

Goddard College

2011 ACADEMIC CATALOG

Table of Contents

3	Message From The President	45	<i>Sexual Orientation</i>
4	PROGRAM CALENDAR	47	Master of Fine Arts Degrees
4	Spring 2011	47	MFA IN CREATIVE WRITING
7	Fall 2011	49	MFA IN INTERDISCIPLINARY ARTS
10	GENERAL INFORMATION	51	ACADEMIC POLICIES
10	About Goddard	51	Undergraduate Study Policies
13	The Goddard Intensive Low-Residency Model of Today	53	Graduate Study Policies
15	Progressive Education and Whole-Person Learning	54	General Academic Policies
16	Accreditation, Approvals, and Modification Statements	58	GODDARD COMMUNITY
17	Notifications	58	Student Services
18	DEGREE PROGRAMS, CONCENTRATIONS, AND LICENSURE	62	Community Rules and Regulations
18	Bachelor of Arts Degrees	63	ADMISSIONS, FINANCIAL AID, AND STUDENT ACCOUNTS
18	BA IN EDUCATION	63	Admissions and Enrollment
20	<i>Community Education</i>	66	Financial Aid
21	<i>Licensure</i>	68	Student Accounts
23	BA IN HEALTH ARTS & SCIENCES	70	GODDARD COLLEGE DIRECTORY
25	BA IN SUSTAINABILITY	70	Offices and Staff
27	BA IN INDIVIDUALIZED STUDIES	72	Faculty 2011
28	Bachelor of Fine Arts Degrees	78	Board of Trustees 2011
28	BFA IN CREATIVE WRITING	80	MAPS AND DIRECTIONS
29	Master of Arts Degrees	80	Plainfield, Vermont Campus
29	MA IN EDUCATION	81	Port Townsend, Washington Educational Site
31	<i>School Counseling</i>		
32	<i>Experienced Teacher</i>		
33	<i>Community Education</i>		
34	<i>Teacher Licensure</i>		
35	MA IN HEALTH ARTS & SCIENCES		
37	MA IN INDIVIDUALIZED STUDIES		
38	<i>Environmental Studies</i>		
39	<i>Consciousness Studies</i>		
40	<i>Transformative Language Arts</i>		
41	MA IN SUSTAINABLE BUSINESS & COMMUNITIES		
43	MA IN PSYCHOLOGY & COUNSELING		

A Message from the President

Greetings,

It is my pleasure to welcome you to Goddard College.

At Goddard, you will encounter a unique learning environment where adult learners are encouraged to pursue their passions. Supported by expert faculty and dedicated staff, students seeking to complete a bachelor's or a master's degree individualize a study that integrates personal interests, professional commitments, and creative aspirations.

Goddard programs engage students in learning that is personally meaningful and socially responsive. Each person who comes to Goddard College enters a collaborative community that is committed to achieving academic excellence, deepening intellectual curiosity and developing the skills needed to promote social justice.

Goddard is nationally and internationally recognized for its leadership in educational innovation, its deep commitment to the ideals of democracy, and for its active efforts to live consciously as stewards of the earth.

I invite you to learn about Goddard, where, throughout its history, our graduates have been making a difference in their professions and communities. I hope you will consider the opportunities that Goddard offers you to connect your interests with our vibrant academic community.

Wishing you all the best,



Barbara Vacarr

Program Calendar

Spring 2011 Semester & Residency Dates

Arrival/check-in times for new students and new Education Licensure students may be earlier than those listed here. Please contact the Academic Services Office for further information at **802.322.1612**, or **academicservices@goddard.edu**. Goddard College reserves the right to change dates.

BA AND MA IN EDUCATION PROGRAMS

- » SEMESTER BEGINS: January 21
- » ARRIVAL/CHECK-IN: January 20
- » RESIDENCY: January 21–28
- » LICENSURE ORIENTATION MEETING: January 20
(for new licensure students)
- » REGISTRATION: January 21
- » COMMENCEMENT RESIDENCY: January 21–23
- » COMMENCEMENT: January 23
- » CHECK-OUT/DEPARTURE: January 28
- » WINTER BREAK: January 29–February 4
- » PACKET WORK: February 7–May 23
- » SEMESTER ENDS: May 30

BA AND MA IN HEALTH ARTS & SCIENCES PROGRAMS

- » SEMESTER BEGINS: February 18
- » ARRIVAL/CHECK-IN: February 17
- » RESIDENCY: February 18–25
- » REGISTRATION: February 18
- » COMMENCEMENT RESIDENCY: February 18–20
- » COMMENCEMENT: February 20
- » CHECK-OUT/DEPARTURE: February 25
- » PACKET WORK: February 28–June 13
- » SEMESTER ENDS: June 20

BA IN INDIVIDUALIZED STUDIES PROGRAM — RESIDENCY OPTION 1

- » SEMESTER BEGINS: March 4
- » ARRIVAL/CHECK-IN: March 3
- » RESIDENCY: March 4–11
- » NEW STUDENT ORIENTATION: March 3
- » REGISTRATION: March 4
- » COMMENCEMENT RESIDENCY: March 4–6
- » COMMENCEMENT: March 6
- » CHECK-OUT/DEPARTURE: March 11
- » PACKET WORK: March 14–June 27
- » SEMESTER ENDS: July 4

BA IN INDIVIDUALIZED STUDIES PROGRAM — RESIDENCY OPTION 2

- » SEMESTER BEGINS: April 1
- » ARRIVAL/CHECK-IN: March 31
- » RESIDENCY: April 1–8
- » NEW STUDENT ORIENTATION: March 31
- » REGISTRATION: April 1
- » COMMENCEMENT RESIDENCY: April 1–3
- » COMMENCEMENT: April 3
- » CHECK-OUT/DEPARTURE: April 8
- » PACKET WORK: April 11–July 25
- » SEMESTER ENDS: August 1

BA IN SUSTAINABILITY PROGRAM

- » SEMESTER BEGINS: March 4
- » ARRIVAL/CHECK-IN: March 3
- » RESIDENCY: March 4–11
- » NEW STUDENT ORIENTATION: March 3
- » REGISTRATION: March 4
- » COMMENCEMENT RESIDENCY: March 4–6
- » COMMENCEMENT: March 6
- » CHECK-OUT/DEPARTURE: March 11
- » PACKET WORK: March 14–June 27
- » SEMESTER ENDS: July 4

BFA IN CREATIVE WRITING PROGRAM

- » SEMESTER BEGINS: April 1
- » ARRIVAL/CHECK-IN: March 31
- » RESIDENCY: April 1–8
- » NEW STUDENT ORIENTATION: March 31
- » REGISTRATION: April 1
- » COMMENCEMENT RESIDENCY: April 1–3
- » COMMENCEMENT: April 3
- » CHECK-OUT/DEPARTURE: April 8
- » PACKET WORK: April 11–July 25
- » SEMESTER ENDS: August 1

MA IN INDIVIDUALIZED STUDIES PROGRAM

- » SEMESTER BEGINS: February 18
- » ARRIVAL/CHECK-IN: February 17
- » RESIDENCY: February 18–25
- » REGISTRATION: February 18
- » COMMENCEMENT RESIDENCY: February 18–20
- » COMMENCEMENT: February 20
- » CHECK-OUT/DEPARTURE: February 25
- » PACKET WORK: February 28–June 13
- » SEMESTER ENDS: June 20

MA IN PSYCHOLOGY & COUNSELING PROGRAM

- » SEMESTER BEGINS: April 29
- » ARRIVAL/CHECK-IN: April 28
- » RESIDENCY: April 29–May 6
- » NEW STUDENT ORIENTATION: April 28
- » REGISTRATION: April 29
- » COMMENCEMENT RESIDENCY: April 29–May 1
- » COMMENCEMENT: May 1
- » CHECK-OUT/DEPARTURE: May 6
- » COURSE WORK: May 9–August 29
- » SEMESTER ENDS: August 29

MA IN SUSTAINABLE BUSINESS & COMMUNITIES PROGRAM

- » SEMESTER BEGINS: April 29
- » ARRIVAL/CHECK-IN: April 28
- » RESIDENCY: April 29–May 6
- » NEW STUDENT ORIENTATION: April 28
- » REGISTRATION: April 29
- » COMMENCEMENT RESIDENCY: April 29–May 1
- » COMMENCEMENT: May 1
- » CHECK-OUT/DEPARTURE: May 6
- » PACKET WORK: May 9–August 22
- » SEMESTER ENDS: August 29

MFA IN CREATIVE WRITING PROGRAM — PLAINFIELD, VT

- » SEMESTER BEGINS: January 7
- » RESIDENCY: January 7–14
- » ARRIVAL/CHECK-IN: January 6
- » REGISTRATION: January 7
- » COMMENCEMENT RESIDENCY: January 7–9
- » COMMENCEMENT: January 9
- » CHECK-OUT/DEPARTURE: January 14
- » WINTER BREAK: January 17–21
- » PACKET WORK: January 24–May 9
- » SEMESTER ENDS: May 16

**MFA IN CREATIVE WRITING PROGRAM —
PORT TOWNSEND, WA**

- » PRE-REGISTRATION DEADLINE: January 28
- » SEMESTER BEGINS: February 13
- » RESIDENCY: February 13–21
- » CHECK-IN/FINAL ENROLLMENT: February 13
- » COMMENCEMENT RESIDENCY: February 18–20
- » COMMENCEMENT: February 20
- » CHECK-OUT/DEPARTURE: February 21
- » PACKET WORK: February 28–June 13
- » SEMESTER ENDS: June 20

**MFA IN INTERDISCIPLINARY ARTS PROGRAM
— PLAINFIELD, VT**

- » SEMESTER BEGINS: February 4
- » RESIDENCY: February 4–11
- » ARRIVAL/CHECK-IN: February 3
- » REGISTRATION: February 4
- » COMMENCEMENT RESIDENCY: February 4–6
- » COMMENCEMENT: February 6
- » CHECK-OUT/DEPARTURE: February 11
- » WINTER BREAK: February 14–20
- » PACKET WORK: February 21–June 6
- » SEMESTER ENDS: June 13

**MFA IN INTERDISCIPLINARY ARTS PROGRAM —
PORT TOWNSEND, WA**

- » PRE-REGISTRATION DEADLINE: February 18
- » SEMESTER BEGINS: March 4
- » RESIDENCY: March 4–12
- » CHECK-IN/FINAL ENROLLMENT: March 4
- » COMMENCEMENT RESIDENCY: March 4–6
- » COMMENCEMENT: March 6
- » CHECK-OUT/DEPARTURE: March 12
- » WINTER BREAK: March 14–20
- » PACKET WORK: March 21–July 4
- » SEMESTER ENDS: July 11

Fall 2011

Semester & Residency Dates

BA AND MA IN EDUCATION PROGRAMS

- » SEMESTER BEGINS: July 8
- » ARRIVAL/CHECK-IN: July 7
- » RESIDENCY: July 8–15
- » LICENSURE ORIENTATION MEETING: July 7
(for new licensure students)
- » REGISTRATION: July 8
- » COMMENCEMENT RESIDENCY: July 8–10
- » COMMENCEMENT: July 10
- » CHECK-OUT/DEPARTURE: July 15
- » JULY INSTITUTE: July 15–19
- » SUMMER BREAK: July 16–August 28
- » SUMMER BREAK (3/4 students): July 20–August 28
- » PACKET WORK: August 8–November 21
- » SEMESTER ENDS: November 28

BA AND MA IN HEALTH ARTS & SCIENCES PROGRAMS

- » SEMESTER BEGINS: August 4
- » ARRIVAL/CHECK-IN: August 5
- » RESIDENCY: August 5–12
- » REGISTRATION: August 5
- » COMMENCEMENT RESIDENCY: August 5–7
- » COMMENCEMENT: August 7
- » CHECK-OUT/DEPARTURE: August 12
- » PACKET WORK: August 15–November 28
- » SEMESTER ENDS: December 5

BA IN INDIVIDUALIZED STUDIES PROGRAM — RESIDENCY OPTION 1

- » SEMESTER BEGINS: August 19
- » ARRIVAL/CHECK-IN: August 18
- » NEW STUDENT ORIENTATION: August 18
- » RESIDENCY: August 19–26
- » REGISTRATION: August 19
- » COMMENCEMENT RESIDENCY: August 19–21
- » COMMENCEMENT: August 21
- » CHECK-OUT/DEPARTURE: August 26
- » PACKET WORK: August 29–December 12
- » SEMESTER ENDS: December 19

BA IN INDIVIDUALIZED STUDIES PROGRAM — RESIDENCY OPTION 2

- » SEMESTER BEGINS: September 30
- » ARRIVAL/CHECK-IN: September 29
- » NEW STUDENT ORIENTATION: September 29
- » RESIDENCY: September 30–October 7
- » REGISTRATION: September 30
- » COMMENCEMENT RESIDENCY: September 30–October 2
- » COMMENCEMENT: October 2
- » CHECK-OUT/DEPARTURE: October 7
- » PACKET WORK: October 10–January 30, 2012
- » WINTER BREAK: December 25–31
- » SEMESTER ENDS: February 6, 2012

BA IN SUSTAINABILITY PROGRAM

- » SEMESTER BEGINS: August 19
- » ARRIVAL/CHECK-IN: August 18
- » NEW STUDENT ORIENTATION: August 18
- » RESIDENCY: August 19–26
- » REGISTRATION: August 19
- » COMMENCEMENT RESIDENCY: August 19–21
- » COMMENCEMENT: August 21
- » CHECK-OUT/DEPARTURE: August 26
- » PACKET WORK: August 29–December 12
- » SEMESTER ENDS: December 19

BFA IN CREATIVE WRITING PROGRAM

- » SEMESTER BEGINS: September 30
- » ARRIVAL/CHECK-IN: September 29
- » NEW STUDENT ORIENTATION: September 29
- » RESIDENCY: September 30–October 7
- » REGISTRATION: September 30
- » COMMENCEMENT RESIDENCY: September 30–October 2
- » COMMENCEMENT: October 2
- » CHECK-OUT/DEPARTURE: October 7
- » PACKET WORK: October 10–January 30, 2012
- » WINTER BREAK: December 25–31
- » SEMESTER ENDS: February 6, 2012

MA IN INDIVIDUALIZED STUDIES PROGRAM

- » SEMESTER BEGINS: August 5
- » ARRIVAL/CHECK-IN: August 4
- » RESIDENCY: August 5–12
- » REGISTRATION: August 5
- » COMMENCEMENT RESIDENCY: August 5–7
- » COMMENCEMENT: August 7
- » CHECK-OUT/DEPARTURE: August 12
- » PACKET WORK: August 15–November 28
- » SEMESTER ENDS: December 5

MA IN PSYCHOLOGY & COUNSELING PROGRAM

- » SEMESTER BEGINS: September 16
- » ARRIVAL/CHECK-IN: September 15
- » NEW STUDENT ORIENTATION: September 15
- » RESIDENCY: September 16–23
- » REGISTRATION: September 16
- » COMMENCEMENT RESIDENCY: September 16–18
- » COMMENCEMENT: September 18
- » CHECK-OUT/DEPARTURE: September 23
- » COURSE WORK: September 26–January 16, 2012
- » WINTER BREAK: December 20–26
- » SEMESTER ENDS: January 23, 2012
- » BETWEEN-SEMESTER STUDY: January 30–March 23, 2012

MA IN SUSTAINABLE BUSINESS & COMMUNITIES PROGRAM

- » SEMESTER BEGINS: September 16
- » ARRIVAL/CHECK-IN: September 15
- » RESIDENCY: September 16–23
- » NEW STUDENT ORIENTATION: September 15
- » REGISTRATION: September 16
- » COMMENCEMENT RESIDENCY: September 16–18
- » COMMENCEMENT: September 18
- » CHECK-OUT/DEPARTURE: September 23
- » PACKET WORK: September 26–January 16, 2012
- » WINTER BREAK: December 25–31
- » SEMESTER ENDS: January 23, 2012

MFA IN CREATIVE WRITING PROGRAM — PLAINFIELD, VT

- » SEMESTER BEGINS: June 24
- » ARRIVAL/CHECK-IN: June 23
- » RESIDENCY: June 24–July 1
- » REGISTRATION: June 24
- » COMMENCEMENT RESIDENCY: June 24–26
- » COMMENCEMENT: June 26
- » CHECK-OUT/DEPARTURE: July 1
- » SUMMER BREAK: July 4–31
- » PACKET WORK: August 1–November 14
- » SEMESTER ENDS: November 21

**MFA IN CREATIVE WRITING PROGRAM —
PORT TOWNSEND, WA**

- » PRE-REGISTRATION DEADLINE: July 1
- » SEMESTER BEGINS: July 15
- » RESIDENCY: July 15–23
- » CHECK-IN/FINAL ENROLLMENT: July 15
- » COMMENCEMENT RESIDENCY: July 15–17
- » COMMENCEMENT: July 17
- » CHECK-OUT/DEPARTURE: July 23
- » SUMMER BREAK: July 24–August 21
- » PACKET WORK: August 22–December 5
- » SEMESTER ENDS: December 12

**MFA IN INTERDISCIPLINARY ARTS PROGRAM —
PLAINFIELD, VT**

- » SEMESTER BEGINS: July 22
- » ARRIVAL/CHECK-IN: July 21
- » RESIDENCY: July 22–29
- » REGISTRATION: July 22
- » COMMENCEMENT RESIDENCY: July 22–24
- » COMMENCEMENT: July 24
- » CHECK-OUT/DEPARTURE: July 29
- » PACKET WORK: August 8–November 21
- » SEMESTER ENDS: November 28

**MFA IN INTERDISCIPLINARY ARTS PROGRAM
— PORT TOWNSEND, WA**

- » PRE-REGISTRATION DEADLINE: July 29
- » SEMESTER BEGINS: August 12
- » RESIDENCY: August 12–20
- » CHECK-IN/FINAL ENROLLMENT: August 12
- » COMMENCEMENT RESIDENCY: August 12–14
- » COMMENCEMENT: August 14
- » CHECK-OUT/DEPARTURE: August 20
- » PACKET WORK: August 22–December 5
- » SEMESTER ENDS: December 12

Goddard College reserves the right to change these dates.

