

## ADMISSION AND TRANSFER AGREEMENT HAMPSHIRE COLLEGE AND HOLYOKE COMMUNITY COLLEGE

Through this document, Hampshire College and Holyoke Community College (HCC) hereby enter into an educational agreement designed to provide the participating students the opportunity to complete a Bachelor of Arts degree.

The purpose of this agreement is to serve as an advising tool, enabling HCC students who enter Hampshire as transfer students with an associate in arts (A.A.) degree earned after completing high school to make a smooth transition into the Division II system.

The admissions committee thoroughly reviews all applicants for their potential success in Hampshire's programs. Applicant's files are assessed for academic breadth, rigor, and performance. Essays are evaluated for content and critical thought. Other factors considered include demonstrated community involvement, intellectual curiosity, independence, and self-direction. Successful applicants typically have a minimum GPA of 3.0.

Holyoke Community College students who will receive their Associate's degrees prior to matriculation at Hampshire will be considered for admission under this agreement. Transfer credit will be granted in study areas similar to those found at Hampshire College. Students completing their HCC degrees in areas not typically found in private liberal arts colleges may need to spend additional semesters completing their education at Hampshire. Students who have completed their HCC associate's degree through dual enrollment programs may fall under this agreement if they have completed a minimum of 15 transferrable credits post-high school graduation.

HCC students admitted to Hampshire College as transfer students may expect the following:

1. Courses comparable in academic demands and disciplines to those offered at Hampshire and completed with a grade of C or better may be accepted toward a Hampshire degree. Students are particularly encouraged to take advantage of HCC Honors courses, as they have many of the attributes students will see in courses at Hampshire.
2. Students who complete a course in four out of Hampshire's five areas of study will fulfill the distribution requirements of the first-year Division I program. These areas are Arts, Design and Media (ADM); Culture, Humanities and Language (CHL); Mind, Brain and Information (MBI); Physical and Biological Sciences (PBS); and Power, Community and Social Justice (PCSJ). Descriptions of these distribution areas are included in the addendum. In addition to the distribution requirements, four courses from the HCC transcript will be identified to complete the elective requirements of the Division I program.

To determine transferability of course work, course descriptions from the Holyoke Community College catalog may be required. In the case of special topics courses, a syllabus may also be required.

3. Like all Hampshire College students, transfer students negotiate a plan of study for Division II with their advisor. Transfer courses not used for the completion of Division I are eligible for inclusion in Division II with approval of the student's Division II committee. This plan and the rate of academic

progress will be determined, in part, on the amount of prior course work used for Division I and II. In determining when a student's Division II is ready to be passed, the faculty committee takes into consideration: the number and type of courses and other learning activities in the portfolio and whether they form a comprehensive body of work; the student's proficiency with writing and other modes of expression and presentation; and the student's readiness, in terms of requisite knowledge and skills, to embark on the proposed Division III project.

Students admitted to Hampshire who pursue work in a discipline similar to that completed at HCC can normally expect to spend two additional years at Hampshire College; two semesters in Division II and two semesters in Division III. The academic progress of individual students is assessed by the Division II committee at the end of each semester to ensure adequate academic progress toward these expectations.


Hampshire College is part of the Five College consortium, and Hampshire students may register for available courses at Amherst, Mount Holyoke and Smith Colleges, and the University of Massachusetts at Amherst. Students are subject to the policies of the host institution (school offering the course) and access to courses and programs of study may be limited.

4. Transfer students may apply for either Fall or Spring semesters. Hampshire College's instructions and deadlines for application are publicized at <http://www.hampshire.edu/admissions/586.htm>. The deadline for applying is March 15<sup>th</sup> for a fall term and November 1 for a spring term.

Hampshire College will commit to having a transfer counselor visit HCC on a mutually agreed upon regular schedule and to taking part in HCC's annual transfer fair.

Hampshire and Holyoke Community College agree to publicize this agreement among students and faculty and to review this statement once a year. Program changes by either Hampshire or HCC can be incorporated into this agreement, as agreed by both parties. This agreement will be in force for the 2014/2015 academic year and for each successive academic year, unless canceled by either institution. Hampshire or Holyoke may terminate this agreement with a written notice of one year. If this agreement is canceled, it will not affect students enrolled in and accepted to Hampshire College at the time of termination.

Holyoke Community College

  
William Messner, President

Hampshire College

  
Jonathan Lash, President

ADDENDUM TO HOLYOKE COMMUNITY COLLEGE/HAMPSHIRE COLLEGE  
ADMISSION AND TRANSFER AGREEMENT

Students should use this document as a guideline for determining which Holyoke Community College courses might satisfy Hampshire College's distribution area requirements.

