

SARAH • LAWRENCE • COLLEGE

PARENT HANDBOOK
2011 – 12

www.sarahlawrence.edu/parents

TABLE OF CONTENTS

Letter from the President	1
Letter from the Dean of Student Affairs	2
Letter from the Director of Parent Programs	3
Supporting Your Student	4
Academic Calendar	5
Academic Program	6
Character and History of the College	6
Conference System and Seminars	8
Donning	8
Evaluations	9
College Resources	10
Bookstore	10
Career Counseling	10
Community Partnerships and Service Learning	11
Disability Services	11
Diversity and Campus Engagement	11
Financial Aid	12
Food Services	12
Health Services	15
Library	18
Parent Programs	18
Physical Education and Athletics	19
Public Safety	20
Residence Life	20
Student Affairs	21
Frequently Asked Questions	22
Tips for Talking to Your Student about Alcohol and Other Drugs	26
Policies and Procedures	27
Academic Policies	27
Community Standards	27
FERPA	28
Parking	29
Refunds	29
Required Leave of Absence/Leave with Review	31
Map and Directions	32
SLC Campus Map	32
Directions	34
Important Phone Numbers	37
How to Contact Your Student	37
Helpful Resources	38

In an effort to avoid gendered language in this document, Sarah Lawrence College has chosen to make exception to select grammatical rules (i.e. pronoun agreement).



To the Parents of Sarah Lawrence College Students:

Welcome! Those of you with first-year and transfer students face a momentous and exciting transition; those with returning students are probably more relaxed. My own transition to the presidency of Sarah Lawrence College occurred in 2007 when I had the honor of becoming the 10th president of the College. As we begin another stellar year at SLC, I look forward to welcoming our students and engaging with them on campus.

In my inaugural speech, I spoke of two main themes: the importance for each student to find an authentic, individual voice or signature in his or her development at the College, and the importance of becoming part of something larger—the lives of others. In its history as a progressive institution, SLC has embraced these dual educational goals. We believe that learning takes place best when the interests and capacities of the individual student are the starting point. “Capacity,” John Dewey wrote, “may denote mere receptivity, like the capacity of a quart measure.” But another meaning of the word “capacity” is “an ability, a power.” At Sarah Lawrence we provide the conditions for active, engaged learning rather than passive consumption. Our pedagogy is designed to develop in the student a “capacity” for asking significant questions and a recognition that the questions, as well as the answers, will change over time.

As a parent of two young adults who have both now left the nest, I know it will be a bittersweet moment when you leave your daughter or son with us. Please take comfort in knowing that we understand how precious they are to you. Sarah Lawrence is an immensely stimulating place that transforms the lives it touches. We will do everything in our power to help your student thrive.

I look forward to meeting many of you during Family Weekend, November 5–6.

With best wishes,

Karen R. Lawrence
President, Sarah Lawrence College



Dear Parents:

Welcome to the 2011–12 academic year at Sarah Lawrence College. I would like to extend a special greeting to the parents of the class of 2015! I look forward to meeting you and working with your student in the coming year. The vibrant atmosphere here provides a rich environment for growth and learning. The College’s focus on the individual allows exploration into new intellectual areas, as well as the opportunity for creative expression.

As the dean of student affairs at Sarah Lawrence, I work with the student affairs staff to enhance the co-curricular life of our students. We are responsible for the areas of residential life, student activities, diversity and campus engagement, new student orientation, leadership development, career counseling, community partnerships and service learning, and student conduct. We work with students to provide a balance of support and accountability for their actions and life outside of the classroom. As educators, we assist students in developing life skills such as coping with stress, managing time, establishing independence, understanding relationships, and becoming contributing members within a larger community.

We hope the information contained in this handbook helps you understand how the College works. While our primary relationship and communication will always be with your student, we want you to feel part of the community as well. It is important that you be included in the life of our campus and the college experience of your student. Please consider joining us for Family Weekend, November 5–6. We invite you to call or send an e-mail if you have questions. I would welcome the opportunity to meet you during your next visit to campus. Once again, welcome!

Sincerely,

Paige Crandall, EdD
Dean of Student Affairs
(914) 395-2578
pcrandall@sarahlawrence.edu



Dear Parents:

Welcome to the Sarah Lawrence College family! As your student learns and grows with us, we encourage you to become involved and get to know other SLC parents. Families support the College by hosting regional events, fund raising, or providing internships and career counseling support. Volunteering is a great way to become more engaged in the Sarah Lawrence experience while providing an important service to our community.

The Parents Advisory Council is another resource open to parents who want to have an especially lasting impact on the campus, for their children and for future generations of students. Aiming to build a strong, connected, and informed parent community, the Parents Advisory Council helps support the financial needs of Sarah Lawrence and provides opportunities for parents to become more active in the life of the College and in the student experience.

As a Sarah Lawrence parent, you are a vital part of this community and have a unique investment in it. For more information about the Parents Advisory Council or about volunteering, please feel free to contact me. I look forward to meeting you on campus this fall, and I wish you and your family a terrific year!

Warmly,

Elise H. Schramm
Director of Parent Programs
(914) 395-2536
eschramm@sarahlawrence.edu

ACADEMIC CALENDAR

2011 Fall Semester

Saturday, August 27.....	Opening day; orientation begins <i>This is the first day new students may arrive.</i>
Monday, August 29.....	Returning students arrive Registration for returning students <i>Residence halls are not available to returning students before this date.</i>
Tuesday–Thursday, August 30–September 1	Donning, first-choice interviews, and registration
Friday, September 2	Students placed in first-choice courses
Saturday, September 3.....	Donning and interviews for alternate registration
Sunday, September 4.....	Students placed in alternate courses
Monday, September 5.....	Classes begin
Monday–Tuesday, October 17–18	October Study Days <i>Residence halls remain open.</i>
Saturday–Sunday, November 5–6	Family Weekend
Wednesday–Sunday, November 23–27	Thanksgiving break <i>Residence halls remain open.</i>
Friday, December 16	Last day of classes
Saturday, December 17.....	<i>Residence halls close at 10 a.m.</i>

SUPPORTING YOUR STUDENT

College years are often a time of tremendous personal growth for students, and as a parent, you share the excitement and pain of that process. Most likely, no one knows your student as you do, and no support is more important than yours. But there are particular challenges to parenting a young adult college student who is separated from you by miles. Our experience working with parents and students over the years has shown us that students thrive when parents:

- **Let go.** This involves letting students take responsibility for their own lives. Those incredible successes and painful failures will be wonderful learning opportunities. You've done your job, and now is the time to trust that your years of influence have prepared your student for the process of becoming a self-sufficient individual. One of the most difficult challenges you will face is resisting the urge to rush in and save the day when your student encounters a problem. Be concerned, of course, but let your student work things out. Your role will be to offer support and even suggest campus resources where your student may seek assistance. We've included that information for you in this handbook. But it is important that your student make the contact rather than you. That is the way you can help your student learn how to negotiate issues and resolve problems—the most important lessons in the long run.
- **Keep perspective.** College can sometimes be a turbulent time, and students often experience intense emotional swings. Often this will prompt a call home, and your support provides an opportunity for your student to talk about sadness, frustration, or anger. Fortunately, strong emotions usually pass quickly. While you are lying awake worrying, your student is probably sleeping peacefully, having vented those feelings and moved on to the next adventure. Of course, there are occasions when a student is experiencing serious emotional difficulties, and there are campus resources to help in such times.
- **Discuss important issues.** College is a time of separation from parents and of establishing independence, but that doesn't mean that conversations about values and choices should stop. It is helpful for your student to be able to talk about issues without feeling judged. Remember that you can support your student without agreeing. Keep the lines of communication open, particularly about difficult topics such as alcohol and drug use, sexual choices, and financial matters. You can refer to our tips page later in this section for ideas about how to approach alcohol and other drug issues.
- **Stay in touch.** Students do miss home and family; e-mail provides an excellent way to stay in touch. All students have access to an e-mail account and welcome regular, supportive messages from family. Letters, cards, phone calls, and especially care packages are also treasured. Sometimes students can be very busy with course work and college activities, so continue to write even if you don't get an immediate response.

ACADEMIC PROGRAM

Character and History of the College

Sarah Lawrence College, a coeducational liberal arts college founded in 1926, transformed an important experimental ideal into reality. The history and character of the College are a reflection of its distinctive philosophy. It is our effort to integrate elements of education often conceived of as mutually exclusive: reason and imagination, the wealth of humanistic traditions and the urgent concerns of personal life, the liberal and creative arts, an established curriculum and the individual's need to actively shape his or her own education.

Like other liberal arts colleges, we are committed to giving students access to the intellectual, artistic, and scientific traditions to which women and men have turned in order to make sense of human experience. To be fully meaningful and alive, however, education must also focus on the process by which students learn. Often, in even the best of traditional educational thinking, the student is viewed as a passive object—inert material to be transformed by the application of curricular sequences. We believe instead that the most profound learning takes place when the process of education is linked to the experiences, interests, and capacities of the individual. We therefore focus our attention not only upon curriculum but also upon students themselves, on the specific potential each student brings to bear upon her or his own education. We believe that the better students learn to invest their human and intellectual resources in the process of education, the better able they will be to commit themselves to academic study.

