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## Student Information

Student Name: Isaiah B. Mann  
Numeric Identifier: Not Provided By the Sending School  
Birth Date: Not Provided By the Sending School  
Student Email: imann24@gmail.com

## Receiver Information

Isaiah B. Mann  
imann24@gmail.com

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# H A M P S H I R E C O L L E G E

Office of Central Records

Amherst, MA 01002-5001

413-559-5421

STUDENT Isaiah B. Mann  
ADMITTED Fall 2013

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## \*\* DIVISIONAL REQUIREMENTS \*\*

### DIVISION I REQUIREMENTS

Passed: 23 Jun 2014

### DIVISION II REQUIREMENTS

Title of Concentration:  
Construction of Computer Programs and Visual  
Media

In progress

## \*\* END OF DIVISIONAL REQUIREMENTS \*\*

## COURSES

### Fall 2013

Intro. to Game Programming	CS-0192
Comics Underground	HACU-0144
Acting and Presence	IA-0125
Playwriting	IA-131T

### Spring 2014

Math to Survive in the World	NS-0116
Post-45 U.S. Lit.	HACU-0197
Web Development I	CS-0110
International Graphic Novel	(U) COMP-LIT-336 A

### Fall 2014

Interdisciplinary Game Studio	CS-0327
Digital Art	IA-0241
Artificial Intelligence	CS-0263
Intro Discrete Mathematics	(S) MTH-153 A-
Computer Systems I	(A) COSC-161 A

### January 2015

Ethnography of Online Worlds	JTW-0221	(#)
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### Spring 2015

Calculus in Context	NS-0260
Database-driven Websites	CS-0292
Intro Comp Science II	(A) COSC-112 A
Videogames	(A) ENGL-277 A
Program W/Data Structures	(S) CSC-212 A

### Fall 2015

Interdisciplinary Game Project	CS-0319
Software Engineering	CS-0291
Computer Animation I	CS-0174
Teaching Assistant	TA-CS
CS-0181: Women in Game Programming	
Advanced Programming Technique	(S) CSC-220 A-
Linear Algebra	(S) MTH-211 B

### Spring 2016

Interdisciplinary Game Studio	CS-0327
Independent Study	CS-0300
Carpooling App Design	
Independent Study	CS-0300
Gameplay Engineer at Fay Games	
Independent Study	CS-0300
GlowLime Games Managment and Collaborator Study	
Algorithms	(S) CSC-252
Computer Systems II	(A) COSC-261



H A M P S H I R E C O L L E G E

Office of Central Records

Amherst, MA 01002-5001

413-559-5421

**STUDENT**     **Isaiah B. Mann**

**COURSES**

**LEARNING ACTIVITIES:**

**Summer 2015**

**Mass DiGI Summer Innovation Program**

**Fall 2015**

**Mustachio Games**

**Internship for Petricore**

**\*\* END OF OFFICIAL RECORD \*\***



**HAMPSHIRE COLLEGE**  
**Division I Evaluation****Name: Isaiah B. Mann****Year of Entry: 2013F****Date Passed: 23 Jun 2014****Advisor: Ellen Donkin, Professor of Theatre**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Description of Academic Program**

During their first two semesters of enrollment, first-year students must complete satisfactorily at least seven faculty-evaluated courses (which may include independent study), satisfying four of the five areas of distribution: Arts, Design and Media; Culture, Humanities, and Language; Mind, Brain, and Information; Physical and Biological Sciences; and Power, Community and Social Justice. In addition, students must carry out at least one Campus Engaged Learning Activity, verified by the activity sponsor and certified by the advisor, that involves a minimum of 40 hours of collaborative learning.

**Advisor's Comments**

Isaiah Mann has successfully completed all the requirements for distribution and cumulative skills needed for Division I. Across the board, his faculty note his generous commitment to group work, his intellectual capacity for grasping new concepts, and his earnest willingness to entertain critique of his own work. One of his faculty comments that he already shows signs of being a successful programmer down the road. His ability to manage quantitative analysis is probably well beyond what's required for Division I. He is a diligent researcher and writer, and the papers he has included for his portfolio (two from a course in Comparative Literature with Professor Ponomareff) suggest to me that in Division II, taking a long analytical paper through several revisions with someone in the Writing Center will get Isaiah to the next level in his writing. Ponomareff's comments and corrections are exacting and extremely useful diagnostically. In the areas of Independent work, Isaiah has impressed his faculty with his ability to formulate a project and see it through to completion, even if it is a collaborative undertaking and involves careful negotiations with other people.

Isaiah's interest in designing for games, and in the aesthetics of games and animation, has developed rapidly this year. My only suggestion for him, and it is one we discussed at length in his final meeting, is that he figure out a way to harness his already impressive skills in programming with some kind of balancing mechanism that helps him to pay attention to the user of the game, and to think about how games can actually enrich and inform peoples' lives. We talked for example about the house-bound elderly as a relatively untapped market for this kind of engagement and excitement. In the same way that Isaiah would reflexively think about theatre for an audience and consider that audience's benefit from a show, I hope he will consider his work in programming and games as something happening in a social context, which includes a continuing alertness to multiple cultural perspectives, social class, and age. Isaiah has been responsive to all these ideas separately in Division I; I am imagining that Division II will give him a chance to connect the dots and think about his players in the same way a theatre artist thinks about his audience.

One final note: there is a comment from Professor MacAdams (for a course called Acting and Presence) in which he encourages Isaiah to allow his instincts to take over when he is onstage. I was delighted to notice that Isaiah undertook two CEL I activities, one of them in founding an improvisation group, and the other performing for a full-length senior student production. I saw his work for the student production, and it was powerful to watch him create a character by making

**HAMPSHIRE COLLEGE**  
**Division I Evaluation**Name: **Isaiah B. Mann**Year of Entry: **2013F**Date Passed: **23 Jun 2014**

use of impulse and instinct, a huge step forward for Isaiah in terms of a certain kind of artistic "letting go."

This evaluation can't give enough space to all the other activities Isaiah engaged in, including writing for our student newspaper, "The Omen", helping out with publicity on two productions, acting in films, and programming five different games. Overall, Isaiah has impressed us at every level, but perhaps most of all in the way he takes every opportunity to create support and connection for his fellow students. He is fully equipped to tackle Division II.