***Arts, Design, and Media (ADM):***

Courses meeting distribution in this area explore creativity and works of the imagination, the broader context of artistic practices, the roles and responsibilities of makers and audiences, and students' development of their own original artistic voices. In any ADM-designated course, students will ask some of the following questions:

How can making art change how we think about ourselves? What does art tell us about culture, power, meanings and ideas, politics and faith? What is the relationship between form and content, medium, meaning, and function? How do artists find the right form for expressing their vision? How do different arts -- dance and choreography, music, poetry, fiction, drawing, painting, sculpture, film, video, photography, digital art, design, architecture, theatre and all hybrid and emerging forms of art -- treat light, shadow, weight, movement, gesture, stillness, sound, silence, bodies, voices, rhythms, spaces, objects and time? How do audiences shape the performance, sharing and exhibiting of art? What is the nature of the creative process? How can we embrace the solitary aspects of creativity as well as collaboration's exciting potential? What is the relationship between conceptualization and improvisation? What new possibilities do emergent technologies hold for the arts today? How can tradition and newness do battle or work together in the art we make? How can what we learn from making art be applied to other fields like education, history, philosophy, science, religious studies, social change? How can the arts explore and reveal untold or unwritten histories and experiences? How can analyzing, evaluating, and reflecting on art shape our ways of being, thinking, seeing, making, and envisioning the future? How does art both document, produce and transform culture? How does art change the world?

Some of the artistic modes included in this distribution are: acting, directing and theatrical production, architecture, art education and book arts, choreography and dance, poetry, fiction and creative non-fiction writing, analog and digital media arts: graphic design, film, video, photography installation and performance art, analog and digital music, drawing, painting, and sculpture.

***Culture, Humanities, and Languages (CHL):***

Courses meeting distribution in this area examine and interpret the texts and the artifacts (created works, performances, rituals) through which humans, both historically and currently, have

sought to make meaning of their experience and expressed their feelings, beliefs and values. In any CHL-designated course, students will ask some of the following questions:

What does it mean to be a human being in the 21st century? How have people now and in the past thought about the purpose and meaning of life? What are the forms and limits of human knowledge, experience, memory, and belief? What is the nature of the self and how is it related to the values of society and the natural world? How have the various dimensions of human difference -- such as class, gender, religion, race, or ethnicity -- shaped ideas about identity and privilege, now and in the past? How do collective and individual identities change through time and space? How does language define and shape our experience, and what kinds of languages have people used to achieve or express their personal, political, and artistic aspirations? How can learning other languages and encountering literature and art in their original language transform our sense of self? What is a good life or a just society? What is the religious impulse and how has it been expressed throughout the world? How does mythology reflect, organize, or shape human social life? How does understanding the practices and history of an art form enable our understanding of actual and potential future societies? What makes a work of art -- a poem, novel, painting, performance, or film -- significant, moving, transformative, or beautiful? How can we critically articulate our responses to the many kinds of texts we encounter? How can deep study of the humanities, of cultural traditions, and of languages enrich our lives, help us to understand other people, and contribute to the betterment of the world around us?

Courses in CHL may come from a variety of disciplines including art history, comparative literature, cultural studies, foreign languages, literary analysis and criticism, mythology, philosophy, the analysis of popular culture, religious studies and semiotics.

***Mind, Brain, and Information (MBI):***

Courses meeting the MBI distribution are devoted to the study of the mind and brain, individual and social behavior, language and communication, and computers and digital technologies. In any MBI-designated course, students will ask some of the following questions:

How do our experiences shape our brain and how does our brain shape experience? What is memory? How do narratives about past events reflect meaning for these experiences? What biological processes underlie the emotions, and do people from other cultures have the same emotions I do? Do people who speak different languages think differently? What is the best way to teach math and reading to kids? How do learning and "instinct" affect the behavior of animals? What can we discover by studying birdsong, squirrel whistles, dog barking and the bleats of sheep? Can computers tell us anything about the nature of evolution? How are sex, gender, and sexual orientation shaped by the interaction of the brain and social environment? How do children's developing minds and brains affect how they interact in and with the world?

Are religion and morality purely cultural inventions or did evolution somehow wire them into the human brain? What is consciousness and how can a brain produce it? What are the possible biological bases for psychopathology? How do new technologies and media affect human reception and processing of information – and the nature of knowledge itself? What can computational models teach us about biological and cultural systems? How can computers help us to tell stories and to make new kinds of art? How can technology be used to improve education? Do new technologies and forms of knowledge challenge or even blur the boundaries between human, animal, and machine?

Among the traditional disciplines that contribute to MBI are psychology, neuroscience, computer science, philosophy, linguistics, animal behavior, anthropology, education, and mathematics/statistics.