Our goal is to help each student attain a fully internalized, autonomous, and personally meaningful relationship to knowledge. Our educational system is based on small discussion seminars, individual conferences, and close faculty advisement. These practices enable us to participate directly and concretely in the process by which students grow. They allow us to concentrate our teaching on the distinctive quality of each student's evolving relationship with academic material—especially on the student's ability to confront the material directly. Through small-group and individual work with students, we foster the ability to take intellectual and creative risks. By helping students become aware of the strengths and weaknesses characteristic of their own processes of learning, we encourage them to transcend their intellectual and creative limitations. We endeavor to help students explore intellectual issues within a framework of humanistic values, to blend intellectual rigor with passionate human concerns, to derive pleasure from disciplined study, and to approach learning with a sense of meaning and urgency. We believe that an educated human being is one who combines skepticism with reverence, who will question everything but the dignity and worth of others, and who recognizes an obligation to serve the larger community.

A great deal of close faculty-student contact is required to realize our educational goals. Our low student-to-faculty ratio (9-to-1) has historically provided the conditions under which this intensity of teaching is possible. The effect of this commitment of faculty time is more direct faculty participation and involvement with students in the educational process than at any other major undergraduate college in the country.

The cornerstone of Sarah Lawrence is a faculty that has been chosen for its intellectual excellence and commitment to helping students discover and develop their potential. The College has always been endowed with distinguished scholars and creative artists. At the same time, faculty members see Sarah Lawrence as a teaching college and find pleasure and significance in their professional lives here.

William Van Duser Lawrence founded the College in 1926 as a two-year diploma granting institution (or junior college) intended, in part, to relieve the overcrowding in women's colleges around the country. Named to honor his wife, Sarah Bates Lawrence, the College became a four-year degree granting institution in 1931. Originally admitting only women, the College made the commitment to coeducation in 1968, with the conviction that our distinctive opportunities should be available to all. Today the College welcomes men and women of all races and backgrounds who display evidence of intellectual curiosity and stamina, concern for others, and the potential for personal growth. We are particularly concerned that our faculty, administration, and student body reflect the social, racial, and economic diversity that characterizes our society. We believe that education is enhanced by diversity, that when a college is too homogeneous it loses the vitality of a dialogue among people of different experiences and beliefs.

Throughout its history, Sarah Lawrence has promoted new ideas and instituted outstanding programs. In 1937, the College founded the Early Childhood Center, a school for children ages 2 through 6, where Sarah Lawrence students serve as interns and engage in research projects. In 1949, the College introduced programs leading to the MA degree; since 1969, the College has also awarded the MFA degree in the performing arts and creative writing. In 1962, Sarah Lawrence established the Center for Continuing Education, the first full-scale undergraduate program in the country designed for returning adult students. Sarah Lawrence has pioneered the founding of several outstanding graduate programs that have served as models nationwide: the master's program in human genetics (1969), providing training for health professionals in human genetics and inheritable disorders; the master's program in women's history (1972), linking teaching and research with the problems of women in a changing society; and the master's program in health advocacy (1980), educating advocates for a broad array of roles within the health care system. In 1985, the College began the Art of Teaching Program, which leads to the MEd degree and prepares students for teacher certification (nursery through sixth grade). Activities and programs in child development were consolidated as the Child Development Institute in 1987.

In addition, Sarah Lawrence offers students academic programs in Paris, Oxford, Florence, Catania, Cuba, and South India Term Abroad (SITA) in Madurai, India. A special theatre program is offered in London in conjunction with the British American Drama Academy (BADA). The College also offers single semester or yearlong exchange programs with Reed College in Oregon; Eugene Lang College, the undergraduate division of New School University in New York City; California Institute of the Arts in Valencia, California; Dartington College of Art at the University of Falmouth, England; Pitzer College in Claremont, California; and Spelman College in Georgia. Qualified exchange students may elect to travel with any one of these colleges' study abroad programs.

Conference System and Seminars

The majority of courses at Sarah Lawrence are seminars, which are small, highly interactive classes. Most seminars are yearlong, although students may leave a seminar at the end of the first semester and join another for second semester, if space is available. Seminars are offered in disciplines throughout the curriculum and have carefully designed plans of study. Each seminar student has a private meeting with the teacher every other week. (In First-Year Studies courses taken by all first-year students, each student meets with the teacher weekly.) In these meetings, known as conferences, student and teacher work together to define and explore what it is the student needs to know and what ways are most appropriate for acquiring this knowledge. In a literature class, for example, students may be reading Blake's "Songs of Innocence." In conference, a student excited by these poems may choose to read much more of Blake's work and discuss, in a long paper or series of shorter papers, a common theme expressed in the poetry. Another student, new to poetry, may be better served by reading the work of several of Blake's contemporaries or by undertaking a line-by-line analysis of a single long poem. The seminar/conference system at Sarah Lawrence makes it possible for students to study that which will prove most rewarding. These independent enterprises help each student develop and refine the skills of analysis, interpretation, and writing.

Donning

Every student has a faculty don who serves as the student's academic and personal adviser throughout the undergraduate years. During a student's first year, the don teaches the student's First-Year Studies course, where the don comes to know the student both academically and personally. Students work with their dons at the beginning of the year to design a program of study best suited to their individual needs, interests, and experience. Throughout the year, student and don continue meeting to discuss and evaluate the progress of course work.

While students work closely with all of their teachers, the don remains the member of the faculty best able to help the student think about the connections between work in different disciplines and to help the student reflect on the relationship between academic and personal growth. Though the relationship between the don and student may begin with academic advising, dons are available to discuss other situations of importance to students' lives.

During the first year, while students are becoming accustomed to new ways of working, the relationship between teaching and advising is very close. In subsequent years, students continue to find in their dons the support and guidance they need to make further decisions about their college careers. During the first year, don conferences are scheduled every week.

If a student feels that another faculty member could be more helpful, the student is free to change dons, although first-year students generally stay with their assigned dons throughout the first year. Transfer students are assigned a temporary faculty adviser at the beginning of their entering year. During their initial year, transfer students select a don.

Evaluations

At Sarah Lawrence, we believe that grades do not adequately measure student growth. Instead, growth and achievement are evaluated in reports written by faculty members, which are sent to the students and their dons twice a year. In these statements, faculty members report their judgment of the student's academic achievement, attitude toward work, study habits, ability to learn and form judgments, to use what is learned, and to work independently—the factors that seem significant to faculty as indicative of the student's intellectual progress. The faculty are free to use any combination of work assignments they consider appropriate to the objectives of the College and of their courses—papers of different lengths, reports on fieldwork, quizzes, examinations, creative projects, and so forth. All students are expected to write accurately, clearly, and effectively. Teachers in all fields take a student's writing into account in evaluating work and give such criticism and help as is needed. There is no formal examination period, but students are responsible for submitting a worksheet—a written bibliographic record of all work done during the semester—for each course. Worksheets enable students to look over their entire year's work and evaluate it themselves.

The College keeps a grade record for each student for the purposes of applying to graduate and professional schools. All completed courses are listed with ratings from A to D. Any student wishing to transfer to another college or to apply for admission to graduate or professional school may present a transcript of this record, which will be acceptable to other institutions. Grades are available to students at their request.

A student who wishes a pass/fail rating in a course may discuss this with the teacher at the time of registration. If it is agreed, the student may notify the registrar during the registration period. Students are limited to one pass/fail option per semester. Once a pass/fail has been given, a letter grade cannot be substituted. A student must be doing the equivalent of C work or better to receive a pass rating.

COLLEGE RESOURCES

Bookstore

The SLC bookstore, a member of the Follett Higher Education Group, is located in the Performing Arts Center, Reisinger side. The bookstore is open Monday through Thursday, 9 a.m.–5 p.m., and Friday, 9 a.m.–4 p.m. The store is open a few weekends and evenings for special events and at the beginning of each semester. In addition to required course materials, the store carries general reading books, faculty authors, school and art supplies, assorted health and beauty aids, packaged foods, clothing, and imprinted gift ware. Payment may be made via cash, check, or major credit card, or students may use their ICard accounts.

Career Counseling

The Office of Career Counseling offers a broad range of career services that empower students to explore, define, and realize their career goals. Located on the second floor of Bates, our office is a student-centered support service. We offer one-on-one counseling appointments, consultations throughout the career planning process, and assistance with goal setting and goal achievement through a variety of career exploration activities. Our mission is to provide lifetime tools and skills for professional development, job search success, and career satisfaction.

Our services and programs are available to students and alumni, including:

- individual career counseling
- career assessments
- resume, curriculum vitae, and cover letter guidance
- internships
- mock interviews
- graduate/professional school advisement
- credential file service
- workshops
- internship fair
- information sessions
- employer site visits
- career symposium program
- alumnae/i networking panels
- mentoring program

In addition to the services listed above, there are many offerings for graduate students related to their specific needs. Many of our programs are co-sponsored by the Office of Alumnae/i Relations.

Visit our Web site to view additional information regarding programs and services, a calendar of events, sample resumes, cover letters, CVs, links to online resources, and more. The career resource library, located in the office, offers a comprehensive collection of books, newspapers, and magazines. The library is a rich source of information regarding career options, working abroad, graduate schools, and the transition to life after SLC.

To learn more:

- Web www.slc.edu/occ
- Phone (914) 395-2566
- E-mail occ@sarahlawrence.edu

Community Partnerships and Service Learning

Sarah Lawrence College has a rich history of education for social responsibility and a commitment to the integration of service with learning. Through community work, students deepen insights into their academic inquiry; develop relationships with role models working to better society; learn skills for community organizing, social service, and citizenship; and clarify personal career goals and values.

