums or museology.

Students may enter the museum studies program through first semester of the junior year.

Criteria for Entry into the Museum Studies Program:

- Minimum 3.0 grade point average.
- An academic plan approved by the director of Museum studies that includes elective courses to be taken, a proposed Museum intern-ship, and a faculty-approved topic/project for the Senior Integrative Project.

Criteria for the Certificate:

- An overall 3.0 grade point average in foundation and elective courses.
- Successful completion of foundation and elective courses.
- Successful completion of a Museum internship.
- Successful completion of the senior integrative project.

Study Away

Study away is an opportunity made available to qualified Connecticut College students, subject to a thorough selection process. Every applicant must apply for permission to study away from campus by completing the Study Away Application forms available in the Office of Study Away, and meeting all deadlines. The Faculty Study Away Committee reviews applications and selects those who may apply to study away for credit abroad or elsewhere in the U.S., but approval by the committee does not guarantee final acceptance to the approved study away program. Review of each application is strictly confidential, and the decision arrived at by the Study Away Committee is final.

Connecticut College recognizes two types of study away programs: Study Away/Teach Away (SATA) programs and regular study away pro-grams. SATA programs are semester-long courses of study designed and led by Connecticut College faculty. These programs provide Connecticut College students with the unique opportunity to join their own professor(s) in a joint educational venture designed to enhance their knowledge and appreciation of political, economic and social systems different from their own. Students take classes with their Connecticut College professors and with faculty at the host university. Most SATA programs include round-trip international airfare and field trips designed to help students develop an appreciation for the history, culture and social customs of the country or region where they are studying. Countries where SATA programs have been conducted include Cuba, Czech Republic, Egypt, Ghana, Greece, India, Italy, Mexico, Morocco, Peru, South Africa, Spain, Tanzania and Vietnam. For the purposes of course credit, students participating in SATA programs are considered to be in residence at Connecticut College (although participation in a SATA is taken into account if a student applies for additional study away opportunities).

A great number of institutions and organizations offer study away programs. Connecticut College has worked diligently to establish special relationships and affiliations with institutions that have programs of outstanding quality throughout the world. The Office of Study Away evaluates these programs on a regular basis with respect to academic and student service quality. Under exceptional circumstances, Connecticut College will approve students to attend programs with which the College does not have an established relationship. More information about this process may be obtained by contacting the Office of Study Away. For the most current listing of study away programs and locations, please check the office website.

[Study Away](#)

Timing

The normal study away period is during the junior year. In extremely unusual circumstances, exceptions may be granted for students interested in studying away during the second semester of their sophomore year or the first semester of their senior year. Students desiring to study away during these time periods must demonstrate that an exception is fully justified and must have the permission of their advisers and academic deans. Requests for exceptions will be submitted to the Faculty Study Away Committee and will be reviewed in the context of the pool of all applications submitted for study away in the requested semester(s).

Students entering the College as first-semester juniors are only eligible to participate in the College's Study Away Teach Away (SATA) program.

Academic Credit

Students studying away are required to carry the equivalent of a full Connecticut College course load regardless of whether they need the credits to graduate. Students should not assume that wherever they go, a full course load will mean taking four, four-credit courses. Both grades and credits are posted on the student's permanent record and are calculated into the cumulative grade point average.

Students must submit all materials and assignments to their instructors abroad by the end of the last day of class and take scheduled examinations, if required. Students should keep in mind that while studying away they will not be able to take incompletes, and that if they arrive late or leave before the completion of the program, they may not receive full credit for their work. Furthermore, they should remember that they may not reduce their course load below the stated minimum unless they face extenuating circumstances (e.g., medical reasons, family emergency) and receive approval from the study away program, the study away office and Connecticut College.

Students will not receive credit for courses they take away from campus that duplicate previously completed college-level coursework, or vice versa, and if they want to take a course under the satisfactory/unsatisfactory option, they must follow all existing Connecticut College policies regarding this option as well as those of the host institution. A credit evaluation will be completed by the Office of the Registrar upon receipt of an official transcript from the host institution.

Students must receive final approval from their advisers and, if necessary, the Committee on Academic Standing for any course work to be applied to the major, minor or General Education requirements after they return to Connecticut College. This procedure requires that students submit syllabi along with examinations and papers completed while studying abroad. Because the transferring of credits from a foreign institution to Connecticut College takes time, often the credits from these foreign institutions will be recorded after the recording of the home grades.

Financial Issues

Study away operates in accordance with a budget set by the College and the Board of Trustees. The goal is to provide opportunities for as many qualified students as possible, but there are limits on the numbers of students who can study away in a particular semester or year. Thus, applications from students, especially first-semester juniors, who have not yet studied away will have priority over those from students who have already done so. Students should not assume that they will be approved for a second semester if they have already studied away for a semester.

Students studying away are charged the normal Connecticut College comprehensive fee, regardless of the program costs and whether or not it is run by the College (like SATA programs) or by another academic institution. When the program is run by another

Connecticut College 2016-2017 Catalog

institution, the College will remit payment directly to the host program pending verification of the student's enrollment.

In instances in which room and/or board are not covered by the institution directing the study away program, Connecticut College will credit the student's account accordingly. All students are responsible for paying the host program directly for application fees and deposits. The amount of the acceptance deposit will be credited to their account. Students on payment plans may request continuation of the service while abroad.

Students are responsible for all costs not expressly included in the program fee, including costs for domestic or international travel, commuting, passport and visas fees, immunizations, medical fees, books, laundry, postage, telephone calls, and entertainment. The host program can provide guidance on these expenses based on averages incurred by other students.