General Information

About Goddard

MISSION

Nestled in rural Vermont, Goddard is a small college for plain living and hard thinking. Goddard is recognized for innovation in education. Its mission is to advance the theory and practice of learning by undertaking new experiments based upon the ideals of democracy and the principles of progressive education asserted by John Dewey. At Goddard, students are regarded as unique individuals who will take charge of their learning and collaborate with other students, staff, and faculty to build a strong community. Goddard encourages students to become creative, passionate, lifelong learners, working and living with an earnest concern for others and the welfare of the Earth.

HISTORY

Goddard College began in 1863 as the Green Mountain Central Institute. Goddard as an institution has traversed three centuries, and has consistently transformed itself as a reflection of the times and of the needs of students.

Goddard as seminary spanned 1863 to 1937; Goddard as college moved to the Greatwood Campus at Plainfield, Vermont, in 1938. In 1963, the college organized its Adult Degree Program, the prototype of the current intensive low-residency model. It was the first program of its kind in the country, and a direct outcome of a 1959 grant from the Ford Foundation that underwrote a six-year experiment in “curriculum organization.” Seeds from Goddard experiments have germinated in many institutions across the country.

Goddard College as 21st century learning community now focuses on Bachelor of Arts, Bachelor of Fine Arts, Master of Arts, and Master of Fine Arts degrees delivered through intensive low-residency programs to a college community dispersed throughout the United States and, increasingly, the world.

Goddard has remained out of the ordinary throughout its history. A Goddard education always required practical

engagement designed through an individualized curriculum model. Goddard is proud to continue its commitment to educating students who will think, speak, and act responsibly.

As enrollment at Goddard continues to grow, educational experiments are usually underway, resulting in new programs, now including the MA in Sustainable Business and Communities, and the BFA in Creative Writing. Goddard offers intensive residencies for two programs in Port Townsend, Washington: the MFA in Creative Writing and the MFA in Interdisciplinary Arts.

President Pitkin, the first Goddard president known to all as “Tim,” was a graduate of Goddard Seminary and the University of Vermont. He earned a doctorate at Columbia’s Teachers College, where he came to know William Heard Kilpatrick. When he returned to Vermont, the seeds of Goddard College sprouted. In reflecting upon what happened in 1938, when Goddard moved to Plainfield, he said: “Many people would regard what we did as radical...I didn’t think of Goddard as a radical college. As I look back on it, it was. We attempted to get down to the roots of education.”

In that spirit, Goddard College is a bastion of truly student-centered, progressive education.

COLLEGE PROFILE

Goddard College is an intentionally small and personal community of 804 full time, working, adult students. The historic campus is located in a rural setting, ten miles east of Montpelier, approximately 45 minutes from Burlington. Slightly over 65% of the students are pursuing degrees at the graduate level.

Goddard has a remarkable, diverse population and is committed to increasing this diversity. 65% of the students are female, and 8% of Goddard students identify themselves as members of ethnic or racial minorities.

Goddard students come from every state in the United States and from Canada, although the top five states from which the College draws its students include Vermont, New York, Maine, Massachusetts, and California. The faculty, which has about 125 members in all programs, offers an exceptionally low student-to-faculty ratio.

WHY INDIVIDUALIZED STUDIES?

The personalized nature of the Goddard learning process allows students to study a great variety of topics and issues, and to explore in many creative forms and genres. Student interests tend to intersect several fields or be outside of disciplines, which is why the college often uses the terms “transdisciplinary” and “interdisciplinary” to qualify Goddard’s curriculum. The Individualized BA and MA Programs provide the format and the faculty expertise for such research outside designated disciplines. Other programs have a more specialized focus, although students’ study plans remain individualized to a large extent within the designated area. In addition, the college offers concentrations under three of its programs. The Individualized MA Program offers concentrations in environmental studies, consciousness studies, and transformative language arts. The MA in Psychology and Counseling offers a concentration in sexual orientation and the MA in Education offers concentrations in school counseling, community education, and nine areas of Vermont teacher licensure.

QUICK FACTS

Students and Faculty

Goddard students come from all over the United States. Faculty — who are primarily part-time — also live throughout the United States and Canada, and attend the residencies twice a year.

2010 Figures

- » Undergraduate: 288
- » Graduate: 516
- » Average Age: 36
- » Alumni (graduates and prev. enrolled): 11,289
- » Total Faculty: 125

CAMPUS FEATURES

Plainfield, Vermont Campus

- » 117 Acres, 50 of which are forested
- » 25 Buildings
- » 15 Dormitories
- » Media Center
- » Haybarn Theatre
- » Eliot D. Pratt Library
- » WGDR 91.1 fm, Community Radio Station
- » Greatwood Campus (National Historical Registry)
- » Greatwood Historic Gardens

Closest Major Airport

- » Burlington, Vermont

Nearby Cities

	Distance/Miles
» Montpelier, Vermont	8
» Burlington, Vermont	48
» Boston, Massachusetts	187
» Portland, Maine	228
» New York, New York	323
» Philadelphia, Pennsylvania	416
» Washington, District of Columbia	550

Port Townsend, Washington

Educational Site

Located on the grounds of Fort Worden State Park & Conference Center, a National Historic Landmark.

- » 343 ACRES MULTI-USE PARK, located on a bluff overlooking Puget Sound and encompassing two miles of salt water shoreline, extensive hiking and biking trails, kayaking opportunities, a marine science center, and several military museums;
- » CENTRUM, a not-for-profit center for the creative arts;
- » COPPER CANYON PRESS, an internationally recognized independent publisher of poetry;
- » FACILITIES include renovated buildings from the original turn-of-the-century military base, Victorian houses, a castle, and newer construction.

Closest Major Airport

- » Seattle, Washington

Nearby Cities

	Distance/Miles
» Seattle, Washington	55
» Spokane, Washington	371
» Eugene, Oregon	318
» Eureka, California	621

CRIME AWARENESS AND CAMPUS SECURITY ACT OF 1990

This act requires colleges to collect information about crimes and security on campus, going back to August 1, 1991. We are also required to publish and distribute this information to any applicant for enrollment/employment upon request. College crime statistics are posted in the Community Center at every residency.

CONTACT US

Goddard College

www.goddard.edu

Vermont Campus

123 Pitkin Road

Plainfield, VT 05667

802.454.8311 (switchboard)

800.906.8312 (toll free)

802.454.1079 (fax)

admissions@goddard.edu

Washington Site

200 Battery Way

Building 298

Port Townsend, WA 98368

360.344.4100 (phone)

360.344.4115 (fax)

ptoffice@goddard.edu

The Goddard Intensive Low-Residency Model of Today

PROGRAMS AND CONCENTRATIONS

All of Goddard's degree programs and concentrations rest upon a progressive, individualized liberal arts foundation and tradition. Programs are formally organized academic structures, developed by a group of faculty members qualified by degree, experience, and interest around a given interdisciplinary liberal arts theme or professional discipline. Each program has established policies, some common to all programs, defined criteria for graduation, and is approved by the faculty, the chief academic officer, the president, and the board of trustees. Concentrations are less formal substructures of programs that are designed to offer opportunities for groups of learners within a program to share distinct common interests. Concentration students attend special workshops together during residencies, share subject-focused bibliographies, and have concentration-specific criteria that need to be met within the context of the program criteria.

THE LOW-RESIDENCY FORMAT

Goddard's semester format comprises an intensive eight-day residency on campus and 16 weeks of independent work and self-reflection in close collaboration with a faculty advisor. A student's semester studies are carried out where the student is, be that in their home community, engaged in a community service project, traveling, and so on. The college pioneered this format nearly a half century ago particularly to meet the needs of adult students with professional, family, and other obligations seeking learning experiences with relevance in real-world circumstances. Following completion of the degree work, Goddard students attend a three-day commencement residency to share their work with other students in their program, to have their achievements celebrated, and to participate in commencement.

THE RESIDENCY

Residencies are a time to explore, network, learn, share, and celebrate with peers, staff, and faculty. While students work with advisors to forge individualized study plans for

the semester, they also have the opportunity to attend workshops, advising groups, keynote addresses, large celebrations and a host of other rich and interesting events where they also learn from other adult students. Together with their faculty advisors, students consider study ideas, program content, personal goals, and what they might do to achieve their goals. This model combines a strong sense of community with personalized learning, enhanced by open and extended written dialogue with a faculty mentor. The strength of the program rests on the excellence of our faculty and their commitment to students.

Program residencies take place on our campus in Plainfield, Vermont. Additionally, residencies for our MFA in Creative Writing and our MFA in Interdisciplinary Arts programs are offered at our educational site in Port Townsend, Washington.

AFTER THE RESIDENCY AND "PACKETS"

During the semester, students send faculty advisors packets that typically contain process letters describing their learning and (depending on the program and study goals each semester) some of the following: a bibliography of resources, a study journal, annotations or a critical essay, a research paper, creative and critical writing, slides, photos, or samples of artwork, and an autobiographical account or audio/video presentation. A detailed response from the advisor is both supportive and challenging, engaging in the learning the student presents as offering resources and strategies for the next packet. Additionally, the advisor will also address the packet in the context of the student's semester goals and the student's progress toward fulfilling degree criteria. Over the semester, the exchanges between student and advisor create a dialogue that is exceptionally rich and nuanced, reflective and holistic. Out of this comes learning that is transformative and empowering. At the end of the semester, students and advisors write comprehensive evaluations of the student's work.

LEVELS

Levels are simply semesters of study. Level 1 is the first semester of undergraduate study, Level 2 the second, and so on, reinforcing the belief that education progresses. A student who will be granted the Bachelor of Arts degree at the end of their current semester is usually at Level 8. Graduate semesters are known as level g-1, g-2, and so on.

ADVISORS

An advisor is a member of the faculty who helps the student plan their independent study and who supervises the study through the exchange (typically every three weeks with some program variation) of student packets and faculty responses. At semester's end, advisor and student write narrative evaluations and a determination is made by the advisor as to whether the semester was successful. During residencies, advisors meet individually and in small groups with students whose studies they supervise.

DIRECTORS

Each program has a director or co-director who is responsible for the academic integrity of the program. The director works with the program faculty to create a learning environment that embodies the program's mission and encourages and supports students in their academic, professional, and personal development. The director also manages the academic functions of the program, responds to students' concerns/issues, supervises the faculty, designs residencies, and advocates for the program within the college.

FINAL PRODUCTS

All programs require an extensive final product as a culmination of the student's entire degree work. The BA and BFA programs require a senior study, MA programs require a research thesis or creative or other project, the MFA in Creative Writing Program requires a book-length manuscript and some other samples of academic work, and the MFA in Interdisciplinary Arts Program requires a detailed portfolio of artistic and intellectual work. See the Undergraduate and Graduate Student Handbooks and the Program Handbook Addenda for a more detailed description of their required final product(s).

GRADUATING PRESENTATIONS

Culminating students present their final products to the Goddard community through a workshop or reading offered at their commencement residency. Such presentations contribute invaluable knowledge and inspiration to the Goddard community and serve to honor student work.

GRADUATION CEREMONIES

Commencement embodies the essence and meaning of the Goddard educational experience. Just as student-centered education is developed around individual learning needs and directions, the ceremony focuses on each student as an individual and the community created in the process of the student's studies. A faculty member, with whom a student has worked, describes the student's development and achievements, as well as the nature and significance of their final project. Goddard graduations are unique and moving ceremonies, full of laughter and tears. As the highlight of the residency, they are a time of celebration, inspiration, and community renewal.

Progressive Education and Whole-Person Learning

INTRODUCTION

Goddard derives its educational principles from the work of John Dewey and other educators in the Progressive Movement in early 20th century American politics and culture, which guided much of the reform in all sectors of education — from preschool to postgraduate levels. These principles form the basis for meaningful, lasting, progressive education. The college itself has had a rich history as a democratic institution, supporting students as they think and practice in ways that are personally and socially meaningful, and the mission of the college is, in part, “to advance the theory and practice of learning by undertaking new experiments based upon the ideals of democracy.” At Goddard, faculty and students are challenged to evaluate the meaning of democracy and its role in inquiry, collectively seeking to articulate a critical understanding of the structural dimensions of problems, to develop tools to challenge and re-create dominant structures, and to envision alternative social options. Goddard’s principles of progressive education include:

PRINCIPLE 1

Knowledge and understanding are actively constructed by learners bringing their own rich life experiences to the process, assisted by teachers as guides. Knowledge is not a commodity produced and stored in institutions and transmitted to passive learners by “experts.”

PRINCIPLE 2

Deep learning involves the whole person — intellect, creativity, body, and spirit — and requires both sustained reflection and active engagement with the world.

PRINCIPLE 3

Understanding the critical problems of our time and developing nimble and effective approaches to their

solutions requires meaningful engagement with a diversity of ways of knowing and ways of being, and sustained practice at difficult dialogue across deep differences.

As a consequence, education at Goddard does not look like education at most other colleges or universities. A Goddard College education offers:

- » Individualized study plans;
- » Close, mentoring relationships between faculty and students;
- » Narrative evaluations by students of their own work and by faculty of student work (i.e., no grades or examinations);
- » Commitments to multiple ways of knowing and appreciation of differences as resources for learning;
- » Support for personal transformation as well as rigorous intellectual development;
- » Dedication to lifelong learning, modeled by faculty with profound concern for student success;
- » Focus on the meaning and purpose of what you learn;
- » Encouragement to participate in the local and global community, with concern for others and for the welfare of the Earth.

Accreditation, Approvals, and Modification Statements

ACCREDITATION

Plainfield Campus Programs

Goddard College is accredited by the New England Association of Schools and Colleges (NEASC) through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Such accreditation is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the NEASC should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education

New England Association of Schools and Colleges
209 Burlington Road, Bedford, MA 01730-1433
781.271.0022 | cihe@neasc.org

Port Townsend Educational Site Programs

Goddard College is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Goddard College to offer the following degree programs: Master of Fine Arts in Creative Writing and Master of Fine Arts in Interdisciplinary Arts. Authorization by the HECB does not

carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

Any person desiring information about the requirements of the act, or the applicability of those requirements to the institution, may contact:

HECB

PO Box 43430, Olympia, WA 98504-3430
360.753.3430 | www.hecb.wa.gov

APPROVALS

Goddard College programs are approved by the Vermont State Department of Education. The BA in Education and Licensure Program is National Association of State Directors of Teacher Education and Certification, (NASDTEC), Interstate Reciprocity Agreement, (ICC), and Vermont state approved for preparing licensure-seeking students to receive a Vermont Initial License in one or more of six separate endorsement areas. Additionally, the Vermont State Approving Agency approves Goddard to train veterans under the GI Bill, and the Council of Applied Masters Programs in Psychology (CAMPP) approves the MA in Psychology and Counseling.

MODIFICATION STATEMENT

Goddard College reserves the right to unilaterally modify, at its will, all items contained in this catalog without prior written notice. These may include changes in program, fee structure, tuition administration, and pedagogy. Should a change in program occur, students will be able to complete a program as close as possible to the one described in the catalog under which they were originally enrolled. If a student has lost "active student" status (defined as one who has been enrolled in the prior two semesters), the student may have to re-enroll under a new or modified program.