Program components include:

- community-based learning courses
- co-curricular projects
- student and faculty support

Disability Services

Disability Services works with students, faculty, and staff to ensure that appropriate accommodations and services are provided for students with disabilities. Sarah Lawrence College will make reasonable academic accommodations and provide auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students who would like Sarah Lawrence College to accommodate a disability are encouraged to contact the associate dean of studies and disability services at (914) 395-2235 or pwaldman@sarahlawrence.edu. Complete information regarding disability services can be found on the College Web site at www.slc.edu/disability-services.

Diversity and Campus Engagement

The Office of Diversity and Campus Engagement works with its programming and funding arm, the Diversity and Activism Programming Subcommittee of Student Life (DAPS), to provide speakers, film series, anti-oppression workshops, and other programming that encourages dialogue and critical consciousness around all aspects of diversity for the SLC community. The office sponsors a weekly dialogue group, the F.E.A.R. Project (Focusing on Ever Active Resistance to apathy, oppression, and injustice), which focuses on understanding our intersecting identities and experiences. The F.E.A.R. Project's goal is to eradicate resistance to confronting oppression, identity bias, -isms, and exclusion. The office provides support and

serves as a resource to students who are dealing with issues related to prejudice and exclusion on campus. The director is the administrative staff liaison/supervisor to the student managers of Common Ground, Spiritual Space, and WSLC, and also advises student identity groups—serving as a resource and support for club leaders with their budget and event planning.

Financial Aid

Sophomores, juniors, and seniors may apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA), the College Scholarship Service Profile, and, if applicable, the Noncustodial Parent Statement. All forms must be filed with the appropriate processing agency no later than February 1 for consideration for the following academic year. Deadlines are important.

In addition to the FAFSA and Profile, copies of parent and student tax returns used to complete the financial aid applications must be received by the Office of Financial Aid no later than April 15. Notification of the following year's awards will begin in early May.

Recipients can expect to have their aid re-awarded if they continue to demonstrate financial need and make satisfactory academic progress. Students who, at the time of admission, are considered dependent upon parental resources remain so for Sarah Lawrence gift aid purposes throughout their undergraduate studies. Those who file after the deadline will be considered as funds become available.

For more information, please contact the Office of Financial Aid in Westlands.

Food Services

Food services are contracted and managed by AVI Fresh, a family owned company with corporate offices in Warren, Ohio.

DINING FACILITIES

Bates Central Dining (BCD) is used for lunch and dinner five days a week, and for brunch and dinner on Saturdays and Sundays. All food served in BCD is on an unlimited basis. Students and their guests may pay at the door with cash or meal money, if they have already used all the meals on their plan for the week.

Hill 2Go offers quick-pick salads and sandwiches, prepared take-out/reheat meals, and cooking ingredients. The focus is on fresh and local items. Cash, meal money, and meal plans (up to the equivalency rate of the meal plan for that meal period) are accepted.

The Pub at the Siegel Center is a favorite spot for socializing and short-order food items. Food is sold on an a la carte basis. Cash, meal money, and meal plans (up to the equivalency rate of the meal plan for that meal period) are accepted. After midnight until closing, the selection of prepared-to-order items is limited. A complete selection of grab-and-go items is always available.

The Atrium Café, located in Heimbold Visual Arts Center lobby, offers cappuccino and espresso, prepared salads, sandwiches, and sweets. Hot food is not available in this location. Cash, meal money, and meal plans (up to the equivalency rate of the meal plan for that meal period) are accepted.

MEAL PLAN HOURS AT DINING FACILITIES

Breakfast

Bates Central Dining Closed

Atrium Café 8–10:55 a.m., Monday–Friday

Siegel Center 7:30–10:55 a.m., Monday–Friday

Brunch

Bates Central Dining 11 a.m.–4:25 p.m., Saturday and Sunday

Siegel Center 9 a.m.–4:25 p.m., Saturday and Sunday

Lunch

Bates Noon–2:30 p.m., Monday–Friday

Siegel Center 11 a.m.–4:25 p.m., Monday–Friday

Atrium Café 11 a.m.–3:55 p.m., Monday–Friday

Dinner

Bates Central Dining 4:30–8:45 p.m., Sunday–Thursday
4:30–7:45 p.m., Friday and Saturday

Hill 2Go 4–10 p.m., Monday–Sunday

Siegel Center 4:30 p.m.–midnight

HOURS OF OPERATION AT DINING FACILITIES

Bates Central Dining (BCD) 11 a.m.–9 p.m., Sunday–Thursday
11 a.m.–8 p.m., Friday and Saturday

Hill 2Go 4–10 p.m., Monday–Sunday

Siegel Center (The Pub) 7:30 a.m.–1:30 a.m., Monday–Thursday
7:30 a.m.–2:30 a.m., Friday
9 a.m.–2:30 a.m., Saturday
9 a.m.–1:30 a.m., Sunday

Atrium Café 8 a.m.–4 p.m., Monday–Friday

The College reserves the right to alter facilities and operating hours during the academic year if necessary.

Students on meal plans use their SLC ID to gain access to dining facilities. Entrance will be denied to those without ID. If an ID is misplaced or lost, a 24-hour meal/ID card is available in the Bates Food Service Office.

MEAL PLANS AND EQUIVALENCY RATES

Meal Plans 1 and 2 are based on meals per week and equivalency. In addition, plans 3, 4, and 5 have meal money, which can be used at any time. The weekly meals reset at breakfast every Monday.

Each meal—breakfast, lunch, and dinner—is assigned an equivalency rate. (These rates are announced over the summer and are available upon arrival in the fall.) If the student chooses to eat a meal in the Siegel Center, Hill 2Go, or the Atrium Café, the equivalency rates are applicable to all purchases. If such selection in these a la carte facilities exceeds the preset values, the student must pay the difference in cash, meal money, or debit cash, but does not receive a refund if the selection totals less than the equivalency rate.

MEAL PLAN CHANGES

All resident students must be on a meal plan for the entire year. First-year students must be on meal plan 1, 2, or 3 for the entire year. Exceptions are granted for medical reasons only and require specific documentation from a physician. Requests and medical documents should be directed to Health Services for evaluation.

If a student changes to a lesser meal plan, a reduction fee will be charged based on the percentage schedule below, applied to the difference between the greater and lesser meal plan.

Within the first week of classes 10% of the semester cost

Within the second week of classes 20% of the semester cost

Within the third week of classes 40% of the semester cost

Within the fourth week of classes 60% of the semester cost

Changes to a lesser meal plan cannot be made after the fourth week of classes.

A student wishing to change to a greater meal plan will be charged the difference between the meal plan costs based on the calculated remainder of the semester. In addition, a student changing a meal plan after the first day of classes will be charged a \$25 change fee.

MEAL PLAN SCHEDULE FOR 2011–12

First Meal: **New Students**, dinner on Saturday, August 27

Returning Students, lunch on Monday, August 29

Thanksgiving: No meal plan meals are served after dinner on Tuesday, November 22, until dinner Sunday, November 27.

Winter Break: The last meal served as part of the meal plan before winter break is lunch on Friday, December 16.

Spring Semester: The first meal served as part of the meal plan will be dinner on Monday, January 16.

Spring Break: The last meal served as part of the meal plan before spring break is lunch on Friday, March 16 until dinner on Sunday, April 1.

Final Meal: The last meal served as part of the meal plan at the end of the spring semester is lunch on Friday, May 18. (Seniors may continue to use the meal plan through commencement day.)

Health Services

Sarah Lawrence Health Services provides compassionate, informative, and confidential care for students' medical and mental health concerns. Routine medical and mental health visits are provided at no cost.

Medical Services: The staff is specially trained to understand and treat problems that relate to college age students and their lifestyles. Health Services is staffed primarily by Family Nurse Practitioners (FNPs) and nurses while the College is in session. A local physician, affiliated with Lawrence Hospital, provides ongoing consultation to the nurses and FNPs. Specialists are available by referral from the FNP.

Mental Health Services: The staff includes licensed psychiatrists, psychologists, and clinical social workers. Advanced-level trainees from area residency programs in psychiatry and clinical psychology join the staff each year, and receive supervision from our professional staff. Individual and group therapy is available to all students at the College. Common student concerns treated by our staff include depression, anxiety, eating disorders, substance abuse, and relationship and family issues, to name a few. The psychiatrist is available for psychiatric medication evaluation, prescriptions, and medication management.

Appointments: Health Services is located in Lyles House, near the Westlands Gate, at Mead Way and Boulder Trail. The office is open for appointments Monday through Friday, 9 a.m.–5 p.m. when the College is in session. Appointments for medical and mental health services may be made by calling the Health Services receptionist at (914) 395-2350.

Walk-In Hours for Medical Services and Mental Health Services: Walk-in hours are appropriately utilized for acute medical or mental health needs, usually of short duration. Students are seen on a first-come, first-served basis, except for emergencies, which are given priority regardless of arrival time. Medical and mental health walk-in hours are Monday through Friday, 2 –3:30 p.m.