Students may continue to use their financial aid while studying away. To ensure continued support, however, students receiving financial aid must make the necessary arrangements through Financial Aid Services upon acceptance to a study away program. Certain programs do not qualify for federal financial aid due to a shorter term of attendance than is allowed under federal financial aid regulations. Accordingly, students relying on federal financial aid may not find it possible to enroll in these programs. Further, students not qualifying for financial aid who select a program with a shorter term of attendance may jeopardize future eligibility for federal financial aid under federal regulations. Contact Financial Aid Services for a list of programs and for additional information.

Insurance

Before studying away, students must have proof of sickness, hospital and accident insurance equal to the coverage available through Connecticut College. The policy must explicitly stipulate that coverage will be provided while away.

Personal Conduct

While studying away, Connecticut College students are subject to the same standards of conduct and academic regulations stipulated in the Student Handbook. Students are also subject to the regulations set by the host country, host institution and the study away program. Students should keep in mind that the laws against the consumption or possession of illegal drugs are in some instances significantly stricter than in the United States and that Connecticut College can in no way assume responsibility for students caught breaking such laws.

Returning To Campus

Students who do not plan to return from study away should notify the Dean's Office no later than the first day of the advising period for pre-registration for entry in the upcoming semester. Notification is necessary to help the College project enrollment and space needs. The burden is on the student to make the notification.

Joan King Memorial Fund for Study Abroad

French majors intending to participate in a study abroad program in France who are full-time undergraduate students in good academic standing and who have a stated financial need may apply for the Joan King Memorial Fund for Study Abroad. Qualified students should contact Financial Aid Services.

Travel, Research And Immersion Program (Trip)

From time to time regular Connecticut College courses may be approved as Travel, Research and Immersion Program (TRIP) courses by the Study Away Committee. When a course is so designated, the following regulations apply:

1. Permission of the instructor is required.
2. The approved catalog enrollment limit may be modified.
3. The TRIP is considered to be an integral part of the course; therefore all students enrolled must agree to participate in the TRIP.

Summer Study

Students wishing to take courses in summer school for credit must consult with the Office of the Registrar as to the accreditation of the college or university to be attended, the relevant departments for approval of the courses to be taken, and the major adviser for the feasibility of the courses in relation to the student's total college program. A form with the required signatures must be filed with the Office of the Registrar in ample time for approval before the summer work is undertaken.

Students may make up academic deficiencies by taking approved summer courses, and the grades received in summer courses are included in the cumulative average. Students are advised not to embark on summer courses with the intention of accelerating before securing approval of their proposed plan in accordance with the conditions outlined under Academic Regulations and Degree Requirements.

Students are reminded that for courses taken at other institutions during the summer, after matriculation at Connecticut College, all grades and credits are posted to the student's Connecticut College transcript using a transfer equivalency equation.

Other Programs

Three-Two Program

Qualified students may obtain both a Connecticut College baccalaureate degree and a Bachelor of Science degree in engineering or applied science from Washington University in St. Louis after five years' work – three at Connecticut College and then two at Washington University. During the three years at Connecticut College a student is expected to earn three-quarters of the credits required to earn a degree from Connecticut College and to complete all General Education requirements. A student should have a grade point average of 3.0 and a strong record in mathematics and science to apply for admission to the program.

The Connecticut College degree is not awarded until the engineering or applied science program is completed, normally five years after admission to Connecticut College. However, students are warned that credits for engineering and other technical courses taken may not count toward the requirements of the major or minor at Connecticut College.

Admission to the program does not assure financial aid.

For further details contact Mohamed Diagne, associate professor of physics.

Single-Course Exchange Program

When approved by the appropriate official at the participating institution, full-time undergraduate students at Connecticut College may enroll in a single-course exchange program at the U.S. Coast Guard Academy, Trinity College or Wesleyan University.

Additional information about the Single-Course Exchange Program is available here:

<http://www.conncoll.edu/academics/registrar/course-registration/single-course-exchange-program/>

Graduate Study

Connecticut College grants the Master of Arts degree in psychology.

Properly qualified candidates are admitted to graduate study following approval of the psychology department in consultation with the Academic and Administrative Procedures Committee.

Admission Requirements

- Completed application form.
- Official transcripts from all colleges and universities previously attended.
- Three letters of recommendation (at least two of these letters should be submitted by persons best qualified evaluate the applicant's academic capabilities, e.g., undergraduate or graduate instructors or advisers).
- Graduate Record Examination General Test scores; GRE Subject Test scores are not required but may be submitted.
- Personal statement or essay.

Applicants to the program must be graduates in good standing from an accredited college or university.

For information, application materials and financial aid information, applicants should contact the Office of the Registrar. Application for admission to graduate study should be completed by Feb. 1. A non-refundable application fee of \$60 is required.

Credits Taken Before Admission

The application of transfer credit from other institutions toward the degree is subject to the approval of the psychology department and the Academic and Administrative Procedures Committee. Courses proposed for transfer must have been earned within the last five years from the date of admission. Some courses taken elsewhere may not be substituted for the Connecticut College required courses. All courses considered for transfer must be graduate level and have recorded grades of B or higher.

Graduate-level courses taken at Connecticut College within the last five years from the date of admission through the special day or summer programs prior to admission to master's programs may be considered for transfer into the graduate program. However, admission to a graduate program at the College does not imply acceptance of Connecticut College credits earned prior to admission. All courses considered for transfer must have recorded grades of B or higher. Under no circumstances may the number of courses accepted for transfer total more than three.

Transfer of Credits After Admission

With the approval of the psychology department, a graduate student may petition the Academic and Administrative Procedures Committee for permission to take a course at another institution after admission to the Graduate Program in Psychology at Connecticut College. The request for permission must be received at least two months before the course is offered. Following completion of the approved course and upon receipt of an official transcript, the Academic and Administrative Procedures Committee will approve the transfer, if the recorded grade is B or

higher. Under no circumstances may the total number of courses accepted for transfer before and after admission to the graduate program exceed three.