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Notifications

DIVERSITY COMMITMENT

Congruent with the mission, the college's strategic plan, the Third Century Plan, will enable the Goddard community to achieve the following goals and objectives over the next five to ten years:

- » Increase the availability of, and access to, Goddard's programs and services for people by not discriminating on the basis of race, religion, color, national origin, marital/civil union status, age, gender, gender identity or expression, sexual orientation, veteran/uniformed service status, disability, or other legally protected classification in any of its policies or procedures — including but not limited to those related to admission, employment, the provision of educational services, and the granting of financial aid — or in its services, facilities, privileges, or benefits in compliance with and to the limits of applicable state and federal laws.
- » Develop student recruitment materials consistent with a comprehensive marketing plan.
- » Develop support for students as they move into post-graduate choices for school, work, etc.
- » Develop special niches for continuing educational opportunities attuned to the strengths of Goddard College students (e.g., traditional crafts learning, home schooling, environmental programs).
- » Develop opportunities for students to continue improving their skills (e.g., scholarships, institutes, educational travel, conferences, writing workshops).
- » Recruit students and friends who will support our mission and goals from among communities that are under-represented at the college.

NONDISCRIMINATION STATEMENT

Goddard College does not discriminate on the basis of race, religion, color, national origin, marital/civil union status, age, gender, gender identity or expression, sexual orientation, veteran/uniformed service status, disability, or other legally protected classification in any of its policies or procedures — including but not limited to those related to admission, employment, the provision of educational services, and the granting of financial aid — or in its services, facilities, privileges, or benefits in compliance with and to the limits of applicable state and federal laws. All

Goddard scheduled and sponsored programs and activities are open to men and women on an equal basis or on the basis of gender identity or expression.

OTHER SOURCES OF GODDARD INFORMATION

Website

www.goddard.edu

Most updated source for programs, special workshops, and other information.

Admissions Material

Goddard College Viewbook (overview) and program-specific information sheets.

Residency Publications

Each program produces a residency schedule, designed to provide specific information about all workshops and events that are happening at the residency.

Student Handbooks, Program Addenda, and Related Documents

The Undergraduate and Graduate Student Handbooks provide academic, enrollment, and community life information applicable across programs, while the Program Handbook Addenda detail program-specific policies and procedures, such as degree and concentration requirements. The Undergraduate Programs Curriculum Guide provides additional information about the undergraduate curriculum. The Assessment of Prior Learning Handbooks detail the undergraduate APL process.

GOVERNANCE

The college's governance is described in the college's Student Handbook and includes the Governance Plan, the Third Century Plan, and a description of the student council.

Degree Programs, Concentrations, and Licensure

Bachelor of Arts Degrees

BA in Education

INTRODUCTION

The low-residency BA in Education Program (BA-EDU) is dedicated to promoting progressive education through student-centered studies that are individualized, problem-based, inquiry-driven, and grounded in social responsibility. The BA in Education is a 120-credit program open to transfer students who have already completed approximately 60 liberal arts credits and who wish to extend their knowledge in the field of education to meet personal or professional goals. Students may be eligible to bring a combination of transfer credits and/or credits awarded for prior learning and experience into the program. This is determined through Goddard's Assessment of Prior Learning (APL) process. Students just starting their undergraduate studies can begin in Goddard's BA in Individualized Studies Program, before transferring to the BA in Education Program.

The program's theme is Learning and Teaching through Inquiry, Action, and Reflection: Education for Personal Development, Interpersonal Competence, and Social Responsibility. Goddard College's beliefs relate to the ends and the means, the goals and the processes, of teaching and learning, within formal and informal, traditional and alternative educational settings. The BA-EDU Program collectively seeks to understand and articulate existing problems in the field of education, to develop tools to challenge and change dominant unhealthy structures, and to envision alternative options that will allow for a more just and inclusive world community.

This degree is of special interest to educators, parents, or community/cultural workers who seek knowledge in the field of educational pedagogy. Within an individualized education focus, work may include studies in antiracist education, alternative schooling, integrative arts, mediation, bilingual education, spirituality, and environmental sustainability, to name a few. This program is for the

education student who desires to put the ideals of democracy, human development, peace, and global responsibility into practice.

WORK OF THE PROGRAM

Admitted students are expected to have already earned 60 credit hours. However, students who have not yet achieved 60 credits hours, but who otherwise qualify to pursue Assessment of Prior Learning (APL), may still begin the program. If not, they may begin their studies in Goddard's Individualized BA Program and transfer to the BA in Education Program. Undergraduate students earn 15 credits each semester, and are expected to spend a minimum of three semesters enrolled in the BA-EDU Program.

Once enrolled, faculty engage with the student so that their studies begin where the student is, allowing them to discover interests and goals; from there a study plan evolves. Educational resources vary from independent study to field experience; many studies focus on a particular issue or problem. As adult learners, students are seen as constructors of knowledge. The program emphasizes creative engagement and the integration of theory and practice, and practices authentic assessment. At the end of each semester and in lieu of grades, students and their advising faculty write narrative evaluations that describe the student's work.

DEGREE CRITERIA

Students graduating with a BA in Education will have successfully completed the Goddard undergraduate degree criteria and will also successfully have accomplished the following:

- » Gained an understanding and actualized the essential concepts of progressive education; namely, inquiry-based learning, reflection and critical thinking, and student-focused curriculum;

- » Prepared themselves to work toward the creation of a more just, humane, democratic, and sustainable world;
- » Produced a culminating project in the form of a senior study in an area of interest; for example, curriculum development, multicultural education, alternative education, environmental education, critical pedagogy, democratic schooling, collaborative teaching, feminist theories of education, or authentic assessment.

CONCENTRATION CRITERIA

See specific concentrations.

BA in Education

Concentration: Community Education

INTRODUCTION

Goddard's Community Education (CE) concentration within the Education Program is designed for working adults engaged in community education and related fields. The concentration is designed to legitimize the skills and knowledge students acquire through working in the field. Goddard recognizes each student's community as a learning laboratory, and in keeping with the concept that education does not necessarily take place within four walls during a specific period of time, CE students are expected to utilize experience in the worksite as catalyst for a baseline of study.

WORK OF THE CONCENTRATION

Students receive a relevant and meaningful education rooted in theory and expanded through practice. Students in Community Education may focus on such areas as community arts programming, after-school programs, youth development, risk and prevention, juvenile justice, and health and human services, to name a few.

DEGREE CRITERIA

Students graduating with a concentration in CE will have successfully accomplished the following:

- » Demonstrated an understanding of the philosophy and history of progressive and community education;
- » Acquired a critical awareness about community education process, including community and family involvement, partnerships and collaboration, and building and supporting sustainable programs;
- » Conveyed an understanding of how community education is related to political context with regard to school, family connections, community, action, advocacy, social justice, and diverse communities;
- » Completed a field experience and documented the skills and knowledge to plan and implement program and curriculum development in a community context, such as after-school programming, place-based education and service learning, and expanded learning opportunities during and after school;

- » Articulated an autobiographical understanding of one's relationship and experience in community education;
- » Produced a culminating project in the form of a senior study in an area of interest in community education in which there is integration and application of theory and practice.

BA in Education

Concentration: Licensure

INTRODUCTION

Teacher licensure is offered through the Vermont Department of Education as an option for Goddard students completing a BA degree and certificate programs. A Vermont teacher license has reciprocity in many other states through the Interstate Certification Compact (Reciprocity Agreement).

WORK OF THE CONCENTRATION

Goddard's licensure program, in concurrence with state requirements, is competency based. Students interested in becoming licensed teachers plan — with the help of their advisor — a sequence of studies, field experience, internships, and other learning activities in order to acquire the competencies required of beginning teachers. Students complete a pre-student teaching portfolio to demonstrate the knowledge and readiness to begin a full, one-semester teaching practicum, and complete a final, outcomes-based portfolio demonstrating their successful mastering of rigorous state and Goddard competencies.

The recommended length of study for the licensure portion of a student's program is three semesters, consisting of:

- » Two semesters to complete a pre-placement portfolio (pre-student teaching or pre-counseling internship) documenting successful completion of general and endorsement-area specific competencies, including practicum field experiences;
- » One semester of student teaching or counseling internship;
- » Completion of a final licensure portfolio documenting the field experience and additional competencies.

Note: BA degree candidates seeking licensure are required to complete one additional semester, which includes the culminating final product (senior study).

LICENSURE INFORMATION*:

To receive initial licensure through Vermont, licensure candidates must meet all of the pre-student teaching,

student teaching, and portfolio requirements, as well as any other Vermont Department of Education requirements, including required Praxis I (or SAT scores in lieu of Praxis I) and Praxis II examinations. Prospective students will find complete licensure requirements in the Goddard Teacher Education Handbook and the Licensure Endorsement Handbook, which can be obtained through the Goddard College Admissions Office.

Following are some basic requirements for students seeking teacher licensure:

- » Students should have already attained the majority of their 40 credits of liberal arts requirements, as well as have chosen a licensure endorsement area.
- » Earning a BA with licensure requires a minimum of four semesters of full-time study.
- » Students who enter the Education Program at Level 6 (75 credits) may obtain their BA and complete their licensure requirements in an extra semester after graduation.

*Note: The State of Vermont requires teacher licensure candidates to have a liberal arts degree with a "B" or better average and 30 credits in a major.

SPECIAL ACADEMIC REQUIREMENTS BY LICENSURE ENDORSEMENT AREA

- » Early childhood education (birth–5, 5–8, or birth–8): Liberal arts degree with 30 credits as an interdisciplinary academic major that combines English, mathematics, science, and social studies;
- » Elementary education: Liberal arts degree with 30 credits as an interdisciplinary major that combines English, mathematics, science, and social studies;
- » Art (pk–6, 7–12, or pk–12): Liberal arts degree with 30 credits in art;
- » Middle grades: Liberal arts degree with 18 credits each in middle grades education and a core content area;
- » Secondary English: Liberal arts degree with 30 credits in English;
- » Secondary social studies: Liberal arts degree with 30 credits in social studies/history.

Goddard offers initial Vermont teacher licensure, professional with licensure only or degree, in the following endorsement areas:

- » Early Childhood (children up to age 8),
- » Elementary (k–6),
- » Art (k–12),
- » Middle Grades (5–8),
- » Secondary English,
- » Secondary Social Studies,
- » Secondary Science (graduate level only),
- » Secondary Math (graduate level only), and
- » Guidance Counseling (k-12; graduate level only).

BA in Health Arts & Sciences

INTRODUCTION

The BA in Health Arts & Sciences degree (HAS BA) is open to upper division undergraduate students and requires 120 credits to be awarded the degree. Students are eligible for admission after they have completed 60 credits in the liberal arts. Under special conditions, clinical health training credits from professionally accredited institutions may be accepted as transfer credits into the Goddard HAS BA Program. On rare occasions, a potential student who has less than 60 credits could petition for early admission into the has program.

WORK OF THE PROGRAM

Students in this program learn to promote health and healing for individuals and the community through individualized curricula. Student work combines an engaging mix of integrative health studies, holistic sciences, health philosophy, multicultural perspectives, social change, self-awareness, and self-care practices. They may undertake theoretical and practical study in such areas as community and environmental health, women's health and midwifery, men's health, botanical medicine and ethnobotany, nutritional health, expressive arts, body and movement therapies, integrative health, integrative nursing, mind-body health, ecopsychology, and cross-cultural healing. Students shape their studies to become health educators, consultants and counselors, community health education specialists, organizers and activists, environmental health specialists, holistic therapists, health researchers, writers, integrative health nurses, and combinations of these practices.

During their residency, HAS BA students work with their faculty advisor, network with other students, attend workshops that address degree requirements, develop academic skills, and explore a range of health arts and sciences issues and practices. Keynote presentations offered during residencies often investigate the cultural and/or ecological context of healing. Past topics have included: "Embracing an Ethic of Care," "Healing as if the Earth Mattered," and "Healing with the Natural and Sacred World." The residency also provides a place to

share hidden aspirations within a positive learning climate where "we can think the world together."

The HAS BA Program is a progressive haven for learning within a supportive community of peers and advisors. Experiential learning in the program integrates rigorous scholarship with direct action and rich contemplation. Internships or apprenticeships may also be integrated into students' study plans to augment or deepen fields of inquiry. Experiential studies pursued within the low-residency BA in Health Arts & Sciences Program might include teaching classes or engaging in outreach efforts in such places as holistic centers, public schools, youth programs, hospitals, and natural-world environments. Some students develop websites, publish books or articles, or begin organizations. At the culmination of their course of study, students synthesize their work in a final project that may take the form of a community outreach project or encompass traditional scholarship, depending on the interests of the student.

DEGREE CRITERIA

Students graduating with a HAS BA will have successfully accomplished the following:

- » Clearly articulated their own health philosophy in relationship to multiple cultural views and critically evaluated their own values, biases, ethics, and orientation to health;
- » Completed an exploration of at least one (or more) health-promoting modality as it can be applied to the well-being of members in a particular community;
- » Demonstrated a broad understanding of the scientific basis of their specific area(s) of study by being able to: a) identify and examine those science-based studies fundamental to their inquiry and, b) transmit their science-based knowledge to others;
- » Demonstrated an understanding of the broader social and ecological context of health in a community particular to their inquiry, evaluating, for example, how particular social, political, ecological, and/or economic issues affect the health status of that community;

- » Explored self-care and self-awareness practices through a reflective and active engagement with their own self-healing processes;
- » Completed all Undergraduate Program degree requirements as demonstrated by passing their Progress Review II;
- » Completed a senior study (final product) that builds on fulfillment of the above guidelines (either a scholarly paper or applied project with an accompanying context/process paper; the project could focus on addressing a specific health problem or issue).

PARTNERSHIP AGREEMENTS WITH THE FOLLOWING:

- » BirchTree Center for Healthcare Transformation (Florence, MA)
- » Lourdes Institute of Wholistic Studies Affiliation (Collingswood, NJ)
- » Omega Institute (Rhinebeck, NY)
- » Rowe Conference Center (Rowe, MA)

BA in Sustainability

INTRODUCTION

The BA in Sustainability (BAS) Program is open to upper division undergraduate students and requires 120 credits to be awarded the degree. Students are eligible for admission after they have completed 60 credits in the liberal arts. No more than 75 transferable semester-hour transfer credits can be applied to the 120 required for the degree. A minimum of three semesters of enrollment in the BAS is required. Prior studies in sustainability may be applied to program requirements, and students may address general undergraduate degree requirements concurrently while enrolled in the BAS Program. A student's required period of enrollment is determined during the admissions process and is based upon a review of transcripts relative to program and degree criteria.

The BA in Sustainability Program supports students in gaining the knowledge, skills, and vision essential to understanding our place in the ecosystem, navigating the transition to a sustainable society, and creating resilient lives and livelihoods in partnership with nature. Students explore the root causes of the local and global stresses to our ecological, economic and social systems and they design and implement strategies for solutions that build sustainability.

WORK OF THE PROGRAM

Each semester begins with an eight-day residency on the Goddard campus in central Vermont where students work with faculty advisors and other students to create an individualized study plan for the semester and participate in a wide range of residency activities, including workshops on sustainability topics and academic skills, and may include visits to local Vermont sites, farms, and businesses to see sustainability in action. After the residency, students work independently from home through regular one-on-one exchanges with a faculty advisor. Program faculty are actively engaged in their fields. They mentor students in both the theoretical and practical aspects of the study areas that students choose.

BAS students address the same degree requirements, and engage in the same residency, semester work, and progress review processes as those in the Individualized BA Studies program, along with BAS-specific degree criteria.

Graduates of the BA in Sustainability have an unparalleled opportunity to design and implement a degree plan that will help them pursue their interests in sustainability while preparing for future vocational goals, graduate study and/or volunteer activities.

DEGREE CRITERIA

Students begin the program with Foundation Studies in the Ecological Dimensions of Sustainability, the Social & Economic Dimensions of Sustainability, Environmental Justice & Ethics, and Creating a Sustainable Life. Students then move on and develop a focus area in one or a combination of the following areas:

Sustainable Agriculture: For example, the science of soil fertility, organic methods of cultivation, permaculture practices, water management, season extension, agroforestry, ethnobotany, indigenous land management and local food systems.

Sustainable Energy: For example, the role of energy in the economy, energy descent, historical and current renewable energy sources, energy efficiency, and how to design and implement a plan to install solar, wind, biomass or small hydro.