Health Emergencies: During hours that Health Services is open (Monday through Friday, 9 a.m.–5 p.m.), urgent and emergency care is provided on a walk-in basis in Lyles House. When Health Services is closed, students with serious medical or mental health concerns can access a doctor by calling Westlands Desk at (914) 395-2222. In a medical emergency, students can go directly to the hospital by calling Public Safety and Security at (914) 395-2222. They will be transported to the Lawrence Hospital emergency room by a public safety staff member or an ambulance, if appropriate. Students can arrange for a public safety staff member to pick them up from the hospital by calling (914) 395-2209. There is always a member of the student affairs staff on call (through Westlands Desk). The staff member is available to answer questions, assist with a medical situation, put students in touch with mental health professionals from Health Services, or accompany students to the hospital. The on-call person serves as the student's advocate with hospital staff. Students should let the Westlands dispatcher or a public safety officer know if they would like the on-call person to accompany them to the hospital. Parents of students will be notified in case of a serious emergency or when a student is taken to the hospital a second time due to the use of alcohol or other drugs. Otherwise, students are responsible for notifying parents or guardians about any personal health problems.

Any illness that requires absence from the College should be reported immediately to Health Services. Absence from class because of illness should be reported by the student directly to the class instructor.

Fees for Service: There are no fees for any office visits provided by the Health Services staff. Allergy injections, vaccinations, and some medications are provided for a fee that covers costs. Any medications not available at Health Services may be purchased at a local pharmacy and may be covered by insurance, depending on students' insurance plans. Copayments must be made at the time medication is provided. Special diagnostic services, such as laboratory tests, X-rays, and diagnostic procedures, are provided off campus and will be billed to the student's health insurance. Consultations with specialists in the community, as well as off-campus diagnostic procedures, are covered according to Sarah Lawrence student insurance only after a referral is made by Sarah Lawrence Health Services staff. Students who waive Sarah Lawrence insurance should check with their own insurance companies regarding coverage.

Insurance: The College requires each student to be covered by sickness and accident insurance. The annual premium for the College's program will be included on the summer bill. The College insurance can be waived only if the online waiver form is completed, demonstrating equivalent insurance coverage for the student. Although many families have some form of insurance, it's important to ensure that students are adequately covered while attending school. All too often situations arise where a student requires medical or mental health care beyond what is available at SLC Health Services, only to discover that their insurance covers them only in the event of an emergency or in their home geographic region. We recommend that students with physical or mental health problems consult with Health Services before seeking outside treatment. Health Services is able to facilitate referrals to qualified local practitioners. A detailed brochure about the College's insurance program is available on the Health Services Web site, and hard copies may be obtained at Health Services.

Health Education: One of the primary missions of Health Services is health education and outreach. By being well informed, students can make more educated and responsible choices for healthy living. A variety of educational programs and workshops are held throughout the year. Topics include dealing with depression and anxiety, smoking cessation, substance abuse, relationship issues, STI and HIV testing, stress management, and strategies for healthy living on campus.

We recommend that you send your student to campus with a first aid kit.

Suggested items for the kit include:

- digital thermometer
- Band-Aids
- antibiotic ointment
- tweezers
- reusable hot/cold pack
- anti-diarrhea medicine
- pain/fever medicine
- antihistamine
- decongestant
- antacid
- throat spray/lozenges
- cough medicine
- tissues
- any prescription medications

Suggested foods to send with your student:

- Saltines
- instant/microwavable chicken soup
- ginger ale
- applesauce
- jelly
- Gatorade
- vitamin water

Library

The Esther Raushenbush Library is essential to the academic life of Sarah Lawrence College. Its diverse resources have always supported the school's academic mission, and its congenial atmosphere and open floor plan allow for both group and independent study.

The library has more than 300,000 books, government documents, microforms, audiocassettes, DVDs, and videocassettes, and subscribes to more than 700 journals and newspapers. In addition, it offers access to more than 80 online full-text and citation databases, providing electronic access to at least 37,000 journals.

Access to the library's collections is available from any connection to the academic network. The research instructional group, composed of librarians and technologists, provides orientation to its resources in electronic classrooms designed to accommodate multimedia presentations. These sessions are important parts of course strategy. Additionally, students are invited to make appointments with librarians and technologists for individual help with projects.

The library belongs to several regional and national networks that provide access to the resources of libraries in any location.

There are two other libraries on campus. The William Schuman Music Library, located in the Marshall Field Music Building, offers listening facilities and collects books on music and musicians, periodicals, scores, and sound recordings. The Sarah Lawrence College Visual Resources image collection is located in the Heimbold Visual Arts Center and contains more than 20,000 digital images. The database encompasses major areas of Western art, architecture, photography, decorative and graphic arts, as well as art and architecture from various cultures, including Classical, Romano-Byzantine, Medieval, Islamic, African, Oceanic, and Pre-Columbian.

Office of Parent Programs

The partnership between Sarah Lawrence College and its parents and families is an important relationship dedicated first and foremost to enriching the lives of our students. The Office of Parent Programs seeks to involve the parents of Sarah Lawrence students in both campus and regional activities that promote the College. Our goals include supporting the financial needs of the College, increasing communication between the College and parents, enriching students' experiences by fostering career opportunities, and making the college experience a positive one for parents.

The Parents Advisory Council provides a forum for discussion among College administrators and parents, and assists in the development and implementation of volunteer activities and social events. Council members meet on campus in the fall and spring to discuss a timely College topic with staff and administrators. If you are interested in volunteering or would like additional information on the Parents Advisory Council, please contact Elise Schramm, Director of Parent Programs, at (914) 395-2536 or by sending an e-mail to eschramm@sarahlawrence.edu.

Physical Education and Athletics

Sarah Lawrence College is committed to educating the whole person. The department of physical education and athletics offers a variety of programs reflecting that commitment. Our goal is to contribute to the physical, social, mental, and emotional well-being of students, enriching the total learning experience at the College.

The Campbell Sports Center, a 48,000-square-foot facility, offers a variety of recreational opportunities for students: a gymnasium with two basketball courts, an elevated jogging track, an Olympic-size swimming pool, three squash courts, two student lounges, a rowing tank, and a studio that provides space for activities ranging from aerobics to fencing. The sports center also houses the Caspar Whitney Fitness Center, which features a variety of cardiovascular equipment, including treadmills, climbers, bikes, and rowing ergometers. A Treadwall, a Cybex weight-training circuit, and a free weight area complete the fitness center. Fitness assistants are always on hand to aid in the safe and effective use of all equipment. In addition, staff members are available to work with students in designing personalized fitness and nutrition programs.

PHYSICAL EDUCATION

Exercise increases physical energy, mental alertness, and self-confidence, and is believed to help foster creativity. With these rewards in mind, the physical education program is designed to help students pursue activities that are meaningful to them. The program emphasizes participation and enjoyment in a non-competitive atmosphere.

Students are required to take four physical education credits, half of which must be completed in the first year. Registration for classes takes place at the beginning of each semester. Course offerings change with the seasons and include yoga, tai chi, dance, swimming, basketball, bowling, nutrition, softball, aerobics, fencing, and karate. Suggestions for new activities are always welcome.

ATHLETICS

The athletics program provides students the opportunity to participate in competitive intercollegiate sports. At Sarah Lawrence, competition is viewed as a challenge for excellence and an incentive for commitment. Reflecting the College's educational philosophy, success is measured by the growth and development of the individual and the team. Students of all ability and experience levels are encouraged to participate.

Sarah Lawrence College sponsors intercollegiate teams in men's basketball, men's and women's crew, men's and women's cross country, coed equestrian, men's soccer, women's softball, men's and women's swimming, men's and women's tennis, and men's and women's volleyball. These teams have active schedules competing against area colleges. SLC is a member of the Hudson Valley Women's Athletic Conference, the Hudson Valley Men's Athletic Conference, the Intercollegiate Horse Show Association, and the United States Rowing Association.

Public Safety

The Department of Public Safety is committed to providing a safe and secure campus environment. The department employs New York State certified security officers. These uniformed officers patrol the campus on foot and in marked vehicles. In addition to regular patrol duties, officers respond to emergencies, write security reports, enforce College rules and regulations, control traffic, conduct fire drills, perform safety checks, and monitor alarms. Located in the lobby of Westlands, the department's central dispatch, Westlands Desk, is staffed 24 hours a day, 365 days a year. Officers can be reached by dialing (914) 395-2209 for non-emergencies and (914) 395-2222 for emergencies. There are emergency phones throughout the campus at various locations. Pushing the button on an emergency phone automatically connects the caller to Westlands Desk.

The department also oversees both the student shuttle and the Bronxville train station shuttle. The student shuttle is a student-staffed auxiliary service. It runs seven days a week from sundown to 5 a.m. when residence halls are open. The student shuttle may only pick up and drop off on campus. The Bronxville train station shuttle transports students, faculty, and staff to and from the train station seven days a week from 5:40 p.m. to the time of the last train when classes are in session.

The director of public safety works with all members of the College community and representatives of the local police and fire departments. On call 24 hours a day for safety and security emergencies, the director can be reached by phoning (914) 395-2385. The director also welcomes all questions, suggestions, and ideas relating to safety and security.

Residence Life

Sarah Lawrence is a residential community with approximately 85 percent of the undergraduates living in College housing. First-year students are required to live on campus unless they live at home, within commuting distance of the College.

First-year students and transfers are assigned by the residence life staff to double or triple rooms in a variety of locations. After the first year at Sarah Lawrence, students have a choice of living arrangements, including traditional residence halls, suites, small cooperative houses, and apartments. In order to be a resident, everyone wishing to live on campus for the upcoming school year must participate in the housing lottery by the appropriate deadline in the spring of each year. We hold the lottery because housing is limited, and we have found that the lottery system is the fairest way for students to have a chance to live in their preferred locations. Where students eventually live depends on their random lottery numbers and the class they will be in as of the next fall semester. Students can petition by themselves or with a group. Depending on the lottery number or the combined number of their group, they either receive their preferred location or they may be put on a wait list to be placed over the summer in the most appropriate housing available.