Program of Study

The minimum number of courses required for the master's degree is 12. The program must be completed within four years from date of entry.

The minimum cumulative average for the degree is B (a cumulative grade point average of 3.0) for all work exclusive of the thesis (pass/not passed). Only courses completed at Connecticut College with grades of B- (2.7) or higher may count toward the degree. All courses considered for transfer from other institutions must have recorded grades of B or higher.

Housing for Graduate Students

The College does not provide housing for graduate students.

The Master of Arts Program In Psychology

The Master of Arts program in psychology offers concentrations in clinical psychology, behavioral medicine/health psychology, social/ personality psychology, and neuroscience/psychobiology, and instruction in psychopathology, social psychology, women's health, behavioral medicine, statistics, clinical assessment, stress and emotional behavior, cognitive behavior therapy, and other areas. Both clinical and research practicum sites are available. Most students complete the program in two years. While an undergraduate major in psychology is not required, students must have taken a statistics course to be considered for admission to the program.

The master's program in psychology consists of 12 graduate-level, four-credit semester courses. One course (Advanced Psychological Statistics) is required of all students. Those planning to elect the clinical practical must take Psychology 505, Seminar in Advanced Psychopathology, and Psychology 519, Advanced Clinical Psychology. The normal distribution of courses involves taking seven courses during the first year and, in the second year, three courses and the thesis, which counts as two courses. Please note that all M.A. courses, despite a separate graduate course number, are held concurrently with advanced undergraduate courses. Graduate students receive a separate syllabus with enhanced readings and requirements. There is also an additional hour-long meeting each week that is exclusively for graduate students enrolled in that course. Programs of study are developed in consultation with the academic adviser and are reported to the Academic and Administrative Procedures Committee.

Non-Traditional Programs

Connecticut College has developed several academic programs to meet the needs of the non-traditional student. These include the Return to College Program (RTC) info and certain special student categories.

Special Students

Connecticut College recognizes several types of special students and, depending upon the circumstances, the application procedure will be initiated through the Office of the Registrar or the Dean of First-Year Students. For persons not already known to the College, the application procedure requires transcripts of record from the secondary school and/or the college(s) previously attended, as well as letters of recommendation. Applications and supporting credentials should be filed prior to the stated application deadline for the semester the student expects to enroll.

At the time of enrollment special students are not candidates for a degree from Connecticut College, although the credits subsequently earned may be transferred to other institutions with appropriate approval or, as a result of appropriate application to the admission office, may be included in the academic program of those who are admitted to a Connecticut College degree program. Special students are normally limited to two courses (eight semester hours) per semester and are not eligible for campus housing.

Space permitting, enrollment in courses will be approved in consultation with the departments and instructors concerned. Students who do not make satisfactory progress may be discouraged or denied the opportunity for further enrollment.

The following persons should apply directly to the Office of the Registrar:

1. Space permitting, and if courses are available, some students who are degree candidates at other institutions may be granted a "guest" status in order to take courses for eventual transfer to the home institution. To ensure transfer of courses, the "guest" student should procure a letter from his/her dean or registrar to indicate which Connecticut College courses will be accepted by the home school. "Guest" students who take a full-time course load (12 or more semester hours) will be charged full tuition and may be considered for on-campus dormitory housing, subject to room availability.
2. When approved by the Committee on Academic Standing, some Connecticut College undergraduates may be temporarily reclassified from full-time to part-time status in order to continue studies toward the B.A. degree. The reclassification usually holds for only one semester; the "degree candidate" tuition rate applies.
3. When approved by appropriate officials at the participating institution, full-time undergraduate students from the U.S. Coast Guard Academy, Trinity College and Wesleyan University may enroll for one course in the single-course exchange program between Connecticut College and the participating institution.

4. Alumni of Connecticut College may audit one undergraduate course each semester without charge if the course meets the College's definition of audit. Enrollment is contingent upon the availability of space and the consent of the instructor. Requests for tuition remission for auditing should be made to the director of human resources.
5. Individuals who do not fall under the preceding categories, or who already have baccalaureate degrees, may enroll for courses if the educational background is suitable. Enrollment is contingent upon the availability of space and the consent of the instructor. Faculty and staff members of Connecticut College and their dependents who qualify for tuition remission will fall under this category. Requests for tuition remission should be sent to the Office of Human Resources.

The following should apply directly to the Dean of First-Year Students:

1. Well-qualified high school juniors and seniors may take one or two courses per semester. They must be recommended by their high school principal or guidance counselor.

Auditing Courses

As defined by Connecticut College, auditors are usually special students or alumni of the College who attend the meetings of a course but receive no credit for such attendance. Students who wish to attend certain courses may do so as auditors by securing the approval of the instructor concerned and submitting paperwork to the Office of the Registrar during the Add/Delete period. Auditors may observe laboratory or studio techniques if such observation is made during the regular hours for the course or courses concerned. (Laboratory techniques are understood to include also those practiced in art, dance and music.) Auditors do not recite, participate, present papers or quizzes; they receive no special instruction in the course audited.

- Regular undergraduates are usually not allowed to audit.
- Once the Add/Delete period has ended, auditors may not change status to that of participating members of the class.

Fees and Financial Aid

For information on College tuition and fees please visit the link below:

[Financial Aid](#)

General Information

The following information provides a general description of campus life and outlines basic regulations and activities for undergraduates. This information is supplemented by the Connecticut College Student Handbook.