Sustainable Economies: For example, ecological economics, sustainability and economic justice, globalism and sustainability, local networks for the provision of goods and services, alternative currencies, and socially responsible business.

Sustainable Communities: For example, ecosystems as models for human communities, the Transition Town movement, the psychology of social change, sustainability education, ecovillages, bioregionalism and sustainable community development.

EXPERIENTIAL LEARNING

As a part of their studies, BAS students apply their learning in experiential settings. This type of learning provides an opportunity for students to try out a practice, test an idea or gain valuable practical experience by applying their sustainability learning in a real life setting.

Students Living in the U.S. and/or working internationally have studied topics such as:

- » Local food systems
- » Impacts of the privatization of drinking water
- » Indigenous approaches to conservation
- » Starting a community garden
- » Sustainable maple sugaring
- » Wind energy politics & installation
- » Waste & water management
- » Urban gardening
- » Soil science & restoration
- » Permaculture design principles
- » Shaping public policy through individual action & community based groups
- » Peak oil, food security & economic resilience
- » Strategies for building a local economy
- » Social entrepreneurship
- » Renewable energy sources
- » Place-based approaches to sustainability
- » Global lesson in sustainable practices
- » Strengths & limitations of localist movements
- » Spiritual dimensions of sustainable societies
- » Green building
- » Mycoremediation
- » Ethical dimensions of global trade and legislation
- » Starting a Time Bank
- » Principles and practices of socially responsible businesses

BA in Individualized Studies

INTRODUCTION

The BA in Individualized Studies Program (IBA) is a 120-credit, low-residency liberal arts degree. Students may bring with them up to 75 approved credits through a combination of transfer credits and/or credits earned through Assessment of Prior Learning. Inspired by Goddard's progressive traditions, the IBA Program emphasizes personal and social transformation born of thoughtful action, positive self-development, and wide knowledge. We encourage students to pursue areas of interest that shape and enrich life, and the ability to contribute to community and the Earth. Because we believe that students know best what they need to learn, faculty will work collaboratively with students to identify the areas of study that they will explore throughout their program. And since knowledge of the world and personal awareness go hand in hand, we help students at all levels to undertake a holistic multidisciplinary approach in their studies.

Except for first semester students who are pre-assigned an advisor, students participate in choosing their faculty advisor each semester.

At residency, students meet with their advisors and peers and attend mini courses and workshops on subjects such as critical writing, critical thinking, library and research skills, oral history techniques, interviewing, and so on. There are also informational workshops for students on preparing a progress review or the Assessment of Prior Learning process. In addition, the program offers an array of participatory events, including faculty workshops, presentations and workshops by graduating students, a student art show, a student/faculty reading, and a cabaret.

DEGREE CRITERIA

Students in the IBA Program will have successfully accomplished the following:

- » Completed two formal progress reviews via portfolio submission, reviewed by progress;
- » Participated in Progress Review Groups (PRGS) made up of members of the undergraduate faculty;
- » Completed their senior study (final product), a sustained body of work that integrates the student's explorations and demonstrates their deep engagement with a subject area. The study can take the form of either a written thesis or a creative project (for example, a body of artwork or a training manual), accompanied by a critical context paper.

Bachelor of Fine Arts Degrees

BFA in Creative Writing

INTRODUCTION

The Bachelor of Fine Arts in Creative Writing (BFAW) is designed for students who aspire to integrate creative writing as a craft into their life work. Some seek a sole vocation in writing, while others will integrate creative writing into a larger life work. Some intend to go on to graduate school in creative writing, literature, or professional writing.

WORK OF THE PROGRAM

BFAW students address the same degree requirements, and engage in the same residency, semester work, and progress review process as those in the Individualized BA program, along with the significant, specific foci, and additional required activities outlined in the next section. They attend specific residency workshops in writing craft, student readings, and a writer-in-residence lecture/workshop each semester. They participate in: two specific group studies during the semester, facilitated by members of the BFAW faculty; in at least three semesters of a nine-week MFA Writers Workshop group study; and one semester in an "Editing a Literary Journal" group study.

DEGREE CRITERIA

Students will have successfully completed the following:

- » Demonstrate, in particular, competency in the Arts and Humanities, and critical thinking in the following areas: reading across genres, cultures and eras; literary criticism; reading as a writer; and development of craft;

And present their Senior Study in the form of:

- » A manuscript of 25-100 pages, depending on the genre, of well-crafted, significantly revised creative work;
- » A 15-30 page reflective critical paper on the subject of craft, integrating literary criticism and explication of the writer's own work;

- » A reflective essay on the cultural/societal responsibilities of the writer;
- » Bibliography and annotated bibliography;
- » A reading of their senior study manuscript work to the residency community, followed by a question and answer period facilitated by members of the BFAW faculty.

Master of Arts Degrees

MA in Education

INTRODUCTION

Goddard College's Education Program (EDU MA) offers graduate study options, concentrations, course work, and licensure for those seeking a Master of Arts degree, professional development courses, or licensure certificate only:

- » MA in Individualized Studies in Education (36 credit);
- » Teacher Education with certification in one or more of eight endorsement areas, with or without an MA (48 credits);
- » MA in School Counseling with Certification (48 to 60 credits);
- » MA in Community Education (36 credits);
- » Graduate Studies Without a Degree (9 or more credits).

The MA in Education Program is National Association of State Directors of Teacher Education and Certification, Interstate Certification Compact and Vermont state approved for preparing licensure-seeking students to receive a Vermont Initial License in one or more of eight separate endorsement areas.

The MA in Education degree embodies a set of values and beliefs grounded in progressive education. Studies are self-designed, centered around the student's individual area of inquiry and personal goals. Students in the program draw on their own experience in education, whether it be from previous formal studies, from work-related training, from practice in the field, or from personal research and study. Students actively define their area of inquiry, such as democratic education curriculum for kindergarten students, place-based education, living history, or community outreach program and work with their faculty advisor to develop and carry out their learning goals.

CREDIT OPTIONS

Full-time

Goddard's traditional 12-credit semester full-time study format includes attending an eight-day residency at the beginning of each semester, which occurs in January and July. Full-time study requires a commitment of 26 hours or more a week after the residency.

Three-quarter-time

Goddard's three-quarter-time study option translates to nine credits each semester. It provides a study opportunity for students who are not able to attend a residency in January. As part of the three-quarter-time option, students attend a five-day summer institute immediately following the required eight-day residency in July. Students living internationally, or who are working for a school district that does not grant five release days from work for professional development, are excellent candidates for the three-quarter-time program. The nine-semester credit option also benefits students who can commit 19 hours a week to their academic work, but find the 26 hours required of the full-time option too challenging. The nine-semester credit option extends the time necessary to earn the degree by one semester. The cost per individual semester is reduced.

Note: During the application process students may apply to transfer up to 12 graduate credits if these credits meet the program objectives.

WORK OF THE PROGRAM

At the center of the Goddard EDU MA Program is the concept that the most effective education occurs when it is shaped around the student. There is an emphasis on individual needs and interests rather than predetermined curriculum. Goddard education programs hold a central commitment to social justice, diversity, anti oppression, and anti bias education. These values are especially important today for educators working in a complex and pluralistic society.

DEGREE CRITERIA

Students graduating with an MA in Education will have successfully accomplished the following:

- » Articulated a powerful autobiographical understanding of their relationship to society, culture, and education;
- » Understood and actualized the essential concepts of progressive education, namely inquiry-based learning, reflection and critical thinking, and a student-focused curriculum;
- » Prepared themselves to work toward the creation of a more just, humane, democratic, and sustainable world;
- » Acquired the professional knowledge base to perform a leadership role in the field of education;
- » Developed the capacities to critically analyze, interpret, organize, communicate, and apply knowledge relevant to education;
- » Developed a clear sense of the relationship between theory and practice, and learned to apply progressive education principles and practices to real-world issues;
- » Produced a masters' thesis that includes the formulation of significant questions, application of methods of inquiry, identification and utilization of learning resources, analysis, critical thinking, and the integration and application of theory into practice.

MA in Education

Concentration: School Counseling

INTRODUCTION

The EDU MA degree with a school counseling concentration holds that counselors (along with administrators, teachers, parents, and students) need to work together to structure and facilitate learning experiences that can lead to students' personal development, interpersonal competence, and social responsibility.

WORK OF THE CONCENTRATION

This 48- or 60-credit concentration usually requires four semesters for completion. Students without an appropriate background may need more than four semesters. Students who have at least one semester of relevant graduate transfer credit (12 semester hours) may complete the program in less than four semesters. The concentration leads to a Master's Degree in Education with licensure in school counseling.

Note: Vermont certification in school counseling is not part of the Interstate Certification Compact (Reciprocity Agreement). Vermont certification in school guidance is, however, usually recognized as sufficient to facilitate the granting of certification in most other states. Candidates assume the responsibility of consulting with their respective state agencies.

CONCENTRATION CRITERIA

Students graduating with a concentration in school counseling will have successfully completed a minimum of four semesters and accomplished the following:

- » Developed skills in information management including assessment, maintenance of student records, and providing information to students;
 - » Achieved sufficient professional development to maintain and expand knowledge and ability as a guidance counselor;
 - » Learned to manage, plan, implement, and evaluate programs of guidance services;
 - » Developed an understanding of relevant theory in the field;
 - » Submitted a pre-internship portfolio documenting knowledge in teaching, school communities, and counseling;
 - » Engaged in a minimum 600-hour internship experience;
 - » Submitted a final internship portfolio that documents their knowledge and skills as a school guidance counselor;
 - » Produced a master's thesis that includes the formulation of significant questions, application of methods of inquiry, identification and utilization of learning resources, interpretation of ideas, and integration and application of theory and practice.
-
- » Fulfilled the requirements of the MA in Education degree;
 - » Acquired the skill to consult with school, staff, parents, and community members;
 - » Learned to coordinate human and material resources within the school and between the school and the community;
 - » Acquired skills to counsel individuals and groups in regard to personal, academic, and vocational concerns;

MA in Education

Concentration: Experienced Teacher

INTRODUCTION

Goddard's low-residency MA in Education Program welcomes teaching professionals.

The college's low-residency model is an ideal option for experienced non licensed educators, such as para professionals, who are interested in completing state licensure requirements. Educators who qualify may apply to complete their pre-placement portfolio in one semester, instead of the usual two semesters.

The low-residency experienced teacher option may be completed as a two-semester, licensure-only program or as a three-semester MA in Education with licensure.

Applicants for the experienced teacher option must submit additional documentation of teaching experience.

MA in Education

Concentration: Community Education

INTRODUCTION

The Master's Degree in Education with a concentration in community education is designed for working adults engaged in community education and related fields. Goddard's program emphasizes the deep connection between practice and theory. It aims to legitimize the skills and knowledge acquired through work in the field, recognizing each student's community as an important learning environment. Goddard believes that education does not necessarily take place within four walls during a specific time, and community education students are expected to utilize experience in the worksite as a catalyst for a base of study.

WORK OF THE CONCENTRATION

This concentration is for both skilled practitioners and those interested in pursuing the field of community education. The degree requires a field placement internship. For persons already employed in the field, one's work site can serve as one's internship placement site. For those who want to join the field, the site placement could include a variety of organizations such as: 21st Century Community Education Centers, after-school programs, adult learning programs, youth advocacy agencies, public policy work, court programs, Boy's and Girl's Clubs, and Big Brother and Sister programs.

CONCENTRATION CRITERIA

Students graduating with a concentration in community education will have successfully completed a minimum of three semesters and accomplished the following:

- » Acquired a basic understanding of learning theory and educational development of individuals and groups;
- » Demonstrated understanding of the formation of relationships between institutions and communities;
- » Demonstrated the skills to bring resources together for teachers, students, parents, and community members to create positive impact in schools and community;

- » Presented evidence of how to maximize school and community facilities, funds, and programs for the education of learners of all ages;
- » Learned program management, planning, implementation, and evaluation of a program of community education services;
- » Developed an understanding of relevant theory in the field;
- » Engaged in a semester internship experience;
- » Submitted an internship portfolio documenting knowledge in teaching, school communities, and counseling;
- » Submitted a final internship portfolio that documents their knowledge and skills as community educator;
- » Produced a master's thesis that includes: formulation of significant questions, application of methods of inquiry, identification and utilization of learning resources, interpretation of ideas, and integration and application of theory and practice.

MA in Education

Concentration: Teacher Licensure

INTRODUCTION

Teacher Licensure is offered through the Vermont Department of Education for those completing an MA degree or certificate program. A Vermont teacher license has reciprocity in many other states through the Interstate Certification Compact (Reciprocity Agreement).

WORK OF THE CONCENTRATION

Goddard's licensure program, in compliance with state requirements, is competency-based. Students interested in becoming licensed teachers plan, with the help of their advisor, a sequence of studies, field experience, internships, and other learning activities in order to acquire the competencies required of beginning teachers. Students complete a pre-student teaching portfolio to demonstrate their readiness to begin a full, one-semester teaching practicum, and complete a final, outcomes-based portfolio demonstrating their successful mastering of rigorous state and program competencies. The state of Vermont requires teacher licensure candidates to have a liberal arts degree with a "B" or better average and 30 semester hours in a major.

Students graduating from the MFA Program, the MA in Psychology & Counseling Program, or other Goddard programs may extend their studies to include teacher or counseling licensure. Such a student should apply through the Admissions Office (there is no application fee) and notify the Academic Services Office of their intent to continue post graduation studies as a licensure candidate.

Prospective students will find complete licensure requirements in the Goddard Teacher Education Handbook and the Licensure Endorsement Handbook, which can be obtained through the Goddard College Admissions Office.

LICENSURE ENDORSEMENT AREAS AND ACADEMIC CREDIT REQUIREMENTS

- » Early childhood education: Liberal arts degree in Early Childhood Education;
- » Elementary education: Liberal arts degree with an academic major;
- » Art k–12: Liberal arts degree with 30 credits major in art;
- » Middle school: Liberal arts degree with 18 credits each in two subject areas, one being a core academic area;
- » Secondary English: Liberal arts degree with 30 credit major in English/Language arts;
- » Secondary social studies: Liberal arts degree with 30 credit major in social studies/history;
- » Secondary mathematics: Prior liberal arts BA/BS degree with 30 credit major in mathematics;
- » Secondary science: Prior liberal arts BA/BS degree with 30 credit major in science;
- » School counseling: See concentration above.

To receive initial licensure through Vermont, licensure candidates must meet all of the pre-student teaching, student teaching, and portfolio requirements, as well as any other Vermont Department of Education requirements including required Praxis I and II examinations.

MA in Health Arts & Sciences

INTRODUCTION

The MA in Health Arts & Sciences (HAS MA) degree requires 48 credit hours (four semesters) or 36 credit hours (a three-semester study track for professional, licensed nurses who meet specific admissions criteria). Students in this program learn to promote health and healing for individuals and communities through an individualized curriculum. Student work combines an engaging mix of integrative health studies, holistic sciences, health philosophy, multicultural perspectives, social change, self-awareness, and self-care practices. Students may undertake theoretical and practical study in such areas as community and environmental health, women's health and midwifery, men's health, botanical medicine and ethnobotany, nutritional health, expressive arts, body and movement therapies, integrative health systems, integrative nursing, mind-body studies, ecopsychology, and cross-cultural healing. Students shape their studies to become health educators, consultants and counselors, community health education specialists, organizers and activists, environmental health specialists, holistic therapists, integrative health nurses, health researchers, writers, and combinations of these practices.

WORK OF THE PROGRAM

The HAS MA residency functions as a supportive and expansive face-to-face social environment whose purpose is to define and support the work of the semester. HAS MA students work with their faculty advisor, network with other students, attend workshops that address degree requirements, develop academic skills, and explore a range of health arts and sciences issues and practices. Keynote presentations offered during residencies investigate the cultural and/or ecological context of healing, including "Embracing an Ethic of Care," "Healing as if the Earth Mattered," and "Healing with the Natural and Sacred World." The residency also provides a place to share hidden aspirations within a positive learning climate where "we can think the world together."

Experiential studies pursued within the low residency HAS MA Program might include teaching classes or engaging in outreach efforts in such places as holistic centers, public schools, youth programs, hospitals, and natural world environments. Some students develop websites, publish books or articles, or begin organizations. At the culmination of their course of study, students synthesize their work in a final project that may take the form of a community outreach project or encompass traditional scholarship, depending on the interests of the student.