To secure their assigned rooms, students must also send in a housing deposit by the due date. Students are informed of the housing deposit due date prior to the housing lottery process. The housing deposit is non-refundable.

Housing is not guaranteed to students returning to campus second semester from leaves and off-campus studies, although the College makes every effort to house such students in rooms vacated by students graduating in December or going on leave. Information about second-semester housing is sent to students' Sarah Lawrence e-mail addresses in the fall.

All students living in College housing must adhere to the housing contract, which every student must sign before being allowed to occupy College housing. In addition, all students must abide by all policies and procedures in the student handbook, and any new policies implemented by the Committee on Student Life and/or the Office of Student Affairs.

During fall study days, Thanksgiving break, and spring break, the residence halls remain open. During winter break students must vacate the halls.

Student Affairs

The mission of the Office of Student Affairs is to actively participate in the holistic education of Sarah Lawrence students. The student affairs staff supports the pursuit of academic excellence and fosters the development of each student by providing opportunities for dialogue regarding diversity issues, community citizenship, interpersonal relationships, responsible decision making, and healthy living.

The Office of Student Affairs supports students in co-curricular matters and serves as a resource in all concerns regarding student life on campus, including residence life; student activities; events and organizations; leadership programming; new student orientation; diversity and campus engagement; career counseling; community partnerships and service learning; student conduct; education and outreach pertaining to student life (topics include diversity issues, alcohol and other substance use, sexual assault awareness, and dating violence); and policy questions.

The student affairs staff are first and foremost student advocates. If staff members are unable to directly address a student's concern, they will make a referral to the appropriate office or individual.

FREQUENTLY ASKED QUESTIONS

Q:What information will the school give me about my student?

A:Our primary relationship is with our students, and communication regarding issues related to academics or campus life will always be with them. There are times, however, when we will also contact parents. It is important to distinguish between your access to information and the College's obligation to inform. Consistent with our philosophy of working directly with students as independent adults, the College will notify parents in very limited situations when:

- there is or may be a change in the student's enrollment or housing status due to academic or disciplinary difficulties, or
- there is a serious medical situation, including the student being admitted to the hospital with a life threatening condition.

This means, for instance, that your student could have a minor conduct record, be receiving counseling, lose credit in an individual class, change residence hall rooms, or be treated for a medical condition, and you would not be notified by the College. We encourage students to keep the lines of communication open with parents in all situations. We are also happy to speak with concerned parents when situations arise, and depending on the circumstances, we may be able to do that freely with permission from the student. Parents will not receive a copy of academic evaluations and should speak with their student about sharing the feedback. This is guided by the Family Educational Rights and Privacy Act (FERPA), a federal law designed to protect the privacy of students' educational records. See the policies and procedures section of this handbook to learn more about FERPA.

Q:New students will have roommates—what if they don't get along?

A:We do our best to match roommates based on the preferences they express on their housing forms, but successful relationships are difficult to predict. As part of orientation week we set aside time for new roommates to talk about issues related to living together. We provide a format for them to talk about things like guests, cleaning, noise, etc. Reaching some agreement about the issues before there are problems can provide a good basis for negotiations and future discussions.

When conflicts do arise, the first resource is the resident adviser (RA), an undergraduate student living in the area who is trained to assist students with residential issues. The RA will talk with students about disagreements, give suggestions on resolving the conflict, serve as a mediator in discussions, and provide support for both parties. If the issues cannot be resolved at this level, the RA may refer the students to the graduate assistant responsible for the area or the director or assistant director of residence life for further counsel. If there is no resolution of the conflict through mediation, and the students feel they can no longer live together, a room change is possible after the first three weeks of the semester. The timing and ease of

a room change will depend on the availability of open spaces on campus. When housing is full, a change can only take place as part of a switch with another student seeking a change. Every effort will be made to accommodate students living in difficult situations as we realize that tension in living spaces can interfere with other aspects of campus life. However, we do think that learning to work out differences with others is an important part of the education and development of our students, and we will grant room changes only after the possibilities of successful compromise have been fully explored.

Q:Are there resources to support students in their academic work?

A:While all of our students are bright and capable, our academic program may present challenges not encountered in high school. Students are afforded a great deal of independence with their work, and self-motivation is very important. Students can easily get behind in their work, as the expectations, especially for written work, are quite high. Because there is not regularly graded work in courses, gauging progress may be difficult for a student used to more traditional feedback. However, students are in close contact with professors, especially their dons. The don is the first person a student should go to if the student is experiencing anxiety about academic work. The Office of the Dean of Studies also offers assistance in this area. There are writing coordinators on the faculty to help students seeking assistance with writing assignments. While resource people, especially dons, offer personal support and referral information to students, ultimately the student must choose to put in the time required by our rigorous program.

Q:What can I do when I feel concerned about my student?

A:You know your student better than anyone, and you will likely become keenly aware of mood changes and notes of distress in communications. Often students use parents as sounding boards and safe places to vent emotions, and that is an important support you can provide for your student. In most cases when students feel upset, it is part of a temporary setback or disappointment, and the emotions pass fairly quickly. Your role may be to suggest that your student take advantage of campus resources or to just listen—and perhaps send cookies. However, students sometimes experience serious emotional problems and intervention is appropriate.

Your past experience with your student is the best guide in helping you decide whether the situation is a temporary one that will pass with time or whether it requires professional assistance. Some of our students come to campus with a history of psychiatric intervention, and you, in consultation with a health care provider, can best assess how any current behavior fits in a context of past mental health patterns. If you have any concerns about your student based on past issues, it is helpful for you to alert Health Services to the situation. All contact with Health Services will be kept confidential. If the messages from your student express extended depression, aggressive feelings, or some disconnection from reality, it is time to seek support. In addition, if you are concerned about unhealthy behaviors such as problematic eating patterns, the use of alcohol or other drugs, or engagement in risky activities, you may wish to seek intervention for your student. The first step is to advise your student to make an appointment with Health Services to seek counseling. Health Services has psychologists, social workers, and psychiatrists on staff who can provide intervention, therapy, and outside referrals for students experiencing emotional difficulties. Our psychiatrist can also prescribe and monitor medications when appropriate.

If your student is not receptive to seeing a mental health professional, you may want to alert the student affairs staff about your concerns by calling the dean of student affairs. The student affairs staff can then actively attempt to engage the student in seeking appropriate support services. If the problems are acute, it may be time for a visit to campus to assess the situation or to have your student return home until an appropriate solution can be found to alleviate the emotional difficulties. If you feel unsure about what to do,

you can always call the Office of Student Affairs or Health Services and talk with a staff member or clinician about possible solutions.

Q: Will there be an opportunity for visits to campus?

A: Parents are welcome to visit any time; you will need to work out the timing and frequency with your student. For many parents the distance from home prohibits casual visits on the weekends, but seeing where your student is living can create an important connection. We do have one special time in the fall, Family Weekend, when we offer programs specifically for family members, with organized opportunities to interact with faculty and staff, and ample time to spend with your student. Family Weekend 2011 is November 5–6, and you will receive more information in the mail as the date gets closer.

Q: How often should I be in touch with my student?

A: Again, this is a very individual issue. The level of contact may depend on the experience your student has had in living away from home. For students coming to us after a boarding school or extensive travel experience, limited contact from home might feel comfortable. However, if this is the first year away from home, more frequent opportunities to touch base might be appreciated. Take your cues from your student about phone calls, letters, and e-mails. Anxious to assert new independence, some students may view phone calls every day as intrusive, but an e-mail note might be a nice reminder that home is still there. The contact with home may vary at different times of the academic cycle depending on the stresses of students' workloads. There is no right or wrong way to parent a college student, and the key is keeping the communication open with your student so that you have a sense of the level of contact desired by and comfortable for both of you.

Q: How much spending money do students need?

A: Ask any 10 students and you will get 10 different answers. It depends on the lifestyle to which each student is accustomed. Because food and housing expenses are typically covered through College billing, day-to-day expenses are only those for incidentals and entertainment. Because of our location, most students want to take advantage of what New York City has to offer. Train and subway fares can add up to \$25 a visit, and food costs are high in the city. Although there are lots of free activities to take advantage of, students also like to enjoy some of the entertainment here, and even with student discounts, ticket prices can be steep. Local movies run about \$10, but the budget-minded can check out cheaper matinees. After much discussion, two students working in the Office of Student Affairs settled on about \$100–\$200 per month as a fairly accurate reflection of their spending, and both view themselves as fairly frugal. It all comes down to personal expectations. Many students will work on campus (up to 10 hours per week for new students), and employment is also available in the Bronxville/Yonkers area.

Q: Do students need cars on campus?

A: New students are not allowed to keep cars on campus, and, due to limited parking, we discourage other students from bringing them as well. Unless a student has an unusual need, public transportation can satisfy most travel plans conveniently. The College is directly on a bus line, and the train station (with service to New York City and White Plains) is a 10-minute walk from campus. We run a shuttle between campus locations and to the Bronxville train station during evening and nighttime hours. We also run free vans into the city on Saturdays, and transportation is provided for College-sponsored, off-campus activities.