**Course of Study****2013F IA-131T Playwriting (Ellen Donkin)**

Isaiah Mann's efforts in this course were Promethean. He had only one absence, his assignments came in on time, and he was a generous, consistent and completely engaged participant in class discussions and in the critiques of each other's work. Isaiah and another student initiated a working group (with pizza) one Saturday so that students could help each other with revisions, and in general provided a kind of quiet leadership within the class that benefited everyone, but especially the students who were shy about speaking up. Instead of writing one play, Isaiah plunged into writing a collaborative script with another member of the class, and subsequently decided to also write a script on his own (I've commented on both below). Finally, Isaiah's paper on the multicultural issues raised by "Splendor" is a really interesting and intelligent piece of work that in my judgment needs some work on grammar and structure, so I've suggested to him that at this early stage, a visit to the Writing Center is in order. The ideas for the paper, and Isaiah's own sense of how theatre can contribute to a multicultural perspective, are solid and constitute an important first step in thinking about multicultural issues in the broader picture.

Isaiah's first play, the one he co-wrote with a student collaborator (who was also in the class), is entitled "Threads," and documents a world in which the characters who have earned ruling class status are able to prove their worthiness by showing marks on their arms that look like phosphorescent threads. These threads are actually genetic flukes, but they are considered to be incontrovertible evidence of status. The characters with only faint markings, or none at all (the "threadless") are considered criminal or subhuman, and "racial" profiling and persecution are a grim daily fact of life. Isaiah worked out a system by which he and his collaborator collaborated on a fairly elaborate outline but wrote most of the scenes separately. The characters in Isaiah's scenes are remarkably consistent with the ones in his collaborator's scenes: Isaiah has kept the outlines of the two brothers, Walker (irascible and paranoid) and Maradox (placative and trusting) clear, and each of the characters in Isaiah's scenes, including the secondary ones, have distinct patterns of speech that keep us connected to their emotional makeup and to education and class. There is work still to be done on scene endings, which currently often end on the downbeat, with energy diffusing as characters exit. The stronger choice always will be to find the moment when the energy is at a high point and the moment unresolved. But Isaiah is now juggling simultaneous settings on a single stage with rapid light cues and creating a theatrical version of "fast-forward" in a way that is exciting to see. There is a clear arc to the story and Isaiah has a strong sense of structure, and even though in the end I was not entirely persuaded by the lead female character's change of allegiance (Hammel), I was happy to see the way she entered into the core action of the script, not as a mute bystander, but as someone who was a central player.

Isaiah's second play, enigmatically entitled "Afterward," was written solo. In it, he examines the lives of a small group of students graduating from high school, and the play has a distinctly



## HAMPSHIRE COLLEGE

### Division I Evaluation

Name: **Isaiah B. Mann**Year of Entry: **2013F**Date Passed: **23 Jun 2014**

"ensemble" feel to it, as if Isaiah's instinct is to look at the evolution of the group, rather than of a specific individual. It's an altogether human situation that fuels the play: in this tightly knit group of friends, some are growing up faster than others, and need to separate themselves from the safety of the pack. The world of this play is entirely kinder and less darkly survivalist than "Threads," but nonetheless, with a gentle touch and dialogue that rests lightly upon action and impulse, Isaiah creates a world in which the tensions are very real. In a stylistic departure, Isaiah has surreal sequences in which one of the characters (aptly named Prophet) makes prophecies about another character, and while they are wonderfully theatrical, we aren't entirely clear how to process them. (Are they a glimpse into Prophet's own grandiose fantasies? Is it the way he appears to other characters?) We need a point of view so that the magic of the episode can further our understanding of a character or a situation.

Overall, Isaiah's efforts and capacity in this course were impressive at every level. He demonstrates an unusual awareness of how to benefit the group as a whole, and the class benefited substantively from his determination to help other people. The next step for him as a creative writer, whether revising or writing something new, will be releasing control, so that his characters and his plot line can intensify a little further, and develop unpredictable complications.

#### **2013F IA-0125 Acting and Presence (William MacAdams)**

Isaiah Mann was an enormously giving member of the Acting and Presence ensemble. Regularly, he grounded the class through offering generous support and through going the extra mile for his peers. This was coupled with an enormously strong work ethic: his presentation for "Three Sisters", as an example, was detailed and extremely rigorous.

On stage, this level of detail (specifically analytical detail), can inhibit his work as an actor. We see him think deeply but sometimes that thinking slows down his impulses. This was shown most clearly in his scene from "Three Sisters" - perhaps, in part, because the character he was depicting (Andrey) is particularly analytical as well.

Underneath this intellectual rigor is a great deal of passion. I have seen this in his writing, and seen flashes of it in his physical work on stage. I hope, as he goes forward in his acting work, that Isaiah finds ways to step out of himself, and trust that his intuition will guide him.

All that said, this class would not have been the same, remotely, without Isaiah. His care for his peers, his commitment and his communication, all helped thread the ensemble.

#### **2013F HACU-0144 Comics Underground (Michele Hardesty)**

Isaiah has met all requirements for evaluation and was an exemplary member of this class, ending the course with a very good understanding of the cultural history of unconventional comics in the U. S. Isaiah is an incredibly responsible, attentive student: he never missed a class, always submitted work on time or even early, and was always ready to discuss the assigned readings. While his online forum responses tended to be too lengthy in the beginning of the semester, he adjusted to my expectations as the semester went on. Isaiah's tendency is to be very gracious towards his classmates; while such decorum is appreciated to an extent, I encourage Isaiah to engage in more debate and constructive criticism with his peers. As Isaiah himself notes in his self-evaluation, his biggest success this semester was in his critical writing, which greatly improved over the course of the semester. Isaiah worked with me, our Teaching Assistant, and the Writing Center throughout the semester to draft and revise his three essays (a 3-page close reading, a 5-page critical conversation piece, and a 10-page research essay); I want to emphasize that he included a drafting and revision process with each essay, even when it was not required. While it took a while



## HAMPSHIRE COLLEGE

### Division I Evaluation

Name: **Isaiah B. Mann**Year of Entry: **2013F**Date Passed: **23 Jun 2014**

for Isaiah to break from what he describes as the "formulaic" essay writing of high school, his final research essay (which included a proposal/annotated bibliography, a draft, a group presentation, and a final revision) shows that he has made excellent progress. The essay, on Alison Bechdel's *Fun Home*, is simply outstanding. I am very glad to have had Isaiah in this class, and I hope he continues reading and writing about comics!