Residence Halls

Connecticut College places the major responsibility for residential life upon the students. Residents of each house/apartment area elect their own officers. Officers are responsible to the Student Government Association and, in cooperation with the Housefellow, Independent Living Coordinator and/or Floor Governors, to the College for maintaining high standards of group living in the houses.

Students are expected to live in residence at the College unless they are living with their parents, guardians, spouse or dependents within a 50-mile radius of the campus. Seniors may petition the Director of Residential Education and Living to live off campus, and will only be given permission if the need for space exists.

Students are expected to care for their own rooms. For reasons of health, sanitation, maintenance and state law, no pets may be kept in the College residence halls with the exception of fish in a tank no larger than 10 gallons.

No weapons, explosives or guns of any kind may be kept in College residence halls or anywhere on campus.

The College does not permit the use or possession of electric blankets, immersion coils, hot plates, hot pots, candles, toasters, ovens, or any other open-flame or high-heating element. Irons are permitted in the pantries. Though cooking is not allowed in student rooms, several houses have kitchen facilities where students are able to cook for themselves. Students are urged to use metal wastebaskets and flame-retardant curtains.

Students are issued college furniture that must remain in their rooms unless approval is sought in advance from the Office of Residential Education and Living. Removal of furniture will only be permitted on a need basis with consultation from the Health Services Office and the Student Accessibility Services Office.

Room keys are issued to each student upon arrival, provided that his or her account is paid in full. The College assumes no responsibility for the loss of personal property. For insurance of personal possessions, see the section on fees.

College personnel may enter student rooms as required for normal maintenance, health and safety checks, or emergencies. Authorized representatives of a public utility may enter student rooms only if accompanied by an appropriate College employee or by prior arrangement with the student.

The student residences are completely vacated during the winter and spring recesses. Students may occupy their assigned rooms during the fall and Thanksgiving recesses according to the regulations posted on the house bulletin boards. Students will be

notified by the Office of Residential Education and Living at the beginning and end of each semester as to when they must vacate their rooms for vacation periods. Graduating seniors must vacate their rooms no later than 10 p.m. on Commencement day. The College dining rooms open and close in accordance with the closing of the residence halls.

For a full description of policies associated with living on campus please refer to the Student Handbook.

Language House

Knowlton House is a residence with corridors or blocks of rooms for students who wish to study a culture and/or practice their language skills in Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish. (Language options vary from year to year.) Residents sponsor lectures and cultural activities at Knowlton Language House. First-year and transfer students wishing to live in Knowlton may indicate this preference on the Student Housing Form provided by the Office of Residential Education and Living.

Specialty Housing

In addition to the previously mentioned housing options and our traditional houses, we offer other specialty options to students.

Common Interest Housing: These options are open to upperclass students. The sizes range from three to twenty students depending on the interest. Students interested in this option must first present a theme idea to the office of Residential Education and Living. If the theme is approved, they are responsible for presenting programs and seminars to the campus community.

Earth House: Earth House offers seven upperclass students an atmosphere where they can practice sustainable living. Earth House offers a number of events each year.

Lazrus House and Abbey House: These houses offer upperclass students the opportunity to have a reduced meal plan, as well as the opportunity to cook for themselves. These houses are categorized as year-round housing and remaining open during the break periods.

Burdick Quiet House: The Quiet House provides students with an environment that is conducive to a quiet, but not silent, lifestyle. Residents are expected to respect 24-hour quiet hours Monday through Sunday. Special non-quiet hours may be established by residents on weekends.

Wellness Housing: Wellness Housing accommodates both students who desire a substance-free environment and those looking for a wellness-oriented environment. Typically, Wellness Housing is comprised of Blackstone House, the fourth floor of Smith House and the third floor of Morrisson House. Students wishing to live in Wellness Housing agree not to smoke, consume alcohol or use illicit drugs in the house or bring any of these substances into the house.

River Ridge Apartments/Winchester Houses: Each River Ridge apartment or Winchester House provides students with what they have called a "more real-life" experience of living with roommates in a traditional apartment setting. Residents understand that along

Connecticut College 2016-2017 Catalog

with the privilege of living in an apartment equipped with a full kitchen, bath, furnishings and laundry facilities comes the responsibility of maintaining their own spaces. Traditionally, residents of River Ridge and Winchester have been junior and senior students in good judicial standing. These spaces also remain open over break periods

Campus Safety

The Connecticut College campus safety department consists of 18 full-time campus safety officers, supervisors and dispatchers, none of whom have arrest powers. Campus safety personnel provide a 24-hour service, 365 days a year. All have been trained in emergency medical procedures, first aid, fire containment and CPR. They conduct foot and vehicle patrols throughout the campus and in residence halls. The department also employs students in a "student patrol" that assists full-time officers when called upon and performs escort services and building and parking lot checks. The residence halls have an access control system that is monitored by the campus safety dispatcher.

Crime Awareness and Campus Security Act

The Crime Awareness and Campus Security Act of 1990 requires that the College collect, publish and distribute annually information regarding policies and procedures concerning security, criminal acts, law enforcement, awareness training and drug policy. This information is available for review and may be obtained by contacting campus safety or visiting the campus safety website.

Student Government

The Student Government Association acts as the formal liaison between the student body and the faculty and administration. It is charged with keeping students informed on all issues affecting the College. In addition to making recommendations to the faculty and administration, it coordinates all student activities, class and club functions.

The Student Assembly is composed of the house senator of each residence hall, the four class presidents, the Council of Chairs and the Executive Board. As the legislative voice of the student body, the Student Assembly strives to present students' perspectives and opinions and works diligently to improve the academic, residential and social climate at the College.