Q: What do students do with their belongings over the summer?

A: Unfortunately, there is such limited space for storage, students cannot store their belongings on campus. This year CollegeBoxes, an independent shipping and storage firm, worked with students to provide packing materials as well as to pick up and ship or store their belongings. More information will be sent to students during spring semester regarding off-campus storage options.

Q: Will my student's room be cleaned by the College?

A: Operations and Facilities cleans only the common lavatory and living areas in College housing. The common areas of cooperative housing are cleaned once weekly, with the exception of living units with fewer than six students, where residents are responsible for maintaining common areas. Responsibility for housekeeping of individual rooms and bathrooms remains with the students. All housing (residence hall and cooperative) must be maintained by students at all times to standards acceptable to Operations and Facilities and the Office of Student Affairs.

Q: What might I expect on visits home from my student?

A: With new levels of independence established on campus, expectations of accountability to parents on home visits may not match your old standards. It is important to sit down and discuss those expectations to be sure you understand each other with regard to rules and practices. Parents need to respect the individuality and independence that students have worked so hard to achieve, but it is not unreasonable to expect students to understand that you have courtesies and rules that are part of participating in family home life. While transition times can be turbulent, use visits to enjoy the person your student is becoming. Talk about successes and disappointments, engage in discussions about emerging ideas and interests, and truly listen to the stories of the wonderful experience that is college.

TIPS FOR TALKING TO YOUR STUDENT ABOUT ALCOHOL AND OTHER DRUGS

Before College

Share realistically your own experiences with alcohol and other drugs, both positive and negative. Be clear in what you expect from your son/daughter about such things as:

- Attending class
- Drinking and driving
- Financial responsibility
- Choices regarding drinking or drug use
- Study time vs. social time
- Staying in touch

Here are some conversation starters you may want to use:

- How will you decide whether or not to drink or use drugs at college?
- What will you do if you find yourself at a party with only alcohol to drink?
- What will you do if your roommates only want to party?
- What will you do if you find a student passed out in the bathroom?
- How will you handle it if you are asked to baby-sit someone who is very drunk or under the influence of drugs?

Once They're at College

Because the first six weeks of college are a very high-risk time for first-year students, you may want to call, write, or send e-mail frequently, and be supportive.

Ask some questions such as:

- How are you doing?
- Do you like your classes?
- What is the party scene like?
- What kinds of activities are available?
- Are you enjoying residence hall life? Why?
- Do you see others making friends, or just drinking buddies?
- How are you getting along with your roommate?
- Are you feeling overwhelmed?
- What can we do to help?
- Did you know that you can talk to someone in Health Services confidentially?

If you do feel concerned about your student's use of alcohol or other drugs, you may wish to seek intervention. See the FAQ section (page 22) for more information.

Most college students make responsible decisions about the use or non-use of substances. However, we also know that:

Availability + Absence of Family + Desire to Fit in
= Potentially Risky Decisions

And don't forget these very important topics:

- Family beliefs and values regarding alcohol and other drugs
- How to get help on campus by contacting an RA, Health Services, or Student Affairs
- How to refuse a drink or other substance

POLICIES AND PROCEDURES

Academic Policies

Academic work is a shared enterprise that depends on a commitment to truthfulness. SLC students are expected to abide by the standards of intellectual integrity that govern the broader academic community to which the College belongs. These standards entail acknowledging the origin of the ideas, data, and forms of expression that one employs in one's own work; giving due credit to the sources from which one has borrowed; and affording one's reader a means of consulting those sources directly. Different academic disciplines may have varying conventions of citation and acknowledgment, and electronic media have increased the availability of oral and printed sources. Students are expected to consult faculty members, library staff, and academic style manuals for specific, up-to-date guidelines on citation.

In addition to the true representation of one's own work, academic integrity requires that one not abet others in any misrepresentation of their work. It also requires that one not interfere with the access of other students to shared material such as library books, course packets, etc.

Community Standards

We endorse the principle that responsibility for campus life should be shared by all members of the community. Most issues and conflicts at Sarah Lawrence are resolved informally. The College's first response to behavioral problems is educational rather than punitive. However, some actions are destructive to the quality of the living and learning community or to an individual student, and those require a more formal response from the College. All policies are outlined in the student handbook, and they cover such issues as plagiarism, drugs and alcohol, and housing regulations. The Office of the Dean of Studies responds to violations of academic policies. Violations of other College policies are handled by the Office of Student Affairs. Parents will be informed of disciplinary action only if sanctions affect the student's academic or housing status; however, students are always encouraged to involve and inform parents.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar shall advise the student of the correct official to whom the request should be addressed.
- 2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the College for a hearing to amend a record that they believe is inaccurate or misleading. They should write to the dean of studies (or other College official responsible for the record), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. The hearing panel will consist of the dean of the College and/or the dean of studies and the relevant faculty members. The College will notify the student of the decision in writing.
- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Committee on Student Work, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill professional responsibilities for the College.

Upon request, the College may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll. This disclosure may include updated or corrected information.

- 4. The right to file a complaint with the US Department of Education concerning alleged failures by Sarah Lawrence College to comply with the requirements of FERPA.** Complaints should be addressed to the Family Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20302.

At its discretion, the College will release directory information, as allowed by FERPA, without prior consent of a student, unless the student specifically asks that prior consent be obtained. Directory information will include only a student's name, address, class, enrollment status, participation in officially recognized activities and sports, and degrees received. This information is intended only for use within the College community, with the following exceptions: (1) a student's name may be used in connection with announcements or reports of College activities or sports, and (2) the verification of a student's enrollment may be released without prior consent in response to legitimate inquiries from outside the College community. Otherwise, it is longstanding College policy not to release any information about a student except in safety or health emergencies; in compliance with a lawfully issued subpoena or judicial order; as required by other applicable state or federal regulation; or as otherwise allowed under FERPA. Students may withhold directory information by notifying the registrar in writing by the end of the first week of classes for the fall term. Requests for non-disclosure will be honored for only one year and must be filed annually.

Questions concerning the Family Education Rights and Privacy Act may be referred to the registrar's office.

Parking

Sarah Lawrence has limited parking spaces available, and students are asked not to bring cars unless absolutely necessary. Resident first-year students are not permitted to have cars on campus.

All vehicles must be registered at the Office of Operations and Facilities. Any exception to the parking regulations is made by the Parking Subcommittee. A list of parking regulations is given to students at the time of registration. Only passenger cars and motorcycles are eligible for campus parking; no commercial tags, pickup trucks, or vans without windows or seating are allowed. Only cars registered in the student's name or parent's name will be issued parking permits. There is an annual \$200 administrative fee (\$100 per semester) charged for each parking permit issued. This fee may be paid in cash or by check, or charged to the student's College bill.

Refunds

TUITION REFUND POLICIES

A student who is withdrawing or taking a leave of absence must (1) notify the Office of the Dean of Studies in writing and (2) contact the Office of Student Accounts to request a refund.

FALL SEMESTER 2011

Cancellation on or before September 5, 2011: No charge for returning students. First-year students and transfers will be charged the \$400 non-refundable application deposit.

The following dates apply to the Bronxville/Yonkers campus:

On or before September 5, 2011	100% refund
September 6–13, 2011	90% refund
September 14–28, 2011	50% refund
September 29–November 3, 2011	25% refund

No refund after November 3, 2011

SPRING SEMESTER 2012

Cancellation on or before January 17, 2012: No charge for returning students. Second-semester, first-year students and transfers will be charged the \$400 non-refundable application deposit.

On or before January 17, 2012	100% refund
January 18–30, 2012	90% refund
January 31–February 15, 2012	50% refund
February 16–March 30, 2012	25% refund

No refund after March 30, 2012

In accordance with the Higher Education Amendments of 1992, refunds will be credited in the following order:

1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. Unsubsidized Direct Loans
4. Subsidized Direct Loans
5. Perkins Loans
6. Federal PLUS Loans
7. Direct PLUS Loans
8. Pell Grants
9. FSEOG
10. Other Title IV programs

OTHER REFUND POLICIES

For students who reduce their programs with approval from the dean of studies and student life, tuition refunds are based on the same dates, percentages, and refunds as in the case of complete withdrawal.

The policy listed above also applies to students enrolled in the Sarah Lawrence College in Paris program and the London theatre program. No refund will be given for tuition, room, and board to students who leave Sarah Lawrence College study abroad programs at Oxford or Florence after the start of the second trimester. The \$250 deposit is non-refundable.

Refunds to financial aid grant recipients will be based on a formula prescribed by federal regulations. Federal grants and student loans must first be repaid to the government program. Any remaining refund will be prorated between the College and the family in direct proportion to the College grant and family contribution that has been applied to the student's account.

If a student cancels a residence life contract before the first day of classes, the student will be refunded the room charge, less the \$500 pre-payment. (This includes students eligible for the Pell Grant who postponed pre-payment.) The contract for on-campus housing lasts for the entire academic year. If a student leaves housing during the school year and remains a bona fide student, a \$500 cancellation fee will be charged. If the vacated housing is needed by the College and can be contracted out again, the student will be refunded a pro rata portion of the semester's room charge. If the College cannot contract out the housing again, there will be no refund of the semester's room charge. For more detailed information about housing refunds, contact the Office of Residence Life at (914) 395-2575.

Refunds will be decided by the Office of Student Accounts, in consultation with the dean of studies and student life. The appeals officer for this process is the vice president for finance and operations.