#### **2013F CS-0192 Intro. to Game Programming (Ira Fay)**

In this course, students were introduced to various programming concepts by making digital games. We worked in Unity using C# to create playable computer games of increasing complexity throughout the semester. This course was intended to provide a foundation for advanced computer science courses and exposed students to comments, variables, conditionals, loops, functions, and object oriented programming concepts.

Attendance: Isaiah Mann attended all 21 class sessions and was never late. Individual Projects: There were two 3-week individual projects. The first introduced variables, comments, and conditionals, and familiarized students with Unity in general. The second assignment build on previous concepts and added loops, methods, and object oriented programming (OOP) concepts. Team Projects: There were two 4-week team projects, in teams of two. Both involved making playable games from game design documents, reinforced previous concepts in the class, and offered opportunities to develop communication and teamwork skills. Additional Thoughts: Isaiah completed the individual projects very well. On the team projects, he worked well with his teammates and was one of the few students in the class to complete the final project (with added complexity of his own choosing). I believe Isaiah has a lot of potential, and I look forward to seeing future work in this and related fields. In future semesters, if Isaiah would like to be a TA for this course, I would be favorably inclined.

#### **2014S CS-0110 Web Development I (Zeke Nierenberg)**

Isaiah Mann was an excellent student in this course. He started the semester with some prior programming experience which made it easier for him to grasp concepts, but was new to web development. He graciously agreed to act almost like a TA when he had learned a subject. He mastered three skill areas. Isaiah has demonstrated mastery of HTML. He can now create well-formatted web-based content and understand other people's code. Isaiah understands web standards and knows where to look for help. He has a good understanding of how the internet works. I am impressed with his performance in this area. Isaiah readily learned CSS, the framework used to define the aesthetic properties of websites. Not only did Isaiah demonstrate the ability to make his websites look the way he wanted them to, he wrote code that was clean and organized. Isaiah was able to make web content come to life using javascript. Isaiah wrote code that was clean, readable, and performant. He showed a solid understanding of programming principles that go far beyond web development.

For his final project, Isaiah built a complete game using Phaser, a 2D HTML5 game framework. The game features a woman known as the 'hatter' who seeks to overthrow a warlord in a dystopian future. Primarily a 2D shooter, the game uses mechanical like ammo, life pick-ups, and enemies with basic artificial intelligence. In addition to the game, Isaiah also employed publicly accessible concept art, wrote a backstory, and made animated screenshots. This is a complete project which Isaiah should be proud of. He should continue to develop it and other projects. Good job!

#### **2014S HACU-0197 Post-45 U.S. Lit. (Michele Hardesty)**

Isaiah was an excellent participant in this course. He prepared meticulously for class and for his weekly forum posts, often seeking out secondary sources on his own. His comments in class were frequent but judicious. In the online forums, Isaiah often went out of his way to respond to



**HAMPSHIRE COLLEGE**  
**Division I Evaluation****Name: Isaiah B. Mann****Year of Entry: 2013F****Date Passed: 23 Jun 2014**

multiple posts in a thoughtful and gracious manner. Isaiah's skills of literary criticism have improved enormously since last semester; he is becoming a more flexible and attentive reader, able to both identify rhetorical technique and grapple with the more stubborn particularities of a text. He had trouble developing prompts for further discussion in his posts, however. Isaiah wrote two formal essays at midterm, the strongest of which argues very persuasively that two poems, "A Bronzeville Mother Loiters in Mississippi. Meanwhile, a Mississippi Mother Burns Bacon" by Gwendolyn Brooks, and "Overheard in S.E. Asia" by Denise Levertov, reveal and subvert the romantic allegories used to rationalize wartime atrocities and lynching. His final annotated reading lists-on Maxine Hong Kingston (author), postmodern metafiction (genre), and alternative comics (context)-demonstrate that he has a good understanding of the range of formal techniques, genres, and themes being explored in post-1945 U.S. literatures, and that he is capable of expanding upon that knowledge on his own. His strongest list is on alternative comics, which befits his interest in pursuing comics studies as part of his Division II concentration. Isaiah made notable progress as a student of literature in this course, and he contributed to the overall success of the course!

**2014S NS-0116 Math to Survive in the World (Geremias Polanco Encarnacion)**

Isaiah's performance in the course was excellent. He is the type of student that is always in charge of his learning process and makes sure he is doing his best as he engages with the material. His homework and class contributions showed he is a good problem solver and a critical thinker. His communication and leadership skills were evident in his class participation and group presentations.

His homework was consistently completed well, with accurate and clear responses. He definitely strove for excellence in this class. Overall, I think that he extracted the main principles from the class and is empowered to make better decisions in life.

For his additional benefit, I recommend that he focus on applying the theory as soon as he has an opportunity in life.



**HAMPSHIRE COLLEGE**  
**Division II Contract Abstract**

Name: **Isaiah B. Mann**

Year of Entry: **2013F**

School: **Cognitive Science**

Title: **Construction of Computer Programs and Visual Media**

Committee Chairperson: **Lee Spector, Professor of Computer Science**

Committee Member: **Michele Hardesty, Assistant Professor of U.S. Literatures**

Committee Member: **Ira Fay, Assistant Professor of Computer Science and Game Design**

**Plan**

Isaiah's Div 2 Contract: Draft 2.0

I'm interested in becoming a computer programmer and a game designer. I've always had a love for computers, and after taking two programming classes at Hampshire --both of which have included game programming; I'm convinced that I'd like to pursue programming as career, whether or not it's focused on video games. I'm curious how programmers create programs that engage and interact with the user. I also wonder what role aesthetics play in creating programs? This leads me to my secondary interest: visual art and media. I'm interested to learn --as these disciplines pertain to video games-- how programmers best collaborate with artists? Furthermore, I want to discover how programs can be created to best serve creative users, be they artists, programmers, or other.