The Honor Council is also a component of student government. When a student matriculates, he or she pledges to adhere to the Connecticut College Honor Code. The function of the Honor Council is to maintain the Honor Code and to ensure that all students are aware of its social and academic implications, which are the foundation of student life on the campus. During Orientation, this honor system is presented to new students so that they understand the value and importance of having an Honor Code before they matriculate.

The Student Government Association also includes the members of the house councils, class councils, departmental advisory committees, student-faculty committees, and countless organizations that constitute the infrastructure of College community life.

Athletics

Connecticut College is a member of the NCAA Division III and the New England Small College Athletic Conference (NESCAC). There are 28 varsity sports programs, 15 for women, 12 for men, and a coed sailing team. Sports for both genders include basketball, cross country, ice hockey, lacrosse, rowing, soccer, squash, swimming, tennis, indoor and outdoor track and field and water polo. There are women's varsity programs in field hockey, sailing, and volleyball.

The College affirms the principles of NESCAC, whose members "are committed first and foremost to academic excellence and believe that our athletic programs must always support our educational mission." It is the intent of our intercollegiate athletics program to compete at the highest level and strive for NESCAC and NCAA championships.

In addition to our varsity programs, the Department of Athletics and Physical Education supports recreation, intramural, and physical education opportunities for all students. Additionally, we provide facilities for club sports in basketball, field hockey, frisbee, ice hockey, lacrosse, rugby, soccer, tennis, and volleyball. Physical education courses include the one-credit lifetime sports golf, tennis, and squash as well as offerings in rock climbing, riding, scuba, ice skating, and fitness. Four-credit offerings include Contemporary Issues in Sport, Theory of Coaching, Essentials of Fitness and Wellness and a First-Year Seminar.

The facilities for the program are extensive. The 10,000-square-foot fitness-wellness center features over 40 cardio stations and weight training space in two stories overlooking the Thames River. Other central facilities include a synthetic turf field with lights for use by field hockey, soccer and lacrosse as well as club sports; six outdoor tennis courts; a rock climbing wall; an ice arena for ice hockey and figure skating programs; an eight-lane, 37.5-meter swimming pool and diving well; three multipurpose indoor courts for indoor tennis and recreational use; two wood floor practice and competition courts for volleyball and basketball; two wood floor exercise studios for team stretching, yoga, dance, Zumba and Pilates; three international squash courts and two squash/racquetball conversion courts; an on-campus waterfront with facilities for rowing and sailing programs; and an indoor rowing tank facility complete with two double-sided tanks with eight seats and exercise equipment. Additionally, there are five natural grass fields for practice and competition.

Tryouts are open to the student body. Any student wishing to participate in any part of the program of intercollegiate sports is required to have a medical classification from the athletic training staff.

Musical Activities

The College offers musical activities to meet a variety of talents and interests. Active groups include the Music department's Connecticut College Chamber Choir, the "Camel Heard" select choir, Connecticut College Orchestra, Connecticut College Percussion and New Music Ensemble, Connecticut College Jazz Ensemble, Connecticut College Traditional Jazz Band, Connecticut College Concert Band, Musical Theater Ensemble, and chamber music ensembles for various instrumental groups. Membership in these ensembles is by audition. These groups are for academic credit (one credit hour). In addition, private instruction is available for one or two credit hours by audition in voice, all orchestral and band instruments, piano, harpsichord, organ, classical guitar, percussion, harp, jazz piano, and jazz saxophone. Frequent recitals, master classes, and guest lectures are given by music faculty, guests and students. In all, the music department sponsors more than 50 events each year.

In addition to departmental groups, the College has several student-run a cappella groups, including men's, women's and mixed groups, a student-run gospel choir, and student-run bands working in various genres.

The College's onStage series brings a variety of music, dance and theater groups to the campus. These concerts are often coordinated with master classes or curricular programs. Subscriptions as well as single tickets are offered at student discounts. The Ammerman Center for Arts & Technology supports an international biennial Arts and Technology Symposium.

Religious And Spiritual Life

The central purpose of the College's Office of Religious and Spiritual Life is to provide a religious and spiritual program that is incorporated into campus life and partners, where possible, with academic programs. The Office of Religious and Spiritual Life contributes to a liberal arts education of the whole person for the integration of mind, body and spirit. The office provides safe and sacred spaces for individual spiritual development and growth. The office provides support for all members of the Connecticut College community. There are also opportunities for learning and sharing in inter-faith and ecumenical programs and events. The Office of Religious and Spiritual Life fosters awareness, knowledge and skills to become more effective and compassionate citizens in a pluralistic world. It promotes a process of discernment that gives birth to the choice of life work. It seeks to develop attitudes of healthy questioning while maintaining enduring commitment to the greater good, thereby contributing to maturity in judgment and understanding.

The Office of Religious and Spiritual Life includes a chaplaincy with several part-time college chaplains: a Roman Catholic priest, a rabbi, and a minister from the Protestant and Unitarian Universalist traditions. The chaplains minister to their own constituents and take responsibility for the care and concern of the College community. The ministry also has active student groups and fellowships.

The Zachs Hillel House at Connecticut College serves as an educational, cultural and religious facility for the Jewish community on campus. It is a space for gatherings and recreation

open to the entire community. The program director of the Zachs Hillel House is a member of the staff of the Office of Religious and Spiritual Life. The Hillel director collaborates with students, faculty and staff to bring innovative events and programs that support Jewish Life and education, as well as programs that support student life at the college and in the greater Jewish community. Programs and events at Zachs Hillel House include, seminars and small classes, Torah Study, regular Shabbat Dinners, and services for the High Holy Days.