DEGREE CRITERIA

Students graduating with a HAS MA will have successfully accomplished the following:

- » Clearly articulated their own health philosophy in relationship to multiple cultural views and critically evaluated their own values, biases, ethics, and orientation to health;
- » Completed an exploration of at least one (or more) health-promoting modality as it can be applied to the well-being of members in a particular community;
- » Demonstrated a thorough understanding of the scientific basis of their specific area(s) of study by being able to: a) identify and examine those science-based studies fundamental to their inquiry, and b) transmit their science-based knowledge to others;
- » Demonstrated an understanding of the broader social and ecological context of health in a community particular to their inquiry - evaluating, for example, how particular social, political, ecological, and/or economic issues affect the health status of that community;
- » Explored self-care and self-awareness practices through a reflective and active engagement with their own self-healing processes;
- » Demonstrated and understood how to find, read, and evaluate professional research relevant to their area of study;

- » When applicable to their particular inquiry, demonstrated the ability to thoughtfully and critically integrate original primary research into their study;
- » Conducted and written a literature review germane to their area(s) of study;
- » Completed a final thesis project that builds on fulfillment of the above guidelines (scholarly paper or applied project with an accompanying context/process paper, possibly addressing a specific health problem or issue in a particular community).

PARTNERSHIP AGREEMENTS WITH THE FOLLOWING:

- » BirchTree Center for Healthcare Transformation (Florence, MA)
- » Omega Institute (Rhinebeck, NY)
- » Rowe Conference Center (Rowe, MA)

MA in Individualized Studies

INTRODUCTION

The MA in Individualized Studies Program (IMA) is a four-semester (48 credit) interdisciplinary liberal studies degree integrating personal vision and voice with radical thinking and engaged practice. Credit is granted upon fulfillment of the degree criteria, including successful completion of the final product. The IMA Program is for students interested in pursuing a question, project, or career interest that is interdisciplinary or transdisciplinary, and personally compelling. The emphasis is on helping each student find and hone a focus of inquiry that brings together deep interests with relevant theory and actual practice. The holistic approach of the degree means that professional goals — whether for eventual doctoral study, a particular career path, a tangible product (like a publication or business plan), or particular skills (like workshop facilitation or land use planning) — can be fully integrated into the degree plan.

WORK OF THE PROGRAM

An intensive residency week begins the work of the semester in a noncompetitive atmosphere. Workshops, peer groups, seminars, mini-courses, individual conferences, readings, and celebrations inspire and facilitate the focus of the semester's work and the creation of a study plan. While most of the program's students bring together their own unique, individual combination of topics for study, some choose to work on defined areas of concentration, as described in the following sections.

DEGREE CRITERIA

All students graduating with an Individualized MA degree, regardless of concentration, will have undertaken an interdisciplinary or transdisciplinary area of study and successfully accomplished the following:

- » Explored and reflected upon their values, biases, and social, cultural, spiritual, and ideological roots as they pertain to the area of study;
 - » Engaged with the world in a way that deepens their understanding of their area of study, through a personal, social, spiritual, or other practice appropriate to the individual;
 - » Completed a final product that demonstrates their mastery of the traditions and disciplines pertinent to their study, and creatively integrated and demonstrated their learning, personal growth, and engaged practice.
-
- » Identified and mastered the confluence of traditions and disciplines central to their specific study;
 - » Placed their learning in an appropriate historical, cultural, and personal context;

MA in Individualized Studies

Concentration: Environmental Studies

INTRODUCTION

The environmental studies concentration offers a unique opportunity to combine environmental studies and address environmental and social issues. When we “think globally and act locally,” we act in specific places within distinctive social and environmental circumstances. Time and again conservation and environmental projects have faltered or failed because they ignored local culture and knowledge, historical contingency, distinctive personal needs and aspirations, and unique ecological circumstances. The overarching concept of place provides a framework that integrates these areas of inquiry and action.

WORK OF THE CONCENTRATION

Students choosing the environmental studies concentration engage in a focused, rigorous, and individualized program of study guided by the themes of environment, place, and community. They draw from many modes and areas of inquiry and bodies of knowledge appropriate to their learning goals. They also become familiar with place-based and environmentally-just solutions to environmental problems.

CONCENTRATION CRITERIA

To graduate with a concentration in environmental studies, students must fulfill the degree requirements of the IMA Program. For environmental studies students, this means successfully accomplishing the following:

- » Demonstrate an ability to be a critically informed participant in the “conversations” most directly related to their area(s) of study and practice, including those reflected in relevant literature and collegial community;
 - » Complete an integrative field experience;
 - » Complete a place-based ecological identity essay;
 - » Complete a final product that exemplifies the fulfillment of degree criteria, includes the essence of the student’s identity statement, documents their field experience, and demonstrates the breadth of their understanding of place and environmental studies as related to the specific focus of their study and practice.
-
- » Demonstrate an understanding of the concentration’s core concepts and areas of inquiry and their application to the student’s particular focus of study and practice;
 - » Demonstrate an understanding of the concept of place from the perspective of a number of different fields, in theory and practice, and articulate specific approaches to place that are of particular value to the student’s own area(s) of environmental study and practice;

MA in Individualized Studies

Concentration: Consciousness Studies

INTRODUCTION

The concentration in consciousness studies is designed for students interested in developing an integrated understanding of the origin, evolution, and expansion of human consciousness. As an exciting and emerging area of study, students bring their evolving knowledge of consciousness to the development of their practices and to their engagement with community, focusing on the study of transformative experiences, practices, and beliefs that are evident in many cultures, religions, and spiritual and psychotherapeutic traditions.

WORK OF THE CONCENTRATION

The aim of the consciousness studies concentration is to encourage students to integrate their learning, experiences, beliefs, and practices with the accumulating knowledge and insights from a variety of disciplines, drawing upon four main areas: neurosciences and philosophy of mind, social sciences, transpersonal studies, and the arts and humanities. At the core of the concentration's philosophy are the principles that individual consciousness is central to human existence; that we all are participants in a greater, shared human consciousness; that human consciousness is an integral part of nature, to which it is related and upon which it depends; and an acknowledgement of the spiritual dimensions of consciousness as being of vital importance for the individual, society, and the planet.

CONCENTRATION CRITERIA

Students completing the consciousness studies concentration will have fulfilled the degree requirements of the MA in Individualized Studies Program and successfully accomplished the following:

- » Demonstrated mastery that represents a unique intersection of the more defined focus of study that the student has identified, and can situate that focus in the context of consciousness studies as a whole;
 - » Has an engaged practice and has reflected upon its relevance to self, to community, and to the student's individual areas of study;
 - » Completed an identity statement articulating the student's relationship to "consciousness";
 - » Completed an integrated final product that exemplifies the fulfillment of the degree criteria.
-
- » Demonstrated an understanding of the wide range of concerns, issues, and questions central to consciousness studies and their relevance to the student's individual program of study;
 - » Demonstrated an ability to articulate and have discourse with positions that challenge the student's own perspectives and practice;

MA in Individualized Studies

Concentration: Transformative Language Arts

INTRODUCTION

Transformative Language Arts (TLA) is the intentional use of the written and/or spoken word to empower individuals and communities to foster enduring meaning for themselves, a stronger sense of identity, courage for growth and change, and vision to seek and restore balance to individual lives, communities, and the Earth.

WORK OF THE CONCENTRATION

TLA draws upon creative writing, storytelling, drama and other forms of written and oral communication that contribute to putting together broken lives and fractured communities. TLA is a profoundly radical response to the isolation, violence, hopelessness, and despair of our culture. This concentration is also a way to celebrate, honor, memorialize, or find meaning and understanding in our lives as individual, and in our communities.

CONCENTRATION CRITERIA

Students graduating with a TLA concentration will have completed all of the requirements of the MA in Individualized Studies Program and will successfully have accomplished the following:

- » Engaged in ongoing reflection and integration to further synthesize personal development, research, an individual TLA practice, and community-based TLA work;
- » Completed an identity essay, which also focuses on the student's identity, roots, and goals as a transformative language artist;
- » Evolved an individual TLA practice (poetry, fiction, storytelling, drama and/or other forms of written or oral language) that deepens the student's experience as a transformative language artist;
- » Developed theoretical groundwork in the interdisciplinary studies pertinent to the student's specific area of study — particularly in fields such as creative writing/literature, psychology and counseling, TLA modalities, education and pedagogy, and social transformation — to gain mastery of the student's particular TLA focus;

- » Undertaken a transformative, ethical, and engaged community-based practicum that deepens the student's ongoing practice of TLA in service to their community;
- » Completed an integrated thesis project that demonstrates mastery in TLA and contributes to the emerging field of TLA.

MA in Sustainable Business & Communities

INTRODUCTION

Communities around the world continue to become increasingly interconnected around issues of human rights, the distribution of wealth, climate change, and ethical leadership. The allocation of resources, the drive of the world's people for self-determination, and the long-term vitality of the planet require new and innovative solutions to these social, political, economic, and environmental issues. The MA in Sustainable Business & Communities (SBC) views the concerns of social responsibility, sustainability, and social justice as inextricably linked. The program's studies support students in their aspiration to be effective agents of positive social change as entrepreneurs, intrapreneurs, leaders, managers, community organizers, environmental stewards, and social justice advocates.

WORK OF THE PROGRAM

Students in the program acquire skills needed to create and lead just, sustainable, and socially responsible organizations and communities, and develop the theoretical and practical knowledge they need to advance in their current career or to start a new vocational path. Students can choose between the four-semester, 48-credit Master of Arts program or the two-semester, 24-credit Certificate of Graduate Study, building their studies around one of three areas:

Socially Responsible Business

Alternative business models are powerful vehicles for creating positive and sustainable local and global transformation. Students within the SBC area of study use a whole-system approach to focus on the development and implementation of mission-driven business initiatives that are committed to the profitable, sustainable, and just interconnection of multiple bottom lines.

Social Entrepreneurship

Supporting the self-reliant efforts of nonprofit and community-based organizations to create just, equitable, and sustainable social change for those who are marginalized, students in the program act as social

entrepreneurs. They focus on making a positive social-sector impact by identifying and solving deeply entrenched social problems. Students choosing social entrepreneurship aim to combine their passion for social mission with the best practices of business endeavors to support the creation of innovative organizational models that champion social change for the public good.

Sustainable Communities

Fostering civic engagement, democratic values, social justice, and environmental stewardship, students in the sustainable communities area of study promote local capacity building as the means by which a community assures itself of sustainable prosperity, the viable preservation of its culture, and quality of life for all of its members.

Topics of recent seminars and site visits have included starting up socially responsible businesses, creating self-sufficient revenue streams for not-for-profits, using alternative currencies to create prosperous local economies, understanding the ecovillage as a model of sustainable community, approaches to civic engagement and economic development in international settings, the significance of place in a bioregional identity, and organizational models that support economic and social justice.

DEGREE CRITERIA

Successful participation in this graduate program means that a student will have successfully accomplished the following:

- » Engaged in the three learning activities of knowing (theory), being (integration) and doing (practice);
- » Demonstrated the ability to think and write critically;
- » Demonstrated an understanding of the fundamental principles and practices of social responsibility, sustainability, and systems change as they relate to for-profit, not-for profit, government, and/or community-based organizations;

- » Demonstrated an understanding of the intersections of social identity, social oppression, and social justice;
- » Demonstrated an understanding of one's self as someone living and working in a multicultural society and global economy and who endeavors to be an effective agent of positive change.

Each student will have completed the following:

- » Annotations reflecting readings each semester;
- » Critical essay that summarizes the defining qualities of social responsibility and sustainability;
- » Social identity/change agent statement;
- » Thesis or applied learning project;
- » Personal synthesis paper;
- » All related paperwork (i.e., end-of-semester narrative self evaluations, final paperwork, and compilation of the contents of the final product binder).

MA in Psychology & Counseling

INTRODUCTION

The Goddard MA in Psychology & Counseling helps students develop skills in practical applications of psychology. Such competencies are grounded in theory and research, personal experience, and self-knowledge, and are influenced by current social complexities and the state of psychology. These skills can be used in clinical, research, and community settings. Graduate study in Psychology and Counseling consists of a unique combination of intensive campus residencies and directed, independent study in the student's home community. It is based, foremost, on an extended relationship between students and academic advisors, other faculty mentors, and student colleagues. The course of study includes a carefully planned exploration of relevant psychological literature (including those areas of primary interest to each student), a supervised internship, and a final product that demonstrates the application of theory and research to practice. The Goddard program is approved by the Council of Applied Master's Programs in Psychology (CAMPP).

WORK OF THE PROGRAM

The program in Psychology & Counseling may involve 48 credits (four semesters) or 60 credits (five semesters or four semesters with two summer sessions). Credit is awarded per course completed. Up to 12 relevant graduate semester credits may be transferred upon approval of the program director. Students without adequate and timely undergraduate preparation (in areas such as the history of psychology, human development, social psychology, abnormal behavior, and research methods) and at least several months experience working in the field will be required to work a Pre-G semester, for undergraduate credit, in preparation for entry into the graduate program. Students seeking state licensure or other certification are responsible for gathering information about the current requirements and for bringing this information with them to their first residency. Faculty advisors work to help students design study plans that enable them to prepare for those requirements while also meeting the general college requirements and those arising from their individual interests.

LICENSURE

Students seeking state licensure or other certification are responsible for gathering information about the current requirements and for bringing this information with them to their first residency. Meeting licensure or certification requirements is solely the responsibility of the students. Faculty advisors work to help students design study plans that enable them to prepare for those requirements, while also meeting the general college requirements and those arising from their individual interests. It is of particular importance for students to know the state requirements around supervised internship hours and to be proactive in setting up an internship that will meet their academic and licensure needs. The licensure coordinator can assist students in this process.

Non-degree students needing extra credits to meet external requirements may enroll for one or two semesters.

DEGREE CRITERIA

Students graduating with an MA in Psychology & Counseling will have:

- » Successfully accomplished the required core courses;
- » Completed a supervised internship of at least 200 clinical hours. Students may elect to earn credit for their practica and internship hours;
- » Satisfactorily completed the program competencies;
- » Produced an acceptable final product or thesis.

CORE COURSES

The MA in Psychology and Counseling Program includes eleven required courses:

- » History and Systems of Psychotherapy
- » Ethics in Psychotherapy
- » Social Bases of Behavior
- » Human Development
- » Biological Bases of Behavior
- » Cognition and Learning
- » Psychopathology
- » Psychotherapy

- » Evaluation and Assessment
- » Research Methodology
- » Cultural Competency

Note: In the process of negotiating each course syllabus with their faculty mentors, students may title courses differently from those listed above, as long as the faculty mentor and the academic advisor agree that the titles are all accurate and honest representations of the work completed.

MA in Psychology & Counseling

Concentration: Sexual Orientation

INTRODUCTION

While gay and lesbian studies have been particularly influential in the current movement to understand sexual orientation, this concentration encompasses the broadest possible scope of sexualities.

Goddard College has developed this option in recognition of society's need for clinicians and other professionals with a specialized knowledge of the issues of sexual orientation.

The purpose of the sexual orientation concentration is to better prepare masters level psychologists to study, research, and work clinically in this area. In virtually all clinical settings, issues of sexual orientation influence treatment outcomes. The sexual orientation concentration addresses the expanding need for specialized education in the principles and concepts related to all sexual orientations and offers training in the counseling and research skills germane to such issues. Students pursuing both clinical and nonclinical career paths can adopt the concentration.

Although the current movement to understand sexual orientation has been influenced by gay and lesbian studies, gender studies, and feminism, the Goddard concentration has been designed to encompass the broadest scope of sexuality. Sexual orientation is viewed through the lenses of race, class, culture, ability, age, and gender. Heterosexuality and bisexuality, as well as the perspectives of people who identify as trans, intersexed, celibate or asexual, androgynous, and queer are integral parts of the concentration's respectful inclusiveness. Attention to the issues relevant to the sexual orientation of all people, including the influences of oppressive traditions, help students in the concentration study and work on the cutting edges of these emerging intellectual fields.

Note: The concentration follows the resolutions and guidelines of the American Psychological Association concerning issues of sexual orientation and sexual minorities.

WORK OF THE CONCENTRATION

It is anticipated that most students pursuing the sexual orientation concentration in addition to the program requirements will take 60 semester credits (typically five semesters) to complete both the concentration and program. This time frame permits a student to achieve competence in general areas of relevance and special skills pertinent to the concentration. As students are encouraged to focus their coursework to address questions concerning specific populations or other clinical interests, core courses will ensure exposure to a broad range of perspectives on sexual orientation.

CONCENTRATION CRITERIA

Students graduating with a concentration in sexual orientation will have successfully accomplished the following:

- » Completed all of the requirements for the Psychology and Counseling Program;
- » Scheduled and completed core courses that meet their own interests and the requirements of the concentration;
- » Completed a supervised internship including at least 300 clinical hours, working explicitly with issues of sexual orientation;
- » Completed a final product, a research project illuminating a relevant aspect of sexual orientation.