I'd like to concentrate on computer science, while taking some electives in visual medias, e.g. animation, comics studies, and video games. Here's a hypothetical schedule for my Div 2:

Fall 2014

- Interdisciplinary Game Studio (taught by Ira Fay and Chris Perry)
- Introduction to Computer Systems I (at Amherst College)
- Introduction to Discrete Math (at Smith College)
- Artificial Intelligence (taught by Lee Spector)
- Digital Art (taught by John Sleppian)

January 2015

- Immersion in Computer Game Development through Game Engines (taught by Jaime Davilla in 2013)

Spring 2014

- Introduction to Computer Science 2 (at Amherst College)
- Calculus in Context - Database Driven Websites
- Videogames and the Boundaries of Narrative (at Amherst College)
- Programming with Data Structures (at Smith College)



**HAMPSHIRE COLLEGE**  
**Division II Contract Abstract**

Name: **Isaiah B. Mann**

Year of Entry: **2013F**

Summer 2014

Internship Prospects: - HitPoint Studios

<http://www.hitpointstudios.com/>

- DePaul University

<http://my.depauw.edu/univ/reu/index.html>

- North Carolina State University

<http://research.csc.ncsu.edu/iim-reu/>

- New York Institute of Technology

<http://www.nyit.edu/engineering/reu/>

Fall 2015.

- Interdisciplinary Game Project (taught by Ira Fay)

- Data Structure and Algorithms (at Amherst College)

- Programming with Data Structures (taught by Eitan Mendelowitz at Smith College)

- Advanced Object Oriented Programming (at MT Holyoke College)

January 2016

- Advanced Video Game Design: Building a Video Game (taught by Paul Dickson in 2011)

Spring 2016

- Data Structures and Algorithms II (at Amherst College)

- Computer Graphics (at Smith College)

- Software Design (at MT Holyoke College) - Compiler Design (at Amherst College)

In addition to a focus in Computer Science, I have a strong interest in Improvisational Performance. I'm currently a member of a newly founded troupe and hope to continue with its development next year. However --if this falls through-- I may instead audition for the primary Hampshire troop, The NDC. In additional extracurriculars, and as mentioned in the hypothetical schedule above, I hope to undertake an internship that involves computer science: specifically programming. It is my goal to intern at a technological college or a local game studio. However, I would be open to any programming position for an internship. My CEL2 will be TA-ing for Ira Fay's "Introduction to Game Programming" during the Spring 2015 semester. I took the class during Fall 2013, and Ira has graciously agreed to allow me to return as a TA. Furthermore, I believe programming bleeds into Multicultural Perspectives. As many assembly languages are international, they transcend the boundaries of geography. I'd be interested to see how programmers around the world interact and



**HAMPSHIRE COLLEGE**  
**Division II Contract Abstract**Name: **Isaiah B. Mann**Year of Entry: **2013F**

share code. More specifically, I'd like to study Japanese game design and programming, in an attempt to synthesize the principles into my own coding and game design work.

In my programming experiences, I've found video game to be one of the most engaging mediums for creation. This leads me to my secondary interest: game design. Following this thread, I'd like to study game design in other cultures, primarily --as it's the one American audiences have the most access to-- Japanese game design. This signifies an exploration into "Non-Western perspectives," specifically in the video game industry. The genre I'd like to concentrate on is roleplaying games, often abbreviated JRPG's. These games feature a wealth of diverse characters, mathematically balanced attribute systems, and great degrees of player choice. I'd like observe and analyze the elements of design and mathematics used in creating these games. In doing so, I'd hope to extrapolate and employ these concepts into a game of my own creation. I intent to undertake this project as a two step independent study: the first stage being a careful exploration and analysis of such games. This would culminate into the second step: the creation of a game in the style of Japanese RPG's. In doing so, I hope to gain a greater understanding of Japanese culture, as reflected by the nation's media.

My overall goal in studying so much computer science is acceptance into a graduate program and the attainment of a Masters of Science in Computer Science. However, I wouldn't mind taking time between Hampshire and Graduate school to participate in an internship or entry level programming job. Regardless, my ultimate goal is an advanced career in the field, ideally in relation to video game creation.

UNIVERSITY OF MASSACHUSETTS  
AMHERST

Herter Hall  
161 Presidents Drive  
Amherst, MA 01003-9312

Comparative Literature

voice: 413.545.0929  
fax: 413.545.0908

Isaiah Mann was a student in my course, *International Graphic Novel* (Comparative Literature 336), during the Spring semester in 2014. Isaiah is one of the most engaged and thoughtful students that I have had the pleasure of teaching. In his narrative self-evaluation, Isaiah questioned whether he contributed too often in class and if he had somehow failed to make comments that encouraged other students to be more active participants in class discussions. The fact that, as a student, Isaiah is concerned with these issues is as clear a statement as possible about his approach to academic scholarship and to being an active member of a community of learning.

As I mentioned above, Isaiah noted that he might have offered his thoughts and comments too often in class, but I found that he occupied an invaluable role in our classroom. When no other students might have been willing to start talking, Isaiah always seemed to be interested in presenting his ideas to everyone and he never shied away from engaging with other students, or with his instructors, when they questioned or disagreed with a statement that he had made. I think that this kind of ease in the classroom is something that is often hard to gain, so it is very impressive that Isaiah already is able to present himself as being so comfortable in thinking and working with other people.

This was also very clear to me in Isaiah's interaction with his partner for the class. Isaiah was very patient when working with his partner during our two scheduled paper workshops. He provided very clear and thorough comments and suggestions for his partner and did a great job of engaging with his partner's thoughts and criticisms. It was also very clear to me that Isaiah did a lot of work in creating and formatting their group presentation towards the end of the semester and yet he did not attempt to take any additional credit for the work that they presented, allowing it to appear that both he and his partner had done an equal amount of work for this assignment.

During Isaiah's class presentation, however, it became very clear to me that he had not enjoyed reading the work that he was presenting. While there is no problem with a student sharing their preferences for or against a given text, Isaiah and his partner spent some of their presentation trying to encourage class participation, which I felt was somewhat stifled given his very clear aversion to the work being discussed. In his self-evaluation, Isaiah articulated his disappointment with the amount of in-class discussion his presentation produced and I would suggest that at least part of that can be traced to how he approached presenting the text, both in his choice of negative descriptive language and in his body language during the presentation.