Harkness Chapel is at the heart of religious and spiritual activities on campus, hosting religious services and events as well as supporting a variety of organizational meetings and many hours of quiet study in the chapel library. The chapel is host to a variety of musical events, concerts and programs sponsored by the music department, the College singing groups and community organizations. Weekly activities of the Office of Religious and Spiritual Life include, Roman Catholic Sunday mass celebrations, ecumenical Protestant services, a weekly Christian meditation, and the weekly Unitarian Universalist fellowship. On occasion services are offered by other religious traditions either in the chapel or in space appropriate places on campus. The Harkness Chapel is home to the Inter-national Student Center for the College. For more information please visit <http://www.conncoll.edu/religious-spiritual-life/>

Office Of Career And Professional Development/Four-Year Career Development Program

The Career Development Program at Connecticut College offers a four-year comprehensive, sustainable and developmental curriculum designed to teach students to integrate their experiences and leverage their liberal arts education. Dedicated advisers connect with all first year students through their First Year Seminar, guide them through early stage assessment, and introduce them to identifying transferrable skills gained through coursework and out of class engagements. Throughout their four years at Connecticut College, students are advised and given direction necessary as they begin to make choices about co-curricular involvements, internships, academic curricula and life after Connecticut College. Career Advisers guide students through the process of self-assessment, facilitate goal articulation and help establish learning objectives, provide internship and job search advising, and guide students through the pre-professional and graduate school process. The office empowers internal and external partners (alumni, internship sponsors, employers, graduate programs) to foster a holistic and reciprocal community supporting a lifetime of student growth and success.

90% of the student body at Connecticut College regularly utilizes the services of the Office of Career and Professional Development over the course their four years.

Funded Internship Program

Every Connecticut College student may be eligible to receive funding to support summer internships or research experiences during the summer between his or her junior and senior years. These internship opportunities provide engagement in intellectually viable and substantive activities that encourage curricular, career, academic, artistic and/or personal growth. The

Connecticut College 2016-2017 Catalog

funded internship program is administered and monitored by the Office of Career and Professional Development. To establish and maintain eligibility for funding, students will participate in a series of career sessions and skills-building workshops, which begin in the first year. As students meet with their Career Advisers, they will explore their interests and appropriate internship opportunities, learn how to present themselves professionally, and learn how to effectively leverage networks. Career Advisers will also assist all students, regardless of class level, with internship searches.

Typically, 80% of a junior class maintains eligibility for and receives funding from the College supporting an internship or research experience that they find and/or create for themselves.

CamelLink

To enhance and conceptually integrate the advising and developmental processes associated with academic and career planning, the Office of Career and Professional Development utilizes a Career Services Management System (CSM) offered through Symplicity, *CamelLink*. Through CamelLink, students integrate their self-assessments and workshop outcomes with their academic planning by using platforms and features within the system to manage and document requirements for funded internship eligibility, as well as other academically related materials.

CamelLink Features

- **Calendar and Events systems** that allow students to find the availability of and schedule appointments with any of their Advisers (including Career, the Academic Resource Center, the Office of Volunteers for Community Service, and the Academic Center Certificate programs), sign up for workshops and information sessions, and be regularly informed of events of interest.
- **An Advising Notes feature**, that allows advisers, including Faculty Advisers, to record history of meetings with students and which are accessible to all advising staff as part of a College-wide team advising effort. These notes can contribute to the overall quality of a multi-pronged approach in terms of faculty, community programs, funded internship, job search, graduate school and fellowship advising that takes place throughout the undergraduate years.
- **A Documents library** that advisers and students can use to select and upload documents reflecting completion of funded internship requirements, and their academic, internship and co-curricular experiences.
- **Profile information** that allows students to select potential career and academic interests that then allows targeted information and opportunities to be sent directly to them from the system.
- **A Resource Library** that serves as a repository for departmental resources and handouts. There is an extensive collection of career exploration and job and internship search resources that are easily accessible to all students.
- **A Jobs/Internships/Volunteer opportunities database** that gives students access to outside employers, internship sponsors and community organizations nationwide. This database is easily accessible and searchable with links to appropriate application procedures.

Job Search Preparation

Throughout their four years at Connecticut College, students are encouraged to integrate their academic, co-curricular and work/internship experiences, and to begin the process of integrating the goal-setting and career-planning skills they are developing.

- **All students who participate in the Funded Internship Program** are required to complete a pre-internship packet outlining a viable action plan and their preliminary learning objectives for their funded internship, a proposal with more specific objectives once they have secured an internship and a post-internship written reflection evaluating their overall internship experience and evaluating the tentative career goals they set prior to their internship. Career Advisers assist students as they identify a range of options for their first year after graduation and set a realistic timeline for pursuing those options. The timeline may include developing more complete targeted resumes, actively and professionally reaching out to alumni and others as mentors and for networking, identifying job search resources and strategies, polishing interview skills, finalizing graduate school or fellowship application materials, and requesting letters of recommendation from faculty.
- **Additional programming and opportunities** are available to help students strengthen public presentation skills, create a professional online presence and brand, develop budgeting skills, as well as other real life skills.

Employment Programs

- The Office of Career and Professional Development also provides students with a variety of recruiting opportunities and alumni networking, both on and off campus. Organizations that participate in on-campus interviews come to campus to recruit underclass students for internships and seniors for full-time jobs through information sessions and interviews. In the Resume Referral Program, organizations publicize specific job openings to seniors and collect/forward resumes to their places of business. Employers then screen candidates and invite selected individuals to their organizations for interviews. The office also receives regular job and internship postings from employers and includes them in a weekly newsletter distributed to all students and posts them in CamelLink, for students to search throughout the year.
- Seniors also have the opportunity to participate in 3 off-campus recruiting or career fair consortia in conjunction with peer institutions: The Fall Recruiting Connection in New York City, The Liberal Arts Recruiting Connection (LARC) in Boston, and The New York Recruiting Consortium (NYRC).