For information on meal plan refunds, please see page 14.

Required Leave of Absence/Leave with Review

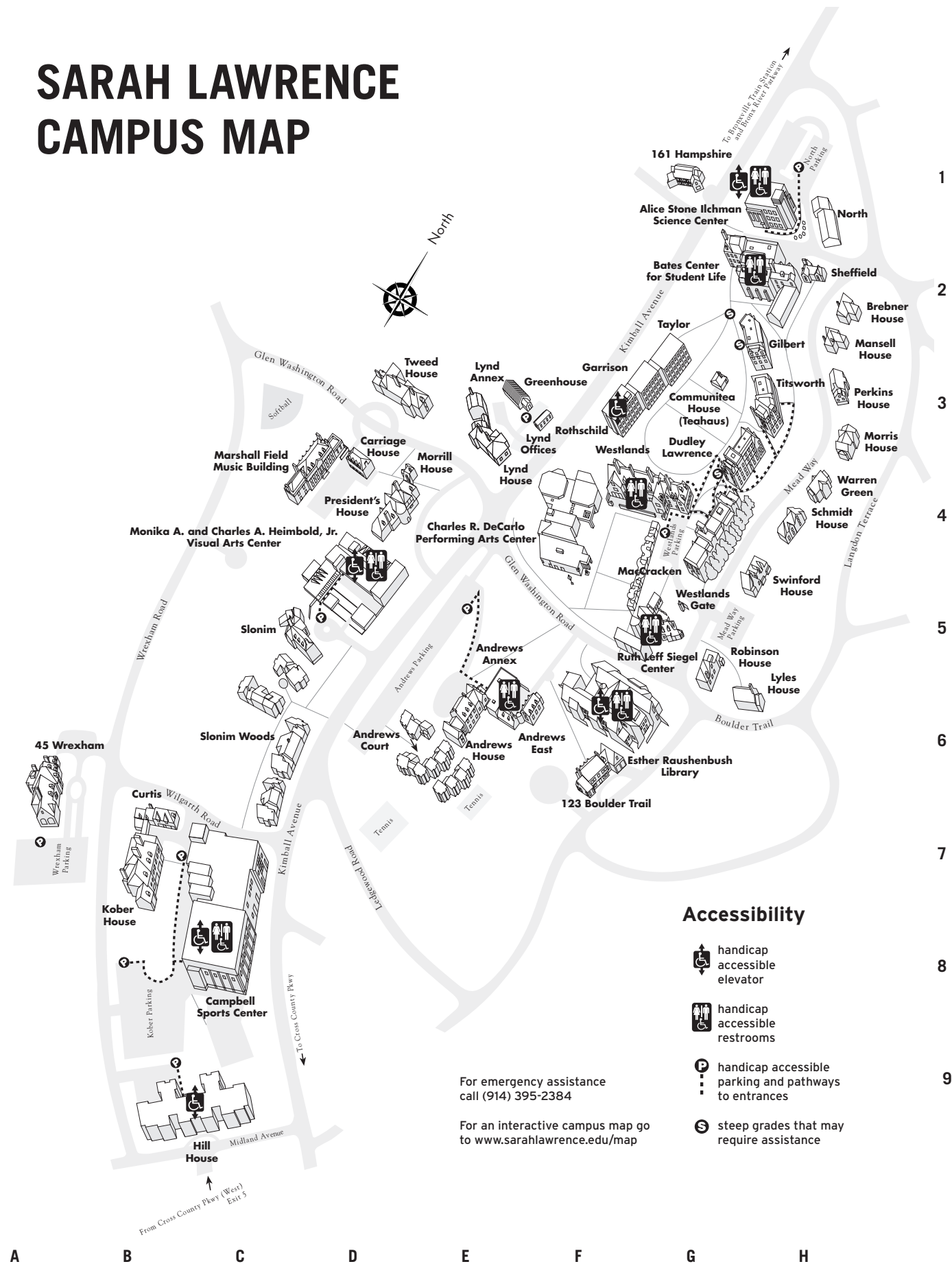
A leave from the College may be required by the dean of studies and student life if, in the dean's judgment, one or more of the following criteria is met:

1. The student's behavior indicates a significant risk to the life or safety of self or others.
2. The student exhibits behavior that interferes with the ability to function and/or seriously interferes with the educational pursuits of others.
3. The student has a medical or mental health condition that cannot be reasonably accommodated by the College.

In such cases, the student will be placed on a leave with review, and the student's re-entry to the College will be reviewed by the dean of studies and student life in consultation with other faculty, Health Services or staff, as appropriate. During the required leave, the student will be expected to obtain treatment for the condition that warranted the leave, as outlined in the leave with review letter sent by the dean of studies and student life. Documentation of such treatment from the medical providers involved will need to be submitted to the dean of studies and student life. Once the documentation is reviewed, the student will have an interview with the dean of studies and student life and/or the director of health services as part of the review process. Once the review is completed, the dean of studies and student life will notify the student of the final decision. The deadline for receipt of all required documentation is June 1 for fall readmittance, and November 1 for spring readmittance.

While on leave with review, students are expected to absent themselves from campus, as well as off-campus College-sponsored/affiliated activities, and to visit only with permission, given in advance, by the dean of studies and student life. Failure to abide by this expectation may adversely affect the decision to readmit. Students who are on a leave with review, but are subsequently suspended for academic reasons, must apply for reinstatement.

SARAH LAWRENCE CAMPUS MAP



For emergency assistance
call (914) 395-2384

For an interactive campus map go
to www.sarahlawrence.edu/map

Accessibility

- handicap accessible elevator
- handicap accessible restrooms
- handicap accessible parking and pathways to entrances
- steep grades that may require assistance

Map Legend

BUILDINGS

- E-6 Andrews Annex
- E-6 Andrews Court
- E-6 Andrews East
- E-6 Andrews House
- G-2 Bates Center for Student Life
- F-6 123 Boulder Trail
- H-2 Brebner House (12 Mead Way)
- C-8 Campbell Sports Center
- D-4 Carriage House
- G-3 Communita House (Teahaus)
- B-7 Curtis
- F-4 Charles R. DeCarlo Performing Arts Center
- G-3 Dudley Lawrence
- G-3 Garrison
- H-2 Gilbert
- G-1 161 Hampshire
- D-5 Monika A. and Charles A. Heimbold, Jr. Visual Arts Center
- C-9 Hill House
- H-1 Alice Stone Ilchman Science Center
- B-7 Kober House
- H-6 Lyles House (153 Boulder Trail)
- E-3 Lynd Annex
- E-3 Lynd House
- E-3 Lynd Offices
- G-4 MacCracken
- H-3 Mansell House (10 Mead Way)
- D-4 Marshall Field Music Building
- E-4 Morrill House
- H-3 Morris House (8 Mead Way)
- H-1 North
- H-3 Perkins House (9 Mead Way)
- D-4 President's House
- F-6 Esther Raushenbush Library
- G-5 Robinson House (2 Mead Way)
- F-3 Rothschild
- H-4 Schmidt House (6 Mead Way)
- H-2 Sheffield
- G-5 Ruth Leff Siegel Center
- D-5 Slonim
- C-6 Slonim Woods
- H-5 Swinford House (4 Mead Way)
- G-3 Taylor
- H-3 Titsworth
- D-2 Tweed House
- H-4 Warren Green (7 Mead Way)
- G-4 Westlands
- G-5 Westlands Gate
- A-6 45 Wrexham

FACILITIES AND SPACES

- G-2 Black Squirrel (Bates)
- G-4 Caldwell Dance Studio (MacCracken)
- F-4 Frances Ann Cannon Workshop Theatre (PAC)
- G-2 Common Ground (Bates)
- G-4 Dance Studio (MacCracken)
- G-2 Dining Room (Bates)
- D-5 Donnelley Theatre (Heimbold)
- F-4 Film Viewing Room (PAC)
- G-2 Kamenstein-Markin Blue Room (Bates)
- C-3 Mary LeVine Field (Marshall Field)
- G-4 MacCracken Meeting Room (MacCracken)
- F-4 Reisinger Concert Hall (PAC)
- F-4 Bessie Schönberg Dance Theatre (PAC)
- D-4 William Schuman Music Library (Marshall Field)
- C-8 Casper Whitney Fitness Center (Campbell)
- F-4 Suzanne Werner Wright Theatre (PAC)

OFFICES AND SERVICES

- G-4 Administrative Offices (Westlands)
- G-4 Admission—Undergraduate (Westlands)
- H-5 Advancement (Swinford)
- G-5 Alumnae/i Relations (Robinson)
- F-4 Bookstore (PAC)
- A-6 Center for Continuing Education (45 Wrexham)
- F-6 Child Development Institute (Boulder)
- G-2 College Events (Bates)
- G-5 Communications and Marketing (Robinson)
- E-6 Comptroller (Andrews Annex)
- G-4 Dean of Studies (Westlands)
- F-6 Early Childhood Center (Boulder)
- B-7 Early Childhood Center (Kober)
- D-5 Graduate Studies (Slonim)
- A-6 Graduate Studies (Wrexham)
- H-6 Health Services (Lyles)
- E-6 Human Resources (Andrews Annex)
- G-4 International Programs Office (Westlands)
- F-6 Library (Esther Raushenbush Library)
- G-2 Office of Career Counseling (Bates)
- G-4 Office of Financial Aid (Westlands)
- E-6 Office of Operations and Facilities (Andrews)
- A-6 Special Programs (Wrexham)
- G-2 Student Affairs (Bates)

Directions to the College

By Train

During the week, Metro-North commuter trains run approximately every half-hour between 6 a.m. and 1:50 a.m. from Grand Central Terminal (Lexington Avenue and 42nd Street in Manhattan) to Bronxville, with more frequent service at the evening rush hour (4–7 p.m.). In the late evening and on weekends, trains generally operate on an hourly basis. Purchase your round-trip tickets at the station to avoid an extra charge for on-train purchase. For schedules and fares call Metro-North at (212) 532-4900, inquire at the information booth in Grand Central, or consult the Metro-North Web site: www.mta.info/mnr.