Isaiah is also a very accomplished technically as a writer. His prose was almost always incredibly clear and persuasive in form and in style. He does, however, sometimes run into trouble with how he constructs or defends his arguments. It often felt like Isaiah was not as willing, in writing, to be as clear in his argumentation as he would be when speaking in class. Instead, he often tried to produce arguments that covered very expansive topics instead of focusing in on a more manageable argument and, because of this choice, his papers were often not able to live up to the claims that he made. This is especially regrettable, because focused arguments are often considerably more interesting than any attempt at making a broad, general claim about any topic can be. When Isaiah would focus on producing close





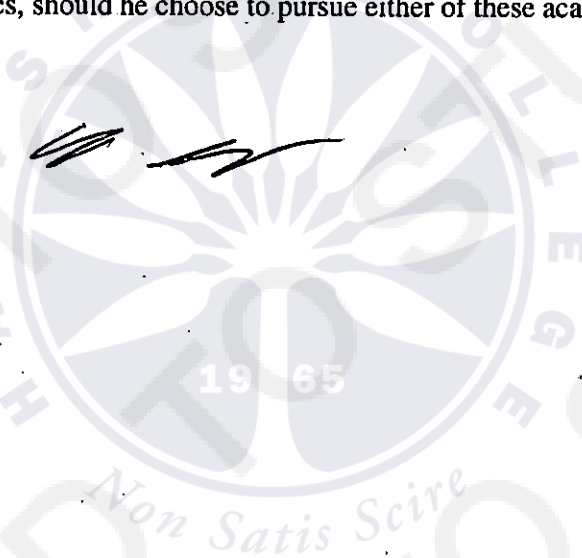
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AMHERSTHerter Hall  
161 Presidents Drive  
Amherst, MA 01003-9312

Comparative Literature

voice: 413.545.0929  
fax: 413.545.0908

readings of any of the texts that we were looking at in class, he invariably produced incredibly strong work, but it will be important going forward for him to think about how he wants to incorporate these kinds of analysis into larger projects. I would recommend that he continue to think about narrowing the scope of his research and really allowing all of the very strong analytic work that he is capable of producing to speak for itself.

This is not to say, however, that Isaiah did not make significant strides in forming clear arguments throughout the semester and his second long paper was much stronger than his first effort. I think that there is still a lot of room for Isaiah to improve the quality of his written work, but the decision to continue to improve will ultimately be up to him, because at this point he is a very strong writer and a lot of my comments about his work are merely meant to indicate areas that he can work on in order to really push his already clear talents in this aspect of academic work. This all hopefully makes it clear that I found Isaiah to be a very talented and impressive student with a considerable amount of potential as a scholar of either literature or comics, should he choose to pursue either of these academic paths.



**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 03/04/15

**Name: Isaiah B Mann**      **Term of Entry: 2013F**  
**Course: IA-0241 Digital Art: Multimedia, Malleability and Interactivity**  
**Instructor: John Slepian**

**Term: 2014F**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Course Description**

Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner and Nam June Paik.

**Instructor Narrative**

Isaiah was an excellent student who produced very strong work. He was an active participant in discussions and critiques. Isaiah had by far the strongest programming skills in the class and he took the time to help his classmates. Even though a lot of his work had to be self-directed, due to the size of the class and his advanced programming level, he really pushed himself.

Isaiah's self-portrait collage was funny, well composed, and well executed. It consisted of a photo of himself staring at himself on a computer screen. The most striking aspect was the way that Isaiah superimposed a brain image on his onscreen self, so that it weirdly looked like it was coming out of his head. Isaiah's sound piece was also successful. It was a collage of individual words from different speakers reading the beginning of the "Gettysburg Address." It was a funny and smart idea that was well executed. But it was in the interactive work that Isaiah really stood out. Both of his pieces were visually elegant 2D graphical games. His first was a mining game in which the viewer navigated a drill through a field of squares to mine "gold." Every detail of how the game worked, from the rotating of the drill to the disappearing of the squares as they were "drilled" was well conceived-abstract but satisfying. Isaiah's final piece was more elaborate and more open ended. In it, the user navigated up and down a highly abstracted "building," really just a vertical line of squares, with an elevator, moving little figures to different floors. The objective was to make them "happy," represented by color, by pairing them up evenly. Again, every detail of the highly abstracted world was well chosen and represented, and added up to a compelling interactive experience.

Isaiah is clearly a very talented programmer and game designer, with a knack for creating visually simple but conceptually complex experiences. It will be really interesting to see how his work develops. He was a pleasure to have in the class.

**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 03/04/15

**Name: Isaiah B Mann****Term of Entry: 2013F****Term: 2014F****Course: CS-0327 Interdisciplinary Game Studio****Instructors: Ira Fay, Christopher Perry**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Course Description**

Students will design, develop, and publish a digital game in a single semester under the leadership and guidance of Professors Fay and Perry. Though the professors will provide team leadership and game direction, the students will be the ones creating the game, including game design, concept art, storyboards, modeling, rigging, animation, shading, lighting, compositing, game programming, tool programming, project management, audio design, marketing, and publishing. We will likely develop the game using Unity and ideally publish to the Apple App store, the Android Marketplace, and possibly more platforms as well. We will make a free game, and release all assets and code generated in the class to the public domain. Students are expected to be skilled in at least one discipline relevant to game development, listed above. Prerequisite: At least two semesters of course work in a discipline or disciplines related to game development (programming, art, design, audio, management, etc.).

**Instructor Narrative**

Isaiah Mann was a member of the programming team, which was tasked with creating the underlying code of the game. Programmers would read the documents provided by the game design team and implement those ideas in code, specifically using C# in the Unity game engine and GitHub for source control. Programmers also needed to integrate assets provided by the art and audio teams into the game. Near the beginning of the project, the programmers created a technical design document to guide implementation, and throughout the course they coordinated with each other to allow all the pieces of code to function together.

Isaiah had perfect attendance this term and was an active participant in class meetings and on the group email lists. Isaiah's primary responsibilities within the programming team were related to gameplay, plus additional support where possible. Isaiah's teammates spoke highly of his contributions related to gameplay implementations, his prolific involvement particularly at the beginning of the course, his willingness to help out wherever needed, his reliability regarding deadlines, and the ease of collaborating with him. They also felt that Isaiah could have been a little less involved at the beginning, leaving more work for his teammates, which Isaiah also reflected in his self evaluation. There was widespread agreement that Isaiah was able to strike the right balance by the end of the course. We look forward to seeing Isaiah's future work in this field if he chooses to pursue it. If this class (or something similar) is offered again, we would welcome Isaiah's participation in a leadership role.