Community Learning

The Connecticut College Office of Volunteers for Community Service (OVCS) works with students, staff, faculty and community partners to advocate for community engagement and active citizenship. OVCS orchestrates resources of the College with off-campus resources in a variety of partnerships to build a healthy, multicultural, democratic and more just society.

Connecticut College 2016-2017 Catalog

Connecticut College students complete a variety of projects, internships and volunteer placements with local agencies and organizations in areas of education, health care, government, economics, nonprofit management, the arts, urban planning and the environment. OVCS provides training, orientation, supervision and transportation support services. More than 500 students each year participate in programs and placements. OVCS works closely with the College's Holleran Center for Community Action and Public Policy and Connecticut College faculty who include community based learning as part of their coursework.

Library And Computing Facilities

Through an innovative merger of libraries, computing and educational technologies, the Connecticut College department of Information Services provides students with an integrated and rich information, computing, and communications environment throughout the campus.

The popular Charles E. Shain Library recently underwent a \$9.875 million renovation, which was completed in March 2015. The facility includes a first-floor Research Commons, with open-access computing workstations located near the library reference and circulation desks, along with the Blue Camel Café, a space that is available for 24-hour study. The renovated library also includes 10 collaboration rooms for group study, along with a wide variety of seating throughout the facility. Lower-level spaces include the Technology Commons, providing an array of seating for group work; an Advanced Workstation Cluster, which provides dual-monitor screens and numerous software packages; the Digital Scholarship and Curriculum Center, offering support for digital projects and research; the Advanced Technology Lab, which includes a space for technology instruction; the state-of-the-art Diane Y. Williams '59 Visualization Wall; and the IT Service Desk, which provides an array of technical support. Shain Library also houses three electronic classrooms.

The general library collection consists of more than 475,000 print book and bound periodical titles and approximately 12,000 VHS/DVD titles. Electronic resources in the collection include subscriptions to more than 200 research databases, the complete content of more than 11,000 journal titles, and access to more than 1 million e-book titles. Shain Library is also a partial federal documents repository that provides access to approximately 200,000 government documents. The library's collection is augmented through the CTW Consortium, a partnership with Trinity College and Wesleyan University that shares an online materials catalog and provides fast access to more than 2.2 million items.

The Linda Lear Center for Special Collections and Archives houses more than 21,000 volumes and 4,000 linear feet of manuscript and archival collections, including 10,000 photographic prints and 44,000 slides and negatives. The Center also holds 275 paintings and 125 fine prints. The Charles Chu Asian Art Reading Room provides a quiet reading and study space for students and faculty. The Greer Music Library in the Cummings Arts Center contains more than 11,000 books, 19,000 scores and 20,000 recordings, as well as study, computing and listening facilities.

Access to the campus network and the Internet via robust and modern wireless technology is available throughout the campus.

Email, electronic books and journals, the Moodle course management system, and academic courseware are available both on and off campus. The Connecticut College Information Services website offers access to many academic resources, such as scholarly journals, research databases and college publications. Students are allowed personal Web space on Google Apps for Education Google sites. They can also utilize a supported WordPress platform to create a website, blog or academic portfolio. The Connecticut College IS website is www.conncoll.edu/information-services.

Students are strongly encouraged to bring a recent laptop computer to campus for personal and academic use. Apple Macintosh and Windows computers are both supported on campus, and the College maintains agreements with several vendors for educational discounts. Additionally, there are more than 300 Apple Macintosh and Windows-based computers in public and discipline-specific clusters located around the campus. Laser printers, scanners, and general application and instructional software are available for student and instructional use in many of these locations. These facilities, as well as the Digital Scholarship & Curriculum Center and the Advanced Technology Laboratory in Shain Library, and the Ammerman Center for Arts & Technology, enable students to work together on technology-related projects. Faculty and staff can also use these facilities to create multimedia resources and to conduct scholarship using new technologies. The College integrates technology into foreign language instruction in several facilities, including the Language and Culture Center, located in the Blaustein Humanities Center, as well as the Davis, Neff and PC electronic classrooms in Shain Library.

Students may request voicemail accounts and local and long-distance telephone service in residence hall rooms. The College provides in each room a basic tier of cable TV channels, in regular and high-definition, and an option for premium channels. The Connecticut College high-speed Internet connection provides sufficient bandwidth to allow students, faculty and staff to communicate with educational, research and commercial organizations around the world.

Roth Writing Center

The Roth Writing Center, located in 214 Blaustein, provides free one-to-one peer tutoring to help writers of all abilities during all stages of the writing process. The Center is staffed by more than two dozen under-graduate consultants from a variety of majors who are specially trained to assist students with writing projects. The goal of the Writing Center is to develop not only a student's writing abilities, but also his or her ability to think critically, make cogent arguments, and communicate clearly. Call 860-439-2173 to make an appointment, or just drop by the Center, or just drop by the Center, **or schedule your appointment online using Camel/Link.**

Student Health Services

Student Health Services at Connecticut College is available to all matriculated students for routine primary care which includes evaluation of illnesses and emergencies, preventative care including health screenings, contraceptive care, travel immunizations and health education. All matriculated students who are eligible to use the facility are required to have a completed

Connecticut College 2016-2017 Catalog

Connecticut College Health Form on file in the Student Health Service's office.

Sick visits and gynecological care are available at SHS by appointment Monday through Friday, with a nurse practitioner or a doctor. Only physician visits incur a fee which is billed to the Connecticut College Student Health Insurance Plan (SHIP) or to the student's bursar account with an invoice coded for submission to private insurance (available on our Student Health Services' Web Portal).