***Physical and Biological Sciences (PBS):***

Courses meeting distribution in this area concern the exploration of physical and biological phenomena. Courses are designed to empower students to effect positive change through analysis, hypothesis-testing, problem-solving, theory-building, exploration, representation and experimentation, as they learn to use scientific theories and methods to observe, investigate, understand, describe and predict physical and biological phenomena. In any PBS-designated course, students will ask some of the following questions:

How do diseases spread and what are their effects on populations? What do hormones do for us? How can the human immune system be studied? How do toxic waste, urbanization and pollution affect bio-diversity, water resources, and human health? What can the study of artifacts and biological remains tell us about previous populations' diets and lifestyles? What can compost teach us? How do chemical structures shape the world we see and live in? What is a living organism? What is a species, and how does speciation occur? What recurring patterns and rules can we observe in the natural world? What can geology tell us about our environment? What can astronomy tell us about the earth's history and future? How can theoretical physics transform our understanding of ourselves, of human possibility, and the worlds we live in? What alternative energy-sources are sustainable and feasible? How does energy use structure communities and politics? What can the study of fermentation tell us about the nature of life and time? How do we observe and measure phenomena? What is a meaningful comparison? What qualitative, quantitative or descriptive modes can be used to represent what we learn? How can we correctly identify cause and effect? How can past observations be used to make predictions? How are scientific advances politicized? How does scientific knowledge interact with popular culture? How can work in science influence our approaches to other fields, like education, history, religious studies, literature, anthropology, psychology and the arts? How can scientists make the world a better place?

Among the contributing traditional disciplines are chemistry, environmental sciences, physics, mathematics, astronomy, anthropology, health sciences, and engineering.

***Power, Community, and Social Justice (PCSJ):***

Courses meeting distribution in this area examine the social and political dimensions of a broad range of human activities, including how the ways that events, periods, societies or groups are described and understood, can affect communities and individuals. In any PCSJ-designated course, students will ask some of the following questions:

How have human communities thought about ethics, citizenship, and the nation? How does the movement of people, goods, and ideas across and within national borders shape global and local identities? What is power, who has it, and how is it acquired? How can we historicize and reexamine common cultural categories -- child, adult, sister, brother, parent, homosexual, revolutionary, criminal, immigrant, 'other,' researcher and expert -- in order to reimagine and shape the future? How do systems of inequality and privilege come about and persist? What is law and how do legal systems structure human relationships, politics and commerce? How does access to resources or lack of it inform political action? How do contemporary environmental conditions affect different economic, social, and cultural groups? How do wars come about? Under what circumstances do racial categories emerge, and what impact have they had on human history, institutions, and experiences? How do racial categories intersect with other culturally constructed identities like gender, sexuality, and class? How are communities defined, by whom, and why, and how do they change over time? How do communities and individuals survive and respond to long histories of violence? What are the psychological and spiritual effects of violence, difference, and marginalization? How, historically and in the present, have people come together and organized for change?

This distribution incorporates studies of philosophy, sociology, history, psychology, economics, anthropology, legal studies, and politics.

June, 2014

#### HAMPSHIRE COLLEGE - HOLYOKE COMMUNITY COLLEGE Applying for Admission

- Applying for Financial Aid
- Request for Consideration Under Admission and Transfer Agreement

Holyoke Community College and Hampshire College have signed an articulation agreement providing guidelines for HCC transfer students on meeting Hampshire's distribution requirements and providing early transfer advising to HCC students who attend Hampshire. We are committed to helping you through the process of considering Hampshire and applying for admission and financial aid. Please call or email us any time you need assistance.

#### Applying for Admission:

The Hampshire College admission application is located on the [www.hampshire.edu/admissions](http://www.hampshire.edu/admissions) web site. You must submit the entire Transfer Version of the application, including the application supplement, copy of an analytic paper written for a course, faculty letter of recommendation, HCC transcript and the application fee by the March 15th deadline for a fall term and November 1<sup>st</sup> for a spring term. Any time you have questions, please contact us at [admissions@hampshire.edu](mailto:admissions@hampshire.edu). The Common Application registrar's report should be directed to Mark Broadbent, [mbroadbent@hcc.edu](mailto:mbroadbent@hcc.edu).

#### Applying for Financial Aid:

Submit the CSS Profile form (<http://www.profileonline.collegeboard.com/>), FAFSA, and other required materials by the March 15th deadline. For instructions and information, go to our financial aid Web site: [www.financialaid.hampshire.edu](http://www.financialaid.hampshire.edu). Any time you have questions or need assistance, call (413) 559-5484 or email [financialaid@hampshire.edu](mailto:financialaid@hampshire.edu).

#### Request for Consideration under Admission and Transfer Agreement:

Students who will complete the A.A. degree through Holyoke Community College are required to contact the Hampshire transfer counselor to arrange for an interview and transfer credit consultation.