**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 03/04/15

**Name: Isaiah B Mann****Term of Entry: 2013F****Term: 2014F****Course: CS-0263 Artificial Intelligence****Instructor: Lee Spector**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Course Description**

Artificial Intelligence is a branch of computer science concerned with the development of computer systems that "think." In this course we will explore the core ideas of artificial intelligence through readings, presentations, discussions, and hands-on programming activities. A range of practical artificial intelligence techniques will be covered, and students will complete programming projects to demonstrate engagement with the themes of the course. Prerequisite: One programming course (in any language).

**Instructor Narrative**

The objectives of this course were for students to gain familiarity with concepts and computational techniques developed by AI researchers and to apply several of these techniques to hands-on research and development activities involving "intelligent agents" in virtual worlds. Beyond attendance, completion of assigned readings, and class participation, each student was expected to present regular demonstrations of running code, to build and submit a portfolio of code at the end of the semester, and to write a retrospective essay discussing the portfolio and the way that it relates to the AI concepts covered in class.

Isaiah Mann's performance in this course was excellent. He attended regularly, participated enthusiastically, and was engaged with the course materials. He was always well prepared for in-class demonstrations, and his work showed continuous improvement and thoughtful experimentation with many of the concepts addressed in course readings and class discussions. I was particularly impressed with the wide range of his work (which addressed several different problems, using several different AI techniques), with his ability to work either alone or collaboratively, and with the creativity that he demonstrated and the results that he achieved in his final project (which involved wars among different groups of agents in a 2D virtual world). Isaiah's portfolio was well organized, and his retrospective essay did a good job of describing his projects and the ideas behind them. Overall, I think that Isaiah learned a great deal in this course.



**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 07/28/15

Name: **Isaiah B Mann** Term of Entry: **2013F**  
Course: **NS-0260 Calculus in Context (Calculus I)**  
Instructor: **Geremias Polanco Encarnacion**

Term: **2015S**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Course Description**

Calculus provides the language and some powerful tools for the study of change. As such, it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. Using student-selected models from primary literature, we will investigate dynamical systems from economics, ecology, epidemiology and physics. Computers are essential tools in the exploration of such processes and will be integral to the course. No previous programming experience is required. Topics will include: 1) dynamical systems, 2) basic concepts of calculus-- rate of change, differentiation, limits, 3) differential equations, 4) computer programming, simulation, and approximation, 5) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 316-Linear Algebra or NS 261-Calculus II to further develop their facility with the concepts. In addition to regular substantial problem sets, each student will apply the concepts to recently published models of their choosing. This course satisfies Division I distribution requirements.

**Instructor Narrative**

In this class we covered basic topics of calculus such as limits and approximations, rate of change and derivatives and applications, dynamical systems, computer programming and simulation, exponential and logarithmic functions, integrals and applications of integrals. Every week two or three homework sheets were assigned that students turned in the following week. We combined mini-lectures with students' group work. We had two skill check sessions and a final project presentation.

Isaiah's performance in the course was excellent. He attended every class and handed in his assignments on time. His solutions were clearly presented in logical steps with appropriate explanation. Isaiah is a quick thinker and is not afraid to engage with difficult content. He is very organized in his work. He fully understood the basic concepts of calculus and was able to apply them successfully. Throughout his work in this course he has demonstrated strong analytical and problem-solving abilities. He successfully incorporated the use of R programming language into the course without difficulties.

For further improvement, I recommend that he take mathematics courses that are based on proof writing. This will provide a motivating level of challenge that will trigger mathematical development. Also, he should share more of his knowledge with others through group work. This will benefit both him and the other students.



**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 07/28/15

**Name: Isaiah B Mann****Term of Entry: 2013F****Term: 2015S****Course: CS-0292 Database-driven Websites****Instructor: Jaime Davila**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Course Description**

By the end of this course students have been exposed to the major topics involved in developing real-life applications that make use of data in order to dynamically generate websites. Emphasis is placed on both standard database theory, such as normalization and integrity, and real-life deployment, installation, and maintenance of database driven websites. Prerequisite: At least one semester of college-level programming experience with a high level programming language.

**Instructor Narrative**

Isaiah did very good work in this course. His homeworks were always turned in on time, are were correct. In his first homework Isaiah described the ways in which Facebook and Netflix make use of the Model-View-Controller architecture. His homework on the Ruby language met all stated requirements. His homework on BCNF was correct, although it could have used a little more documentation regarding the steps he was taking and the assumptions being used.

For a final project Isaiah developed a system to store and display information regarding movies, their ratings, and the different roles people can take on them. This involved implementing tables for movies, genre, actors, directors, and screenwriters. This involved creating several many-to-many associations and their corresponding join tables.

In closing, Isaiah has clearly demonstrated very good engagement with both the theory and practice of database systems. He is certainly prepared to do more advanced work in the topic, if he so choose to. It was good to have him as part of the course this semester.



**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 02/09/16

**Name: Isaiah B Mann****Term of Entry: 2013F****Term: 2015F****Course: CS-0319 Interdisciplinary Game Project****Instructor: Ira Fay**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Course Description**

Students will work in interdisciplinary teams to create four digital games during the course. Each team member will serve in one of several possible roles: Programmer, 3D artist, 2D artist, Game designer, Audio designer, or Project manager. The course will use Unity 3D as the game engine, which is used in many professional game development projects. Students who have taken this course previously are welcome to take it again, since each game development experience is unique. For more information, see [irafay.com/classes](http://irafay.com/classes). Prerequisite: An evaluation/passing grade from at least two courses in your chosen game development discipline (programming, art, game design, audio design, project management).

**Instructor Narrative**

Isaiah Mann participated in the course primarily as a programmer and secondarily as a producer, completing all three projects with varying degrees of success. As a programmer, Isaiah created the underlying code of the games. Programmers implemented game design ideas in code using C# in the Unity game engine. Programmers also integrated into the game any assets provided by the art and audio teams. As a producer, Isaiah was responsible for coordinating the team and generally ensuring smooth collaboration.

Isaiah met the attendance requirements this term (1 absence). Isaiah's first project, Inside, was a dark story that was beautifully conceived and well executed. The second game, Rescue Maze, was a Virtual Reality project that involved many technical challenges, and unfortunately suffered from significant control flaws, even though several underlying tools were nicely developed, like a maze parser. The final game, Peace Super Heroes, was a side-scrolling infinite runner game intended to teach players about non-violent communication techniques. Created for outside clients who sponsored the project, it was reasonably well executed, though some questions remain regarding stereotypical characters and the true impact of the educational aspects. Overall, Isaiah surely learned a great deal about game development and interdisciplinary teamwork in the course, and I look forward to any future games Isaiah may create.