Routine prescriptions and over the counter medications are generally available at SHS and may include an "at cost" fee. Prescription medications not available at SHS may be ordered from a nearby pharmacy and delivered daily to SHS when open. Laboratory services are provided during normal business hours. Medicines, specific lab tests and medical supplies will be billed to the student's College account or to the SHIP.

Lawrence & Memorial Hospital in New London and Backus Hospital in Norwich are nearby in case of emergency or if a student requires hospitalization. Specialists in private practice are also available in the New London area if a student needs further consultation or treatment outside the scope of SHS. If the student or family indicates a preference for a particular doctor or hospital, every effort will be made to accommodate those preferences. Except in the case of a life-threatening emergency, all services and information contained in a student's medical record are confidential and will not be released without the student's written permission.

All students will be automatically enrolled in the Student Health Insurance Plan (SHIP) offered through the College. If a student has a private plan that is at least comparable to the plan offered by the College, the student may waive out via an online process. More information is available on our website at <http://www.conncoll.edu/campus-life/student-health-services/>

Student Counseling Services

The Student Counseling Services at Connecticut College is located in the Warnshuis Health Center. The mission of the Student Counseling Services is to promote the emotional and psychological growth and wellbeing of the students at Connecticut College. The goal at Student Counseling Services is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment.

To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, nonjudgmental atmosphere. The following services are provided:

- Psychological evaluation
- Individual and group counseling
- Medication evaluation and medication management
- Crisis intervention services
- Outreach and consultation to the college community
- Psycho-educational forums

- Referral to off-campus clinicians for specialized and/or intensive treatment

There is a short-term model of treatment provided at the Student Counseling Services. The counseling sessions are provided to students at no fee, although there is a fee to see the psychiatrist for medication evaluations and medication management. Student Counseling Services provides mental health outreach, education and prevention to the College community to promote wellness and to encourage a community of care. While the counseling staff does work collaboratively with other College office and services, it also adheres to strict professional and ethical guidelines in regard to issues of confidentiality.

Students who wish to be seen off campus or who require specialized or more intensive treatment than the Student Counseling Service can provide are referred to community providers.

Student Accessibility Services

The Office of Student Accessibility Services was established to ensure equal access to educational activities for students with disabilities as required by federal law. The office is open during the academic year to work with students, faculty and staff. The office determines reasonable disability accommodations and coordinates necessary on-campus services. Students are responsible for initiating the process of disability registration, providing supportive documentation and requesting specific accommodations in a timely manner.

Information provided to Student Accessibility Services is regarded as confidential and will only be shared with college officials with legitimate educational interests and/or as required by law.

More detailed information is available at <http://www.conncoll.edu/campus-life/student-accessibility-services/>.

Medical Excuse Policy

Health Services does not provide students with notes to take to their faculty confirming medical treatment. Issues of developmental, privacy and workload factors inform this policy. Students are responsible for providing faculty the grounds for the absences, and for conforming to the attendance requirements of particular courses. Students, like the rest of us, are protected from having medical information released without their permission. At the time of treatment, students are encouraged to email their professors regarding their absence and "CC" us in the note. That allows us to confirm the visit and speak to faculty if requested. The paperwork requirements of contemporary health care and the FERPA / HIPPA privacy act are a significant impediment to our ability to produce written excuse notes for students.

Leave Policies

Leave policies can be found under Academic Affairs.

Student Right-To-Know

In compliance with the Student Right-to-Know and Campus Security Act, the following statistics show the graduation rate for the Class of 2013.

Connecticut College 2016-2017 Catalog

Original Undergraduate Class of 2013:

- Number of Students who entered in Fall 2010: **488**
- Number of Students who graduated in May 2013: **4**
- Number of Students who graduated in May 2014: **395**
- Number of Students who graduated in May 2015: **9**
- Number of Students who graduated in May 2016: **1**

All students have a right to know campus crime statistics. Currently enrolled students who want to obtain information on campus crime statistics will find them on the campus safety website. <https://www.conncoll.edu/campus-life/campus-safety/> They are also available in a pamphlet at the campus safety office.

Campus safety statistics may be obtained by writing the Director of Campus Safety, Connecticut College, 270 Mohegan Ave., New London, CT 06320-4196.

Regulations

Campus Parking

All student motor vehicles must be registered annually with the College and display a valid decal. Students are authorized to register only one vehicle at any one time; vehicles must be owned or leased by themselves, parents, legal guardians or spouse. Dates for the issuance of student decals will be posted. Minimum Documentation required is a valid registration, driver's license and College ID card. First-year students are not allowed to have cars on campus.

All people who bring vehicles to Connecticut College are advised that, while the College will make every effort to provide security, the College does not assume responsibility for vandalism or theft involving such vehicles.

Age of Majority

The age of majority in Connecticut is 18. Unless otherwise notified, the College will, however, continue to send parents or guardians major bills owed to the College. Grade reports are available to students online.

Alcohol

Federal, state and/or local laws govern the use, possession and distribution of alcoholic beverages. Students under the age of 21 may not possess or consume alcoholic beverages. Persons who are legally able to consume alcohol should understand that it is a violation of Connecticut state law to provide alcohol to persons under the legal age for alcohol consumption.

Drugs

The College prohibits the illegal use of drugs. Students involved in the use or distribution of controlled substances will be subject to disciplinary action with sanctions potentially including dismissal from the College. The College cooperates with law enforcement authorities in adjudicating violations of state and federal laws and does not serve as a haven from such adjudications.

Veteran's Affairs

The College has been approved by the state approving agency for the training of VA students. The Office of the Registrar is the on-campus certification office.