By Plane

Airport Shuttle Service: Various trip services are dispatched from the ground transportation booths located behind baggage claim areas in all major airports. Private sedans, vans, and limousines are offered, as are scheduled shuttles to Manhattan and Westchester locations and shared door-to-door service.

Airport Bus Service: Westchester Express [(866) 914-6800 or (718) 276-6020] runs van service between Westlands Gate and LaGuardia and Kennedy airports between 5 a.m. and 6 p.m., seven days a week. A 24-hour advance reservation is required. New York Airport Service [(718) 875-8200] runs buses between Kennedy and LaGuardia and Manhattan. Newark Liberty Airport Express [(888) 701-5346 or www.newarkairportexpress.com] runs buses between Newark Airport and Manhattan. Service is frequent and boarding points at airline terminals are clearly marked. For those who wish to make connections with Metro-North commuter trains, stops are conveniently located within a block of Grand Central Terminal.

By Car

From New York City: *From the west side of Manhattan*, take the West Side Highway north to the Henry Hudson/Saw Mill River Parkway. Exit for the Cross County Parkway east. Follow the auxiliary lanes to Exit 5, Kimball Avenue. Make a left onto Kimball, and follow it to the second traffic light at Glen Washington Road. Turn right onto Glen Washington for Sarah Lawrence parking. *From the east side of Manhattan*, take the FDR Drive to the Major Deegan Expressway to the New York State Thruway (I-87). Leave I-87 at the Cross County Parkway east, and follow directions above to Sarah Lawrence.

From Connecticut: Take the Connecticut Turnpike (I-95) south to the Cross Westchester Expressway (I-287), or take the Merritt Parkway, which will become the Hutchinson River Parkway. Once on the Hutchinson River Parkway, proceed to the Cross County Parkway west; take Exit 5 (Midland Avenue); and make a right on Midland to Kimball Avenue. Turn left onto Kimball and go to the first traffic light (Glen Washington Road); turn right on Glen Washington and proceed to Sarah Lawrence parking.

From Northern Westchester and Upstate New York: Take the Taconic Parkway south to the Sprain Brook Parkway south; take Exit 11 to the Cross County Parkway west; take Exit 5 (Midland Avenue); and make a right on Midland to Kimball Avenue. Turn left onto Kimball and go to the first traffic light (Glen Washington Road); turn right on Glen Washington and proceed to Sarah Lawrence parking.

From Long Island: Take the Whitestone Bridge or Throgs Neck Bridge to the Hutchinson River Parkway; take Exit 13 and head west on the Cross County Parkway; take the Midland Avenue exit (Exit 5); make a right on Midland to Kimball Avenue. Turn left onto Kimball and proceed to the first traffic light (Glen Washington Road); turn right on Glen Washington and proceed to Sarah Lawrence parking.

From New Jersey: Take the New Jersey Turnpike north to the George Washington Bridge. Take the exit for the Major Deegan Expressway north (from the right lane of the bridge). Continue north to the New York State Thruway (I-87); exit at the Cross County Parkway east; and take the Kimball Avenue exit (Exit 5) from the Cross County. Turn left onto Kimball and go to the second traffic light (Glen Washington Road); turn right on Glen Washington and proceed to Sarah Lawrence.

To Get Back to the Cross County Parkway: To return to the Cross County west, turn left from Glen Washington Road onto Kimball Avenue, and proceed to the traffic light at Midland Avenue. Turn right; one block later, make a left onto the westbound parkway. To reach the Cross County east, turn left from Glen Washington Road onto Kimball Avenue. Proceed past the traffic light at Midland Avenue and go under the parkway bridge. After the bridge, make an immediate left onto Midland, and follow it for approximately half a mile. The parkway entrance is on the left.

Please Note: Only passenger cars without trailers are allowed on the Bronx River, Hutchinson, Saw Mill River, Sprain Brook, and Cross County parkways in Westchester County. If you are coming from the north or south and driving a truck or towing a trailer, take I-95 or the Major Deegan Expressway (I-87). For directions to the College on local surface roads, please call the Office of Admission at (914) 395-2510.

TO NEW YORK FROM THE COLLEGE

By Train

Trains leave approximately every half-hour to and from New York City during day hours—hourly in the late evening and on weekends. When you go into the city, remember that the last train from Grand Central to Bronxville leaves at 1:50 a.m. The next train leaves at 5:40 a.m., and Grand Central is closed between 2 a.m. and 5:30 a.m. The last train into the city leaves from Bronxville at 1:18 a.m. The schedule is subject to revision so check at either Grand Central or the Bronxville station, or call (212) 532-4900. You can also see schedules online: www.mta.info/mnr.

By Car

Toll Route: Take a left turn at Kimball-Glen Washington Road, and go down Kimball Avenue toward the Cross County Shopping Center. At the first light (before the overpass), turn right onto Midland Avenue. Take the first left onto the Cross County Parkway West. Continue on the Cross County to the Henry Hudson Parkway (New York City-South). Continue through Riverdale, crossing the Harlem River and continuing south on the Henry Hudson Parkway/West Side Highway. The route is scenic and seldom crowded.

Free Routes: Get on the Cross County Parkway West (same as above), and exit onto the New York Thruway (I-87) South. If you want to go to the West Side, take the George Washington Bridge exit and get on the Henry Hudson Parkway/West Side Highway South.

If you want to go to the East Side, continue on the Thruway (which becomes the Major Deegan) to the 138th Street exit. Go straight through the first set of lights and turn right at Bruckner Boulevard. You are now going over the Third Avenue (Willis Avenue) Bridge. Take an immediate right after the bridge onto FDR Drive (East River Drive). This exit is clearly marked on the bridge. FDR Drive is usually crowded.

By Subway

Take the #25 bus from the underpass just before the Mobil Station and the entrance to Cross County Shopping Center on Kimball Avenue. This bus will take you to the Nereid Avenue and 241st Street Station in the Bronx (#2 and #5 elevated trains). The #2 goes to the West Side of Manhattan (Times Square). The #5 train becomes a Lexington Avenue subway in Manhattan and goes to Grand Central Station and the East Side.

Important Phone Numbers

Dean of Studies.....	(914) 395-2249
Dining Services.....	(914) 395-2387
Diversity & Campus Engagement.....	(914) 395-2575
Financial Aid	(914) 395-2570
Health Services.....	(914) 395-2350
Operations & Facilities.....	(914) 395-2385
Parent Programs.....	(914) 395-2536
Physical Education.....	(914) 395-2560
Post Office.....	(914) 395-2420
Public Safety	(914) 395-2385
Residence Life	(914) 395-2575
Student Affairs	(914) 395-2575
Student Activities.....	(914) 395-2575

How to Contact Your Student

LETTERS AND PACKAGES:

Student Name
Sarah Lawrence College
1 Mead Way
Bronxville, NY 10708

E-mail address: _____

IN CASE OF EMERGENCY:

Westlands Desk (Public Safety)..... (914) 395-2222

Helpful Resources

Here are some useful books to help understand what you and your student may be experiencing during their college years

I'll Miss You Too: A Parent and Student Guide to Opening Doors and Staying Connected During the College Years, by Margo E. Bane Woodacre and Steffany Bane. Sourcebooks Inc, 2005.

Letting Go: A Parent's Guide to Understanding the College Years (fourth edition), by Karen Levin Coburn and Madge Lawrence Treeger. Harper Perennial, 2003.

You're on Your Own (But I'm Here if You Need Me): Mentoring Your Child During the College Years, by Majorie Savage. Fireside Press, 2003.

She's Leaving Home: Letting Go as My Daughter Goes to College, by Connie Jones. Andrews McMeel, 2002.

Empty Nest, Full Heart (2nd edition), by Andrea Van Steenhouse. Simpler Life Press, 2002.

Let the Journey Begin: A Parent's Monthly Guide to the College Experience, by Jacqueline Kiernan MacKay and Wanda Johnson Ingram. Houghton Mifflin, 2002.

Doors Open from Both Sides: The Off-to-College Guide from Two Points of View: Parents and Students, by Margo E. Bane Woodacre and Steffany Bane. American Literary Press, Inc, 2001.

When Your Kid Goes to College: A Parent's Survival Guide, by Carol Barkin. Avon Publishing, 1999.

Almost Grown: Launching Your Child from High School to College (2nd edition), by Patricia Pasick. W.W. Norton & Co, 1998.

The iConnected Parent: Staying Connected to Your College Kids (and Beyond) While Letting Them Grow Up, by Dr. Barbara K. Hofer and Abigail Sullivan Moore, Division of Simon and Schuster, 2010.

S A R A H • L A W R E N C E • C O L L E G E

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(914) 337-0700

www.sarahlawrence.edu