**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 02/09/16

**Name: Isaiah B Mann****Term of Entry: 2013F****Term: 2015F****Course: CS-0291 Software Engineering****Instructor: Jaime Davila**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Course Description**

Bigger-sized software programs, which are developed through a longer span of time, require looking into aspects of the software development cycle that are not necessary for smaller projects. This course will expose students to the design, implementation, testing, and maintenance of this type of projects, putting particular but not exclusive emphasis on agile development methods. Students will be involved in the actual GROUP implementation of a major piece of software, in conditions similar to those found in industry. Prerequisite: Students must have ample experience before the beginning of the course with the C, C++, or Java, or some other high level languages, in at least a semester of computer programming experience.

**Instructor Narrative**

Isaiah worked in a group with three other students modifying a game called "Crafting Life." This game was originally developed by others as part of a MassDigi project, and dealt with combining a number of basic "elements" to create new ones, slowly progressing until developing life. MassDigi was interested in modifying this game in order to create an educational version dealing with corals and marine life. The original game was developed within the Unity 3D game platform, and it was this same platform that students would be working in.

Because some elements of the new version were being developed by MassDigi, and these elements were delayed, Isaiah's group opted to perform the intended changes on the original Crafting Life version.

These changes were angled towards making the game more educational, concentrating on the combinations of elements, and leaving aside other elements such as the collection of elements before they could be combined into new ones. To document user needs, they developed a good use case scenario, and after several iterations with use case diagrams, these were also efficient in documenting what the game dynamics should be like. Likewise, after several feedback sessions, the team developed good sequence and state diagrams. They also computed functional points for their design, which they could later on use to map design elements to estimates of time and code complexity. Throughout their work, Isaiah's group demonstrated professionalism and put good effort into delivering a good product. Their final submission achieves all the goals they had set up for their project.

In closing, Isaiah did good work this semester. He was exposed through theory and practice to the most important elements of software engineering methodologies, and is ready to apply them to other computer programming projects in the future.





**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 02/09/16

**Name: Isaiah B Mann****Term of Entry: 2013F****Term: 2015F****Course: CS-0174 Computer Animation I****Instructor: William Colon**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Course Description**

This course will introduce students to the production of animated short films with the tools and techniques of three-dimensional (3D) computer graphics. Readings and lectures will cover the theoretical foundations of the field, and the homework assignments will provide hands-on, project-based experience with production. The topics covered will include modeling (the building of 3D objects), shading (assignment of surface reflectance properties), animation (moving the objects over time), and lighting (placing and setting the properties of virtual light sources). Due to the large amount of material being covered, additional workshops outside of class may be scheduled.

**Instructor Narrative**

Isaiah had perfect attendance this term and was an occasional participant in all class discussions. His project work from the first half of the course demonstrated an excellent understanding of basic object modeling, shading and lighting but was somewhat less successful in the area of keyframe animation. He completed and handed all of the first five assignments on time. For his final project, Isaiah proposed an ambitious short film about a battle between two enemy jet aircrafts. He completed all of the final project milestones successfully, seeking creative and technical feedback from his classmates that allowed him to improve the project with each iteration. Isaiah always offered thoughtful and supportive feedback during the smaller milestone reviews of his classmates' work. He tried to spend as much time as he could refining his film but he seemed to be disappointed with the quality of his own work which was always on par with the other students at this level. He should, however, continue to push himself. His final film features strategically simple models, dramatic lighting, and nice timing choices. On the whole, Isaiah's work this term demonstrates a strong engagement with the course material. It was a pleasure having him in class this term.



**HAMPSHIRE COLLEGE**  
**Final Course Evaluation**

Printed 02/09/16

**Name: Isaiah B Mann****Term of Entry: 2013F****Term: 2015F****Course: TA-CS Teaching Assistant****CS-0181: Women in Game Programming****Instructor: Ira Fay**

In accordance with Hampshire College policy, this evaluation uses the student's preferred first name and pronouns, which may result in non-standard grammar.

**Instructor Narrative**

Isaiah Mann was a Teaching Assistant for the course Women in Game Programming, which was a 100 level introduction to programming course with 19 students. Students in the course worked on three progressively more difficult game development projects using Unity and C#. Given his game development background, Isaiah was able to support the students with any of their challenges. Some responsibilities I expect from all my TAs include: send short weekly updates, attend every class on time, preview experimental lessons or projects, hold at least 3 hours of weekly office hours, write self-evaluations, and be actively engaged in the game development community at Hampshire College.

Isaiah's contribution as a TA was an extremely positive one. In a mid-semester survey, many students reported that Isaiah was a helpful and useful resource. Isaiah had excellent attendance, and his weekly updates included useful information that provided insight into his work as a TA and issues the class was facing. He held generous office hours and often worked with students beyond his scheduled hours. His email response time was superb, he provided useful feedback to many of my experimental lessons, and he offered feedback on many student projects. Overall, Isaiah was an amazingly helpful presence in and out of the classroom, and I would happily invite him to TA with me again in the future.

## **MassDiGI Summer Innovation Program 2015**

**Isaiah Mann  
Crafting Life**

From May 24 to August 8 the student was involved in the Summer Innovation Program. As part of the program the student worked with the team of six other students to develop a game from concept to market ready. The other members of the team included two programmers, three artists and one sound design. The team was responsible for setting their own objectives and design criteria; these elements were evaluated by the team in adjusted as necessary.

The team built a game that had two components; the first was a fast-paced gathering game where the player sorted elements into the right channels; the second was a very deep crafting game with a player combined elements to finally create life. In addition to the base game the team worked with researchers from Harvard University in Boston Children's Hospital to implement a non-pharmaceutical treatment for ADHD.

Isaiah took on the role of producer as well as leading the integration of the Be C H SDK. As producer, he ran the daily standups, reviewed tasks on the Kanban board and worked across the team to keep the various disciplines coordinated. He took on regular programming tasks in Unity with the others on the team. The SDK was received in midsession and Isaiah worked hand-in-hand with the developer to improve and integrate it into the game code.