Refer to program addendum for more detail.

Note: Nonclinical-track students will need to complete an individualized practicum in an area of interest in place of the supervised internship.

CORE COURSES

The following courses are designed to promote a wide range of explorations designed to provide a fundamental understanding of sexual orientation from various perspectives of human experience. These become the foundation from which students build their own individualized studies within the concentration, tailored to explore the questions, issues, and populations of primary interest to them:

- » Constructs of Sexual Orientation
- » Etiologies of Sexual Orientations
- » Cultural Contexts of Sexual Orientations
- » Applied Issues in Sexual Orientation Counseling

RELATED COURSES

- » Androgyny and Sex Roles
- » Biological Bases of Sexual Development
- » Celibacy and Sexual Orientation
- » Coming Out and Families
- » Commercialized Sex
- » Counseling and the Trans-Identified Person
- » Counseling Families with Unique Structures
- » Development and Gender
- » Ethics and Gender Identity
- » Eros and Psychology
- » Feminism and Queer Theory
- » Feminist Therapy
- » Gay Marriage Counseling
- » Gay and Lesbian Appropriate Therapy
- » Gender and Concepts of Personality
- » Gender and Clinical Diagnostics
- » Gender and Sex Roles in Group Therapy
- » Gender and Sexual Orientation in the Work Place
- » Heterosexuality in an Alternative Context
- » Homo 101 for Allies

- » Intersex Perspectives on Sexual Orientation
- » Justice, Psychological Assessment, and Gender
- » Monogamy, Polyamory, and Relationship Structure
- » Psychology and Sexual Orientation
- » Psychology and Intersexed People
- » Psychology of Men
- » Psychology of Women
- » Queer Theories/Queer Politics
- » Religion and Sexual Orientation
- » Research and Sexual Orientation
- » Same-Sex Relationships and Ethnicity
- » Sex and Addiction Counseling
- » Sex Roles and Families
- » Sex Therapies
- » Sexual Orientation and Aging
- » Sexual Safety and Violence Prevention in Community Psychology
- » Spirituality and Sex
- » Transgender Psychology
- » Transsexual Psychology
- » Violence and the Treatment of Sexual Trauma
- » Supervised Internship

Note: Students may design their own related-area courses specific to the focus of their study within the concentration.

Master of Fine Arts Degrees

MFA in Creative Writing

Plainfield, Vermont

Port Townsend, Washington

INTRODUCTION

The low-residency Master of Fine Arts in Creative Writing Program (MFAW) is a rigorous, student-centered program for writers who choose to live their lives and hone their writing skills at the same time. It is ideal for people with commitments to family, work, or other personal obligations, or for people who simply want to improve their writing in the way that most writers end up working: on their own.

WORK OF THE PROGRAM

The MFAW Program requires four semesters of enrollment, with students earning 48 credits upon successfully completing their studies. The MFA is recognized as a terminal degree. Program residencies are offered in two locations: Plainfield, Vermont and Port Townsend, Washington. Students are expected to choose one residency site and stay with it for their whole program. Students immerse themselves in craft, literature, critique, and practicalities; experiment with different genres; and commune with prominent visiting writers, professionals, and faculty for an eight-day residency at the start of each semester. During the remainder of the semester, they benefit from one-on-one mentoring with their advisor.

This program offers diversity on many levels: diversity through a distinguished, award-winning faculty that offers a wide range of specialties and life experiences; diversity in genre and style, allowing students to study poetry, fiction, creative nonfiction, memoir, playwriting, screenwriting, the graphic novel, and cross-genre. Goddard developed the original model for low-residency MFAW programs, and continues this tradition by fine-tuning an academically rigorous and student-centered program in which writers can pursue their interests in an environment that offers “safe harbor” and “intellectual freedom.”

MFAW students are required to enroll for a minimum of four successfully completed semesters, although students may take additional semesters to complete the degree

requirements. The core of MFA study is a student’s creative work. Strengthening and supporting the creative work are three additional degree requirements — the literature component, the teaching practicum, and the critical work — which students need to fulfill to earn an MFAW degree. Each component is described below. For questions on these policies, please consult your advisor or the program director.

DEGREE CRITERIA

Creative Work

Creative writing is the backbone of the MFA in Creative Writing Program. We expect students to engage actively in creative writing during each semester, including those semesters when they are also working on critical papers and teaching. During the first three semesters, students’ writing will consist of a combination of revision and new work. They are encouraged to experiment with different genres and methods throughout the four semesters; however, by semester four, students will be asked to produce a unified creative manuscript.

Literature Component

We expect that students will be reading, and thinking about their reading, and applying that thinking to their writing throughout the four semesters. Sometimes this process will be reported in the form of annotations, sometimes in the form of critical papers. Students will plan their reading in a thoughtful way, taking previous background into account and paying attention to issues of period, gender, genre, and multiculturalism. Annotations are brief (approximately two-page), focused critical responses to the texts students are reading. The program requires between 45 and 60 annotations prior to graduation, or between twelve and fifteen each semester.

Critical Work

In addition to annotations, students must complete two short and one long critical paper.

Teaching Practicum

Because the MFA in Creative Writing is usually sought as a teaching credential for faculty positions in higher education, students are also required to complete a teaching practicum that includes supervised teaching of writing, a teaching essay, and the compilation of a teaching packet.

Students electing to pursue Vermont teacher licensure are not required to do a teaching practicum through the MFA in Creative Writing Program, and instead will complete supervised student teaching under the auspices of Goddard's Education Program. If, for some reason, the supervised student teaching is not undertaken, then the MFAW teaching practicum must be successfully completed in order to graduate. Refer to the teacher licensure section below for more information.

Graduating Student Reading and Workshop/Panel

As part of the degree requirements, students must present their work to the Goddard community in a public reading of their creative manuscript. Each graduating student will read for the same amount of time, to be determined by the program director as part of residency planning.

Graduating students are also encouraged to offer a workshop or be a member of the Graduating Student Panel. Participation is optional.

TEACHER LICENSURE

Students who wish to achieve teacher licensure on the elementary or secondary level must apply and transfer into the Goddard College Education Program to complete the teacher licensure requirements. While students can work directly with their state's Department of Education to align their study plans with their state's licensure requirements, we strongly recommend going through Goddard's Vermont Department of Education-approved program, which has reciprocity with most states. Goddard cannot take responsibility for licensure when students work directly with their states' licensure officials.

Goddard's approved Vermont licensure process includes, among other requirements, completing a pre-student teaching portfolio in the endorsement area you are seeking

licensure, plus 15 of preapproved, supervised student teaching with a final portfolio. The supervised student teaching experience can be substituted for the required MFAW teaching practicum, but a completed MFAW teaching practicum cannot replace a supervised student teaching placement.

Students must enroll in the Education Program and attend the Education residency for the semesters in which they are working on the licensure. Going for the Vermont teacher licensure in conjunction with an MFA degree usually necessitates at least two semesters in addition to the minimum number of semesters necessary to successfully complete the MFA in Creative Writing program. For more information on Vermont teacher licensure, consult the Education Program director and/or the Goddard College Admissions Office.

Note: The Education Program is offered only at the Vermont campus. Should a student enrolled in the Port Townsend residency option decide to pursue Vermont teacher licensure, the student must transfer to Goddard's Education program, typically done following completion of the MFAW degree, and be prepared to travel to Vermont. It is the responsibility of students who decide to pursue Vermont licensure to make inquiries to the State of Washington education authorities concerning their licensure requirements, the benefits of reciprocity, and the student's plans.

MFA in Interdisciplinary Arts

Plainfield, Vermont

Port Townsend, Washington

INTRODUCTION

The MFA in Interdisciplinary Arts (MFAIA) program requires a minimum of five semesters and, upon fulfillment of degree criteria, awards 60 credits. The MFAIA is recognized as a terminal degree, enabling the graduate to hold various positions of practice in the art world, including art production and/or administration, teaching at college and university level, curating, art criticism, and so on. The MFAIA program combines the energizing and enriching potential of intense community and peer learning with the freedom and flexibility of distance education through an eight-day residency and a 16-week period of independent study. This format is ideal for artists who wish to attend graduate school without suspending their professional and personal commitments.

This program is unique, both in its philosophy and its format, with a focus on the holistic development of the artist, encouraging each student to become the kind of artist they want to be, without trying to socialize them into any preconception of what an artist should be or should do. Studies in the MFAIA Program take into equal consideration all aspects related to art practices, including emotional, procedural, cultural, political, philosophical, and spiritual dimensions, as well as questions of audience and of the artist's role in community and society. The program welcomes all art practices, especially those that advance a collective understanding of what art is and can be. Goddard also welcomes practices that are not traditionally part of the Western art tradition.

Consistent with Goddard College's mission statement, all members of the MFAIA community are striving to be lifelong learners, living with an earnest concern for others and for the welfare of the earth. The MFAIA Program is a non-elitist, noncompetitive environment of higher learning dedicated to the study and advancement of the arts, to the personal and professional development of the individual artist. Each person's original vision, personal practice, and unique aesthetic language are respected and valued. In turn, all members of the MFAIA community are encouraged to listen to others' voices, respect others' visions, and see

themselves as members of a larger community of artists from all cultures and times.

Artists can engage in dialogue across differences together with all other vital forces of social change and responsible living: activists, scientists, philosophers, citizens, workers, politicians, healers, and so on. Goddard College believes that art can contribute meaningfully to social justice, to the development of compassionate consciousness, and to a greater awareness of the multiplicity and specificities of cultures.

THE WORK OF THE PROGRAM

Each semester begins with an eight-day residency for students and faculty. Students spend intensive time with their advisors, one-on-one and in small groups, discussing their creative practice and planning their semester's work. A wide-ranging program of workshops and presentations is offered, exploring contemporary issues and fostering cross-pollination between mediums and practices. Students of all artistic disciplines have a variety of opportunities to present their current projects, works in progress, and hands-on experimentation, and to develop creative collaborations and constructive peership.

Students entering the MFAIA Program choose one of two low-residency site options for the duration of their studies: our Plainfield, Vermont, residency option on the campus of Goddard College, or our Port Townsend, Washington, educational site on the Pacific Coast.

The focus of the MFAIA is on providing the condition for each individual artist to clarify their intentions and develop their own unique voice. Each student works one-on-one with faculty advisors to design their individual program of studies based on their own interests, their personal learning style, and their aspirations as a professional artist. Students begin by designing an individualized study plan tailored to their specific goals for the program. At the beginning of each of the five semesters, students meet with their faculty advisor during the weeklong residency to define the work they will pursue during the semester.

Each semester's combination of creative and critical work is carried out in the student's home community and supported by one-on-one mentoring by a faculty advisor. In addition to the goals of their individual study plans, low-residency MFA in Interdisciplinary Arts students complete a community-based practicum and produce a final portfolio synthesizing and articulating their work in the program and their art practice.

THE PRACTICUM

The MFAIA practicum reflects a tradition of practical education within graduate study. While this tradition is most often completed through a classroom teaching experience, in preparation for an academic career, the MFAIA program takes a broader view. This requirement invites the student to think beyond the classroom, gallery, recording, or stage, to explore a variety of ways in which artists might live and work in the world, engaging their knowledge, skills, vision, and perspective with new individuals or communities, and developing collaborative initiatives and new forms of practice.

DEGREE CRITERIA

Upon completion of degree work, students will have successfully achieved the following:

- » A fully developed personal practice;
- » Ability to conduct rigorous exploration within the context of an art practice;
- » Understanding of the nature of art and articulation of a personal theory of art;
- » Ability to develop critical discourse on one's own and on others' practice;
- » Understanding of the concept of interdisciplinary art;
- » Understanding of the cultural, social, and political context of one's art practice.

Academic Policies

Undergraduate Study Policies

REVIEWING PROCESS

Undergraduate students and their faculty advisors review their work continuously throughout a semester, and evaluate that work at the end of each semester in the form of program- and level-specific narrative evaluations.

In addition there are two formal reviews of the student's overall progress toward meeting degree requirements, during which the student submits a portfolio documenting the degree to which they have addressed undergraduate degree requirements. Portfolios are reviewed by Progress Review Groups (PRGs) made up of members of the undergraduate faculty.

Progress Review I occurs at Level 3 or 4. It offers an opportunity for the student and the PRG to reflect on their learning thus far and assess specific learning skills such as critical thinking and writing. Progress Review II occurs at Level 6. Successful completion of Progress Review II requires that the student has addressed all of the degree requirements except the senior study. A successful Progress Review II is required for enrollment in the final semester.

ASSESSMENT OF PRIOR LEARNING (APL)

The Goddard undergraduate educational philosophy includes the belief that college-level learning can take place outside of a formal educational setting. The Assessment of Prior Learning (APL) process creates an opportunity to document this kind of undergraduate equivalent learning when it has occurred between completing high school and matriculation into Goddard's undergraduate programs.

The APL process recognizes the importance and relevance of experience in learning, a key concept of progressive education. Examples include learning accounting by running a small business, learning educational theory through volunteer work at a local school, or counseling theory and skills through work with clients at a shelter. Learning by experience also includes intentional self-study. Students may earn a maximum of 45 semester-hour

equivalents through the APL process. All students, including those who earn APL credits, must be enrolled for Goddard College studies a minimum of three semesters to earn the degree.

If a student requests credit that will advance them past a Progress Review semester, the appropriate progress review will be undertaken at the same time as the APL petition is reviewed. APL credit may not advance a student past Level 7; a student's final semester must be taken as Goddard study. The granting of APL credit cannot result in an ongoing semester becoming a culminating semester.

Applying for APL credit involves developing a petition and, if it is approved, preparing a portfolio that documents the prior learning for which credit is sought. This learning cannot duplicate study for which transfer credit was granted, nor studies carried on at Goddard. Petition approval and portfolio evaluation fees are charged. Details about Assessment of Prior Learning are available from the Admissions office.

BETWEEN-SEMESTER STUDY

Between-semester studies must take place between official semester dates, that is, between the end of one semester and the start of the next residency, between the residency and the packet portion of the semester if there is a scheduled break. All studies must be concluded by the first day of the packet portion of the semester.

Students wishing to undertake between-semester study submit a petition to their program director detailing the courses they wish to take and their relevance to their overall study goals. The Program Director, in consultation with a student's advisor approves the petition. The credit, once earned, is treated like transfer credit and is evaluated according to the policy listed under Transfer Credits.

STATUTE OF LIMITATIONS

At the undergraduate level, Goddard is a four-year, eight-semester college. Students who have not completed requirements for the granting of the Bachelor of Arts degree by the end of their 10th undergraduate semester or its equivalent (including study elsewhere) are withdrawn. Exceptions to this may be made in the case of a student with a disability for which a reduced schedule is necessary and is approved by College as a reasonable accommodation.

If withdrawn, the students must apply for readmission — after a hiatus of no less than two semesters — if they wish to continue undergraduate studies at Goddard.

SEMESTER'S CREDIT

An undergraduate student earns 15 semester hours of credit for each satisfactorily completed semester. No partial credit is granted if the semester is judged to have not been satisfactorily completed.

STUDENT RIGHT-TO-KNOW

Under the provisions of the Student Right-To-Know Act, currently enrolled and prospective Goddard College students may request a copy of the College's completion or graduation rate for full-time, degree-seeking undergraduates. To obtain a copy of this information, please contact the registrar.

TRANSFER CREDIT

Goddard may accept up to five semesters (75 credits) of undergraduate transfer credit from other accredited colleges and universities alone or in combination with credit earned from college level equivalency examinations (Advanced Placement, College-Level Examination Program (CLEP)). In rare circumstances, Goddard may accept up to six semesters (90 credits) of undergraduate transfer credit from other accredited colleges and universities, however, in these cases additional criteria apply. Official transcripts carrying possible transfer credit must be submitted to the College by the final day of a student's first residency in order to be reviewed. It is important to note that credit earned at Goddard is transferable only at the discretion of the receiving school. The full undergraduate transfer credit policy is available in the Undergraduate Student Handbook and on the College web page.

COLLEGE-LEVEL EXAMINATION PROGRAM TESTS

A maximum of 15 semester-hour credits of CLEP credit can be applied to a student's academic record. Please refer to the Goddard College CLEP policy in the Undergraduate Student Handbook for further information regarding CLEP credit.

Graduate Study Policies

STATUTE OF LIMITATIONS

At the graduate level and in programs that award credit in conjunction with the earned degree and not by semester, students who have not completed requirements for the graduate degree they seek by the end of their fifth semester of enrolled graduate study in a program that requires a minimum of three enrolled semesters to earn the degree may be withdrawn if the program director, in consultation with the advisor and the academic vice president (or designee), determines the student is not making good use of the College and/or not making sufficient progress toward fulfilling the degree requirements. This policy also applies to students at the end of their sixth enrolled semester in a program that requires a minimum of four enrolled semesters, or students in their seventh enrolled semester in a program that requires a minimum of five enrolled semesters.

If withdrawn, the students must apply for readmission — after a hiatus of no less than two semesters — if they wish to continue graduate studies at Goddard.

GRADUATE TRANSFER CREDIT

Credit for relevant prior graduate study at another institution may be accepted for students in all Goddard graduate programs. Transfer credit cannot reduce minimum enrollment to earn the degree by more than 12 semester-hour credits. The program director, in consultation with program faculty members and the registrar, decides which credits, if any, can be accepted. Official transcripts carrying possible transfer credit must be submitted to the College by the final day of a student's first residency in order to be reviewed. See Policy on Transfer Credit in the Graduate Student Handbook.

EARNING CREDIT

Goddard's MA and MFA degrees are unitary; credit is not granted per semester, but for the successful completion of the entire program. The total number of credits awarded and the minimum number of semesters required to earn a degree is determined by the particular program in which a student is enrolled. The only exception to this policy is in the MA in Psychology and Counseling Program, which awards earned credit for completed courses when less than a full semester's allotment is successfully completed.

For students who request a transcript prior to the successful completion of their program, interim credit is available within certain limitations. Students enrolled in programs that require a minimum of three semesters of enrollment may receive a transcript indicating that up to 12 credits per satisfactorily completed semester may be understood to have been earned, totaling up to 24 credits. Students enrolled in programs that require a minimum of four semesters of enrollment (48-credit degree) can receive a transcript that indicates up to 12 credits per successfully completed semester, totaling up to 36 credits. Students enrolled in programs that require a minimum of five semesters of enrollment (60-credit degree) can receive a transcript that indicates up to 12 credits per successfully completed semester, totaling up to 48 credits. These are the maximum credits that may appear on interim transcripts, even if a student successfully complete additional semesters.

General Academic Policies

Please see the appropriate student handbooks and programs for fuller explanations of these and other policies and their special application to individual programs.

ACADEMIC HONESTY

Taking responsibility for one's own learning means doing one's own work and giving others credit for their contributions. Students are expected to be rigorously honest in their studies. Violations of academic integrity are taken seriously and may result in a range of responses including loss of credit, academic probation, and academic withdrawal. Plagiarism is a deliberate violation of academic honesty. Please refer to the appropriate College Student Handbook for Goddard's academic policies and procedures, including those related to academic honesty.

FEES, RECORDS, AND ENROLLMENT

To be enrolled for a semester, a student must have paid all fees for the semester or made arrangements for their payment acceptable to the college. Returning students must also be academically clear to enroll consistent with the academic progress and withdrawal policies of the College.

REQUIRED RESIDENCIES

A semester begins with required attendance at the program-specific eight-day residency that begins each semester. A student who misses a residency without permission is withdrawn and must reapply to continue studies the following semester. Following a student's final semester of enrollment, the student is also required to attend a three-day commencement residency.

PLANNED STUDY

Goddard studies are planned one semester at a time, within the framework of an evolving long-range plan. The faculty advisor must approve the semester's study plan in the Student Information System. Study plans may be amended, with the approval of the advisor. Completion of the work laid out in the semester study plan is one basic criterion for advancement and awarding of credit.

INDEPENDENT STUDY

Intensive residency study is defined as independent, with the faculty advisor serving as study supervisor. Undergraduate students must send packets of material about their studies to their advisors every three weeks during the semester. Graduate students must maintain the mailing schedule developed at the residency and stated in their semester study plans. Failure to meet the packet schedule in a timely manner may result in withdrawal for nonparticipation and loss of credit for the semester. Electronic mail with attachments may be substituted for some or all of a packet, when appropriate and with the faculty member's permission.

FULL-TIME STUDY

Most Goddard College students are enrolled for full-time study. There is a three-quarter-time option available in the Psychology and Education Programs for graduate study. See program descriptions for more details.

JOBS AS RESOURCES FOR LEARNERS

Study cannot consist solely of the student's usual daily work and/or community activities. The job or job site may, however, serve as an important resource for designing learning experiences and conducting research. Community involvement may furnish similar opportunities for study.

PRACTICE TEACHING

An Education student working toward teacher licensure who is doing supervised practice teaching as all or part of a semester's planned study is charged a fee to help pay the cooperating teacher and supervisor who evaluate and document the practice teaching. (This does not apply to Master of Fine Arts in Writing or Master of Fine Arts in Interdisciplinary Arts students doing their required practicum. The MFA practicum is a community-based project that may or may not involve teaching in a classroom setting. The MA in Psychology and Counseling charges an internship fee, which is not a licensure fee.)

DUPLICATE STUDIES/CONCURRENT ENROLLMENT

Goddard does not accept transfer credit that substantively duplicates prior work at another school, nor does the college permit credit-bearing studies at other institutions to be carried on concurrently with Goddard credit-granting study, except when approved by the advisor as a supplementary resource for part of a Goddard semester's planned study. Concurrent enrollment at Goddard and study toward a certificate or degree in another program is not permitted.

INTERNET AND EMAIL ACCESS

The college's primary method of communicating with students, as well as distributing information, materials, and forms, is electronic. All students are required to have web access sufficient for operations such as completing on-line forms and downloading documents from the college's Intranet, as well as opening file attachments and receiving electronic mail. The college provides all students with a Goddard email address and College Intranet account upon registering for the first semester. Though there are few circumstances that would preclude Internet access, students who cannot comply with this policy may petition for special accommodation.

EVALUATION PROCESS

At the end of each semester, students and faculty advisors write evaluative reports. On the basis of these reports and, when necessary, in consultation with their program director, faculty advisors judge whether their students have completed the semester in such a way as to warrant credit or, in the case of graduate students, are making creditable progress toward meeting degree requirements.

SATISFACTORY COMPLETION OF A SEMESTER

Goddard does not make use of letter or number grades and cannot compute "grade point averages." Undergraduate study is considered satisfactorily completed if the student's faculty advisor judges: a) that the semester's study plan has been completed; b) that the student has made demonstrable progress in learning what they planned to learn; c) that the time spent in study activities during the semester as a whole was of a quality that would minimally

merit a grade of "C" or above in a letter-grade system or "Pass" in a pass-fail system. Graduate study is considered to be satisfactory if it demonstrates significant progress toward completion of the plan for graduate study as a whole (where applicable), degree requirements, and if it is judged to be of a quality that would minimally merit a letter grade of "B" or above.

Note: For more information, consult the Program Handbooks.

ACADEMIC WITHDRAWAL

Students who do not satisfactorily complete two consecutive or a total of three semesters are academically withdrawn. (Please refer to the appropriate Student Handbook).

SECOND READERS

Students preparing their undergraduate senior study or their graduate final products are assigned a faculty second reader, as well as a faculty advisor to assist with and evaluate their work. Granting of the degree requires the recommendation of both the advisor and the second reader.

GRADUATING PRESENTATIONS

Every graduating student (undergraduate or graduate) is required to make a presentation of a completed study to fellow students and others. The presentation is made during the commencement residency. MFA in Creative Writing graduates are required to offer a reading of their work. If students are unable to attend their commencement residency, they can petition their program director for permission to miss. If permission is granted, students must make a presentation of their work in their home community and send documentation to the program director before their degree will be awarded.

EXTENSIONS

The work of a semester is defined as the work completed by the final day of that semester. Exceptions may be granted to provide work extension to students to complete a senior study or final product, to students with documented extenuating circumstances or to students with documented learning differences that qualify the student for additional time. Financial aid is not available for extensions.

FINAL PRODUCT COMPLETION

If the faculty advisor and the second reader agree that a student's undergraduate senior study or graduate final product has not been completed by the final day of the semester, they may authorize an extension to complete the study.

Students may contact the Student Accounts Office for the final product extension fee. The extension starts at the beginning of the packet/coursework portion of the following semester and is undertaken in four-week blocks. If, after two four-week extensions, the senior study or final product is not judged complete, the student can enroll for the balance of the semester (if eligible) or stop and return the following semester for a full semester (if eligible).

EXTENUATING CIRCUMSTANCES

A student who encounters a medical, psychological, or family problem (certified by an appropriate specialist) that makes completion of the semester's work impossible may apply to the program director for an extenuating circumstances extension. To be eligible, a student must complete the equivalent of three packets (nine weeks) of work by the end of the semester. If granted, the extension is for six weeks. The extension takes place during the semester following the unfinished semester.

A student need not attend the residency at the beginning of the semester during which the extended study is completed. If the advisor or program director judges that the previous semester's planned study has not been fully and satisfactorily completed during the weeks granted for extended study, the previous semester is recorded as unsuccessful and the student receives no credit for it.

Extended time, which allows for extra time to complete a semester, is available to students with a documented disability as an approved accommodation. Generally, the extended time begins on the first day of the packet/coursework portion of the semester following the one being extended and generally runs for six weeks. At the completion of the extended time, the student is generally considered to be on leave of absence for the remainder of the semester. To be eligible to undertake extended time, a student must be in possession of an educational profile (EP) that has been prepared by the academic and disability support coordinator,

and the EP must list "reasonable extensions of time" as an accommodation. There is no fee for extended time.

GRADUATION AND COMMENCEMENT

Graduating students are awarded their degrees during commencement ceremonies held at the residency following their final semester. Students may not postpone their graduation by seeking a leave of absence subsequent to their final enrolled semester but prior to the awarding of the degree at the commencement residency. Students are expected to be on campus for the three-day commencement residency (typically over a weekend) during the regular program residency following their final semester. During this time, graduates meet with their advisors, turn in final paperwork to the Office of the Registrar, offer a graduating presentation/reading and attend commencement. Unless other arrangements have been made, they present their senior studies or final products during these days, through talks, discussions, exhibits, performances, and so on. Generally, commencement is on a Sunday, when graduates and their advisors speak briefly.

To receive a diploma students must have met all degree criteria, including completing and submitting a final draft of the senior study or final product report in Goddard's required format, signed by the advisor and second reader, to the Office of the Registrar; submitting any outstanding academic reports or forms via SIS; and paying all bills or making arrangements approved by the college for their payment. A student whose academic work is done but whose account is not clear and/or has not submitted all the required paper work may participate in commencement but will not receive a diploma or transcripts until all obligations have been met.

REGISTRATION, RECORDS, AND TRANSCRIPTS

Much of registration can be done ahead of time, through filling out and returning forms sent by financial aid, student accounts, and the Office of the Registrar, and getting financial questions (especially financial aid) settled beforehand. There are substantial fees for late registration and late payment of fees.

Students academic records (which are maintained by the Office of the Registrar and available to students via the Student Information System) document their Goddard history: admission papers, transcripts of high school and college study prior to entering Goddard, student and faculty evaluations for each semester of Goddard study, and copies of correspondence with, or about, the student. In accordance with the law, students' college records are open only to them, college officials, those who are granted permission by student to access them, and a few others, for example, U.S. Department of Education representatives, as the law requires. Transcripts are released only when accounts are paid in full.

NARRATIVE TRANSCRIPTS

Undergraduate Transcripts

The end-of-semester narrative faculty evaluation provides the qualitative assessment that is the basis of the undergraduate transcript. The cover sheet of the undergraduate transcript identifies the student, lists enrollment history, degree in-progress/earned, transfer credit accepted, credit earned at Goddard, areas of study, and the senior study title (for graduates). Credit may be expressed holistically in 15 semester-hour credit blocks (16 credits if the student received permission to pursue an additional credit) and related general areas of study or by course-equivalent specific areas of study and associated discreet increments of credit. Following the transcript cover sheet are faculty transcript statements from successfully completed semesters and second reader reports for graduated students. Course equivalents descriptions are included as appropriate. The transcript lists semesters judged not to have been satisfactorily completed. They are noted as "incomplete without prejudice." Transcripts are sent out only at the written request of the student, and only when the student's financial account with the college is clear. A fee is charged.

Graduate Transcripts

Like undergraduate transcripts, end-of-semester narrative faculty evaluations provide the qualitative assessment that forms the core of the transcript. The graduate transcript also has a cover sheet that identifies the student, lists enrollment history, degree in-progress/earned, transfer credit accepted, credit earned at Goddard, areas of study, and the final product title (for graduates). Credit may be expressed holistically in nine to 12 semester-hour credit blocks and related general areas of study or by course-equivalent specific areas of study and associated discreet increments of credit.

Transcripts of students in the Psychology and Counseling Program list courses with associated credits, semester by semester. In certain graduate programs, a student-authored and faculty-approved synopsis of graduate study is included on the transcript, which describes and comments upon the nature and scope of the completed degree program. Faculty assessments can be presented as summary reports written by the final semester advisor and a second reader's report (Creative Writing, Interdisciplinary Arts, Individualized MA) or faculty transcript statements from all successful semesters and second reader's report (Education, Health Arts, Psychology and Counseling). If a graduate student needs a transcript before completing requirements for the degree, it may include the student's Plan for Graduate Work as a whole and advisors' reports on each completed semester of graduate study.

Transcripts are sent out for a fee, only at the written request of the student and when the student's financial account with the college is clear.

Student Services

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Personally identifiable information and/or educational records will not be released without the written consent of the student except as specified under the provisions of the Family Education Rights and Privacy Act (FERPA). FERPA identifies specific individuals and organizations that may receive a student's educational records under certain circumstances without prior written consent. Other than the circumstances specified in FERPA, no person or organization has a right to review a student's education records and/or personally identifiable information without the prior written consent of the student.

One of the circumstances allowing the release of personally identifiable information without a student's prior written consent involves information identified as public or "directory information." Directory information can be released without prior written consent provided that students are given the opportunity to prohibit the disclosure of such personally identifiable information that the institution has designated as directory information and may release without the prior written consent of the student. Students may direct the college, at registration or anytime thereafter, in writing to the Office of the Registrar, not to disclose directory information; conversely, a student can drop their request to withhold directory information at anytime, but this request must be made in writing. All other personally identifiable information about students is considered confidential and will be treated accordingly.

For a more specific statement of FERPA rights, please refer to the College's Student Handbooks.

STUDENT LIFE

The Academic Services and Community Life staff support the academic mission of the college by providing services that assist students in identifying, clarifying, and achieving their educational and career goals. Through the support system and various services it provides to students, the college

expresses its awareness that students have unique financial, developmental, social, psychological, and health-related needs both within and outside the study programs.

In addition to direct assistance to students, the Community Life staff is charged with developing programs that enhance the learning environment on and off campus and improve the quality of life for students and others. Central to this charge are activities that promote and sustain diversity of cultural, racial, and lifestyle backgrounds, respect for the campus environment and ecological systems, and promotion of a productive interchange of ideas.

CHILDREN AT RESIDENCIES

Due to the nature of the residencies, which require 10 to 12 hours of academic and social activities for full involvement and to meet accreditation standards, students are discouraged from bringing children to the residency. The college does not have childcare services. Nor is our campus child-proofed or necessarily safe for children. A parent who has an extenuating circumstance who needs to bring a child to campus for the residency needs to arrange a full-time childcare aide or day care through a local provider. The parent is responsible for transportation as well as for the costs of the child and childcare aide's room and board. For more information regarding the policy of children at residencies, contact HelpDesk@goddard.edu

COUNSELING AND PSYCHOLOGICAL SERVICES

Community Life staff members offer support to students during residencies around issues of stress, transition, general mental health, and crisis response. Acute mental health issues are referred to a licensed psychologist or emergency services, if necessary.

DISABILITY SUPPORT SERVICES

Goddard College complies with the requirements of the Americans with Disabilities Act (ADA), the Americans with Disabilities Amendments Act (ADAAA), and the Rehabilitation Act (Section 504). The college does not discriminate on the basis of disability, makes reasonable accommodations in the

learning and living environments to meet the documented needs of eligible students with disabilities, and ensures equal access to the College's academic programs and community life. Goddard uses the term "accommodation" to mean the provision of architectural access, aids, and services, as well as appropriate modifications to practices and procedures. The Academic and Disabilities Support (ADS) office is the designated office to evaluate disability documentation, determine eligibility, and plan accommodations for students enrolled at Goddard College. The ADS office is committed to an integrated, individualized approach with students, with independence, safety, respect, and dignity as core values. Please note that accommodations may not be possible if they would fundamentally alter essential program or college standards or requirements, or if they would result in undue financial or administrative burdens to the college.