Isaiah and his team took on one of the most ambitious projects we had. They worked tirelessly to create vastly more content than I would've thought possible. Part of the credit was due to Isaiah's ability to talk to all of the other disciplines on the team and keep them unified on the goal. The team regularly worked extra time to hit their targets. Working with an SDK is complex at the best of times, but working with an SDK being written by someone who's doing it for the first time is even more complex. Isaiah handled this with tremendous grace, creativity and programming talent.

Through the experience of Isaiah was able to develop his technical skills as well as better understand group operations and how to manage complex projects. The only critique for the team was taking on such a large block of work. The amazing thing was they did complete the core of the work, unfortunately they did not have much time to polish and test what they built.

In addition to working on his own project Isaiah worked to help programmers on other teams solve problems. He was a solid member of the community and was respected by everyone. He was an active participant in all aspects of the program from presentations to meetings with industry professionals and operations of the program as a whole.

**Monty Sharma  
Managing Director**



**Name: Isaiah Mann**

**Company: Mustachio Games**

**Supervisor: Oleg Brodskiy, Producer**

Mustachio Games is a small, student formed game development studio centered around the Boston, MA area. Our primary project is Red Survivor, a turn-based strategy survival game set in post-World War I Russia. We brought on Isaiah in the early fall for a few months to assist us with web development, to give our studio and game a more professional looking web presence. Isaiah billed himself as a capable web developer, and he worked exactly as advertised. Isaiah worked to improve our website and expand our blog's capabilities in the time that he worked with us, all while balancing his schoolwork and extracurriculars. While Isaiah's busy schedule often meant that he was pressed for time, we found that Isaiah was consistently able to deliver his work. We wish Isaiah the best of luck as he continues his schooling and proceeds into the professional world.





**Student Name:** Isaiah Mann

**Position:** Fall Programming Intern 2015

**Company:** Petricore, Inc.

After we interviewed Isaiah we knew immediately that he would be a great addition to our development team. He demonstrated great knowledge in programming and was very articulate in explaining his logic. After we accepted his application and he joined us we placed him onto a team working on an update for our first game Mind the Arrow.

Isaiah is very talented when it comes to programming; and he was extremely helpful in developing the update that we released recently. He is also very agreeable and easy to communicate with, which was great because there was a lot of teamwork involved in the project. Unfortunately, though it seemed like Isaiah had signed up for a number of other activities and would frequently ask me to change scheduled times. He always gave me a few days to a week notice which was appreciated; but the frequency of the changes was almost weekly. I would recommend that in the future he better plans his schedule before he commits to anything; the more he altered the schedule on me the more it seemed like the internship wasn't very important to him and the less we relied on him.

Another issue I noticed came after we did team reviews for everyone in the company. Isaiah received a small number of reviews from people which seemed to demonstrate that he went unnoticed by a number of people, and they didn't know him well enough to review. I would recommend for the future that Isaiah take more time getting to know his teammates and letting people get to know him.

I'm extremely glad we got the chance to have Isaiah come work with us, and I believe he was a great addition to the team.

Sincerely,

Ryan Canuel

CEO

*Ryan Canuel*



# HAMPSHIRE COLLEGE TRANSCRIPT GUIDE

## ACADEMIC PROGRAM

Hampshire's distinctive academic program reflects the college's educational philosophy. In collaboration with faculty, students negotiate their program of study. One of the principles of a Hampshire education is that students learn more from teachers' thoughtful reactions to their work than from a letter or number grade. Faculty therefore write detailed narrative evaluations. Although no specific courses are required, courses are considered a central learning activity by which the student develops the intellectual and creative skills necessary for successful completion of the academic program.

Hampshire students qualify for the Bachelor of Arts degree by completing a full-time program composed of three levels, or Divisions of study. Students complete Division I during their first three semesters. The first two semesters constitute the First-Year Program, in which students take a First-Year Tutorial with their advisors and complete courses in each of the college's five Schools. The third semester involves systematic evaluation and reflection upon their first-year work, with development of a plan for Division II.

In Division II students develop a plan of study for their Concentrations, as well as continue other learning endeavors as part of their liberal education. They explore their chosen field or fields of emphasis through an individually designed program of courses, independent work and, often, internships or field studies. In Division III, or Advanced Studies, students complete a major independent study project centered on a specific topic, question, or idea.

In addition to these requirements, students must include volunteer service to Hampshire or the surrounding community as part of their Hampshire education and, in Division III, are asked to look beyond the specific focus of their work by integrating their scholarship into the larger academic life of the college. The faculty also expect all students to consider some aspect of their Hampshire work from a non-Western perspective.

## TRANSCRIPT CONTENTS

This transcript page certifies the Divisional requirements, courses, and learning activities completed and in progress. The accompanying official evaluations are presented in the same order, and are photocopied in black and white. Evaluations used to fulfill the Divisional requirements are included in each transcript. Division I Portfolio Assessments include excerpted evaluations or Five College grades for all courses used to fulfill requirements. Division II evaluations may also include some excerpted course evaluations. Students who have completed Division II requirements may present selected course evaluations.

## FIVE COLLEGE INTERCHANGE

Hampshire is a member of the Five College Consortium, which also includes Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts at Amherst. The first letter of the college name in parentheses precedes the department and course number of courses taken at these institutions, e.g., (A) for Amherst College. All Five College courses attempted are included, and this is the only official record of these courses. (For students entering before Fall 1998, only courses graded C- or better are included.)

This guide reflects Hampshire's current degree requirements. Over time, these have changed slightly and older transcripts may vary accordingly. No grade point average or rank in class is calculated.

## TRANSFER CREDIT RECOMMENDATIONS

Transfer credit for courses should be assigned based on a review of the instructors' narrative evaluations, excerpts or grades received through the Five College interchange program. Semester-long Hampshire and Five College courses, and academic courses offered during the January and summer terms are comparable to four-credit courses at other institutions. Courses designed as co-curricular activities are comparable to one-credit courses. Transfer credit is not generally recommended for work designated as learning activities, although they are considered by Hampshire in evaluating a student's portfolio of work. For students entering before Fall 2002 who fulfilled Division I requirements by completing an independent project, the college recommends six credits. Please consult with the Director of Central Records when evaluating transfer credit for a student who has completed a Division II examination.

## EXPLANATION OF SYMBOLS

- (#) = Co-curricular course
- (+) = Evaluation/Five College grade not yet available.
- (\*) or "NO" = Not evaluated

Hampshire College is fully accredited by the New England Association of Schools and Colleges to award the Bachelor of Arts degree.

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