Enrolled students should refer to the appropriate Student Handbook for procedures on requesting accommodations of disabilities in order to participate in academic and/or student affairs programming and activities.

MULTICULTURAL AFFAIRS

Goddard College maintains and promotes a policy of nondiscrimination and non harassment on the basis of race, religion, color, national origin, marital/civil union status, age, gender, gender identity or expression, sexual orientation, veteran/uniformed service status, disability, or other legally protected classification. The college's commitment to racial, cultural, and ideological diversity is an ongoing priority and effort, evidenced in academic and community life programs and activities, staff development, and in college-wide initiatives throughout the year.

HEALTH SERVICES

The Plainfield Health Center — a joint practice with physicians, physicians' assistants, a dentist, and a psychologist — is across the road from the college. The fully equipped Central Vermont Medical Center is a 20-minute drive away. These are not services of the college but are available to the public.

HOUSING AND FOOD SERVICES

Although students study and reside at home during a semester, the eight days that students spend in residency each semester are part of the single most important differentiating feature between a Goddard educational experience and the experience a student would have at one of the many off-campus and distance education programs offered to adult learners. During Goddard's extraordinary residency period, living and learning are unified, exciting, and seamless. A discussion of contemporary fiction may start at a seminar or workshop during the day but continue into the night in a dorm room or at the dining facility. Workshops, seminars, discussions, and the great variety of venues for learning overflow into one another at different locations and times all over the campus during the residency.

All new students are required to stay on campus during their first residency unless they have a permanent residence within a 50-mile drive of the college. For subsequent semesters, students may stay off campus if they participate fully in all residency activities and academic programming.

As space allows, students have the option of requesting single or double rooms (charges vary), single-sex, coed, gender-neutral, glbtq-friendly, and substance-free housing.

Plainfield, Vermont Campus

On the Plainfield campus, Village of Learning dorms are hubs of community learning and interaction. Each small dorm (approximately 16 residents) has a lounge for students. The larger dorm, Kilpatrick House, located on the historic part of the campus, has two large lounges. Most Goddard students are housed in double rooms with a roommate. If single rooms are available, they go to students who need them for documented medical reasons and then to others. Additional charges for single rooms apply.

The Food Service, which operates only during the residencies, is known for excellent, healthful, and varied meals and features locally grown food. The college makes special efforts to accommodate the special dietary needs of students.

As a matter of course, vegetarian and nonvegetarian dishes are offered, and the college attempts to accommodate specialized needs when given sufficient notice. Students

should contact foodservice@goddard.edu at least three weeks prior to the beginning of a term to make special needs known, particularly if a student has a life-threatening allergy to foods or other substances.

Port Townsend, Washington, Educational Site

Housing at the Port Townsend residency is in renovated Officers' Quarters. Most are two-story duplexes and the majority of rooms are single occupancy. Buildings have furnished common areas, including large tables and ready-to-use kitchens.

Residency meals are provided by The Commons, Fort Worden's multiuse dining facility. Daily meal options include meat, vegetarian, and vegan dishes; other dietary needs can be submitted as a special request on the Residency Housing/M Meal Request form no later than two weeks prior to the residency. The Commons also hosts a coffee shop, Local Goods, for students wanting to purchase coffee, snacks, and meals on the go.

The Food Service, which operates only during the residencies, is known for excellent, healthful, and varied meals. The college makes special efforts to accommodate the special dietary needs of students.

As a matter of course, vegetarian and non-vegetarian dishes are offered, and the college attempts to accommodate specialized needs when given sufficient notice. Students should contact the College Help Desk at least three weeks prior to the beginning of a term to make special needs known, particularly if a student has a life-threatening allergy to foods or other substances.

DEPARTURE TIME

Unless they have special permission from the Community Life staff, students must vacate their rooms by 1 p.m. of the day their residency ends. Students who stay longer are fined \$50 a day or any part of the day.

HOUSE CLEANING

Students are expected to leave their rooms clean and undamaged. If the housekeeping staff finds damage, students are charged the cost of repairing it. If a room, lounge area, and/or bathroom needs more than routine cleaning, the students to whom it was assigned are charged.

STUDENT GOVERNANCE

A Student Council comprising elected representatives from each academic program represents the student perspective in the governance of the institution and communicates regularly with the student community. One member of the Student Council represents students on various college-level committees and another represents students on the highest level of governance as a member of the Board of Trustees. Please refer to the appropriate Student Handbook for further information on college governance.

LIBRARY AND INFORMATION SERVICES

The library is located in the Eliot D. Pratt Center, a two-story building, which also houses administrative offices, a radio station, and a small gallery. The library strives to meet the research and information needs of the students and broader college community. The resources support the academic and research program as well as the intellectual and cultural development of students, staff, and faculty. The library's website facilitates research in the distance-learning environment.

The Archives Room houses documents from Goddard's 70-year history as a pioneer in progressive education. The library participates in the exchange of resources and services with other institutions and within networks as necessary to fill the research requests. Students are encouraged to attend research and library orientation workshops during their residencies. Information Services staff provides intensive workshops to orient new students and faculty to the college's Internet portal and email system.

Library features:

- » **Computer workstations with Internet connections, including campus-wide wireless, and access to a variety of PC and Macintosh applications;**
- » **A variety of academic and research services, including access to 20 electronic databases, available through our web access;**

- » A steadily growing collection of 73,000 print books and periodicals;
- » Goddard senior studies and master's theses written since 1965;
- » Special collection of published works by Goddard alumni and faculty.

GODDARD COLLEGE RADIO

WGDR, 91.1 FM, Plainfield, VT

WGDH, 91.7 FM, Hardwick, VT

WGDR/WGDH is a noncommercial and educational college and community radio station. Its purpose is to provide broadcasting resources for students, staff, faculty, and community members of the Central Vermont area. The station seeks to encourage community participation, critical feedback, lively debate, and local expressions on all issues brought forward for discussion and examination through the station's programs. WGDR/WGDH is located in the Pratt Center and streams live at www.wgdr.org.

In the late 1960s, Goddard College began planning the operation of a nonprofit student fm radio station, to be used both as an educational device and as a community service. On June 20, 1973, the Federal Communications Commission granted an fm, Non-Commercial/Educational Broadcast License to Goddard College. To date, thousands of people have used WGDR, both as an educational resource and a programming outlet. Over time, the station has created one of Goddard College's strongest ties with the Central Vermont community, with a sturdy and diverse on-air presence all year round. With the advent of the World Wide Web and Goddard College's transition to an intensive low-residency model, students can now utilize WGDR from anywhere on the globe.

PHOTOGRAPHY POLICY

Goddard College and its representatives occasionally take photographs in public spaces on campus for the college's use in print and electronic publications. This policy serves as public notice of the college's intent to do so. It also serves as your permission for the college to use such images for these purposes. If you prefer that your image not be used, it is your responsibility to fill out a form withholding permission. The form is available at the Advancement Office in the Pratt library.

INSTITUTIONAL ADVANCEMENT

Goddard counts over 11,000 alumni, including graduates and non-graduates, all over the world. The college prints and sends a community magazine twice a year and makes it available online.

Advancement staff provide leadership for all fundraising at the college, including the annual fund for Goddard and special fundraising initiatives; the office also maintains information about alumni, and their giving to Goddard.

The Advancement Office supports lifelong learning opportunities for all alumni including the Clockhouse Writers Conference, the Interdisciplinary Arts Festival, and other professional development retreats, conversations and events.

Outreach and Media Relations for all academic programs also fall under the purview of Institutional Advancement. Goddard works within a model of Integrated Enrollment Management to grow our community of Goddard communities, and continuously invites prospective students to explore our ever-expanding programs.

Community Rules and Regulations

The following apply to all persons on campus and at all times, including students and other persons who attend residencies. Full policies and procedures, including those related to community life, are published in the Graduate and Undergraduate Student Handbooks and program-specific addenda.

SEXUAL HARASSMENT AND SEXUAL ASSAULT

Sexual harassment includes but is not limited to unwelcome or abusive verbal and physical behavior related to gender or sexual orientation. Sexual assault includes but is not limited to rape, attempted rape, and date rape. Students should bring such problems forward to any member of the college's senior staff. Charges of this nature are actively pursued by Goddard College. Please refer to the harassment policies set out in the college's Student Handbooks.

CAMPUS DISTURBANCES

When a student's conduct disrupts the academic, administrative, or student life activities of the college or college community in a manner that is verbally or physically threatening or intimidating or evidences a basic disrespect for the property and rights of others or causes intentional significant damage to or theft of college property, that student's conduct shall warrant prompt disciplinary action described in the Student Handbooks. In the event of such conduct, nothing stated in the Student Handbooks shall preclude the President, upon consultation with the Office of Academic Vice President or other appropriate members of the college's senior staff, from taking appropriate summary action, including but not limited to suspension or dismissal of the student. Campus crime statistics are reported at www.ope.ed.gov/security.

VISITORS AND PETS

Nonstudents are not permitted to stay overnight on campus during the residencies, except in cases of aides to persons with disabilities. In these cases, a housing-and-meals fee will be charged to the student for the aide. Generally speaking, pets are not allowed on campus, excepting special circumstances. A student who brings a pet or pets to a residency may be asked to leave the campus. Campus visitors who bring pets must leash them. Animals whose ownership cannot be determined will be removed. Service animals who are part of an approved accommodation for a documented disability are allowed on the campus.

FIREARMS

Guns or weapons of any kind are not allowed on campus.

DRUGS AND ALCOHOL

Federal law requires that Goddard will make every effort to provide its students and employees with a drug-free workplace. All members of the Goddard College community are expected to live within federal and state laws in regard to alcohol and drugs while they are on the Goddard campus. Persons discovered to be in violation of those laws may be required to leave the campus. Residency schedules include times for meetings of 12-step programs. Please see the Student Handbooks for a discussion of drug and alcohol policies.

PARKING

Parking cars at residencies is restricted to designated lots. Violators will be ticketed and/or towed.

Admissions, Financial Aid, and Student Accounts

Admissions and Enrollment

Goddard College seeks applicants for its low-residency programs who are motivated and passionate learners, critical thinkers with strong writing skills, and whose areas of inquiry may not fit within traditional educational disciplines. The Goddard Admissions Committee looks beyond an applicant's transcripts and does not require applicants to present standardized test scores as a part of the application process.

CAMPUS TOURS AND VISITS

The Office of Admissions provides formal and informal opportunities for prospective students to visit the campus throughout the year. Discover Goddard Days, which are scheduled regularly, offer prospective students the opportunity to meet faculty and administrators and to visit the living and dining facilities. Individual visits can also be arranged at any time by calling 800.906.8312. Most programs offer a visiting day during the residency to show prospective students the program in action, and individual visits can also be arranged at any time.

ADMISSIONS DECISIONS

The Goddard Admissions Committee is most interested in learning how an applicant's experiences have shaped them as a learner and the ways in which Goddard's low-residency model will lead them in their educational journey. In keeping with Goddard's student-centered approach to education, the Admissions Office encourages prospective applicants to speak in depth with its dedicated admissions counselors about their educational goals.

UNDERGRADUATE APPLICATION PROCESS*

Students are encouraged to fill out an online application at www.goddard.edu. Paper applications are also available by requesting one from the Admissions Office at 800.906.8312 or by emailing admissions@goddard.edu. The application fee is \$20 for an online application or \$40 for a paper application.

Undergraduate Application Steps:

- » Request that official high school/college transcripts be sent to Goddard.
- » Write an educational essay that describes what you intend to study and why this approach of study is attractive to you.
- » Arrange for a personal interview with an admission counselor. This may be done in person or over the phone.
- » Submit two letters of recommendation.
- » Students who apply to the BFA program need to submit a life and aspirations essay in place of the educational essay, and they also need to submit a creative writing portfolio.

GRADUATE APPLICATION PROCESS*

Students are encouraged to fill out an online application at www.goddard.edu. Paper applications are also available from the Admissions Office at 800.906.8312 or by emailing admissions@goddard.edu. The application fee is \$20 for an online application or \$40 for a paper application.

Graduate Application Steps:

- » Request that official transcripts from each college you have attended be sent to Goddard.
- » Submit three letters of recommendation.
- » Write a personal statement, writing briefly about yourself in relation to your proposed graduate study.
- » Draft a preliminary study plan. (Students applying for the MA in Psychology & Counseling do not have to create a preliminary study plan or bibliography.) The plan is developed to outline the applicant's focus, goals, intentions, and experience, and includes a description of learning resources available. This plan is in no way contractual, but writing it helps a student think through learning goals.
- » Submit a preliminary resource list of materials that you will want to include in your studies.

**More detail about the application process can be found on form itself.*

Additional Application Requirements

MFA in Creative Writing

Applicants must also submit a 20-page writing sample.

MFA in Interdisciplinary Arts

Applicants must also submit a portfolio of work.

ACCEPTANCE

After the application is complete, the Admissions Committee will review the application and notify the applicant of the committee's decision. If accepted, the applicant will receive three sequential mailings. The first mailing will include the acceptance letter requesting an enrollment deposit due within 30 days. Subsequent mailings include an academic overview and introduction to Community Life and college resources.

SPECIAL NOTE ON GRADUATE ADMISSIONS

An application for graduate admissions may be questioned or rejected because:

- » **The proposed study appears more appropriate to undergraduate than graduate enrollment.**
- » **The proposed study appears to require expertise not available at Goddard College.**
- » **The major application documents, the interview (where applicable), the portfolio (in the MFA programs), the letters of recommendation, or transcripts of undergraduate education indicate that the student is not ready or otherwise does not appear to be a good fit for Goddard's form of graduate education.**

DEFERRED ADMISSION

Accepted students may defer their entrance for up to two semesters, but after two semesters, admissions will withdraw their application and they must reapply for admission and reactivate their file.

ROLLING ADMISSION

Goddard's rolling admission process allows students to apply and receive notification at any time in the year before the semester in which they would like to enter. Application deadlines are 30 days before the semester begins. Students should apply early to receive a guaranteed place in the class.

READMISSION OF FORMER STUDENTS

Any former student who has been out of attendance for more than one academic year who wishes to return must apply for readmission. Previous accounts must be paid in full.

INTERNATIONAL STUDENTS

Goddard College welcomes and values the presence of international students in our educational community.

As of May 2008, Goddard College has been reapproved by the U.S. Department of Homeland Security/U.S. Immigration and Customs Enforcement to issue the I-20 Certificate of Eligibility for Nonimmigrant (F-1) Students, and therefore to admit and enroll students to programs offered on Plainfield, VT campus. We are hopeful that programs offered on our Port Townsend, WA educational site will gain approval in time for students to enroll for the fall 2009 semester.

Goddard College offers its programs in a low-residency format, which requires students to be physically present on campus for roughly eight days per semester, after which they return to their home state or country to complete the work of the semester under the supervision of the faculty advisor. Over and above standard requirements related to international students, it is very important to note the following:

- » **Because of the nontraditional format of Goddard's residency requirement as well as the structure of the Student and Exchange Visitor Information System (SEVIS) which is designed only for traditional full-time residential programs, Goddard College can only issue an I-20 valid for the duration of the residency, plus adequate travel time to and from campus. As such, international students enrolled at Goddard College cannot remain in the United States between residencies under the I-20 and/or F-1 visa.**
- » **Students are required to pay the SEVIS I-901 fee (\$100 as of June 2008) in advance of each semester in order that a new semester-specific I-20 can be generated and issued to the student.**
- » **No optional practical training (OPT) is available to international students at Goddard.**
- » **The college does not issue I-20 certificates for F2 dependents, spouses, or children of I-20/F-1 visa holders.**

Goddard College's Admissions Office staff is well trained to assist prospective international students. The registrar can also be contacted with specific questions related to international student enrollment.

Financial Aid

The investment in a college education repays itself many times over a lifetime. The Financial Aid Office staff can help make the investment affordable. Students should not hesitate to call for information or help in applying for aid. Information about Goddard College and our financial assistance is available in this catalog, the college's Undergraduate and Graduate Student Handbooks, and upon request from the Office of Financial Aid in keeping with the requirements of 20usc Section 1092, a law requiring that certain institutional and financial assistance information be disseminated to students. Goddard provides no athletically-related student aid. Goddard holds all financial information about individual students in strict confidence, and financial need does not affect the admission decision in any way. A summary of information is available from the Financial Aid Office.

APPLICATION

Online application

To apply for financial aid, students are encouraged to visit www.fafsa.ed.gov and complete the Free Application for Federal Student Aid (FAFSA) form. Once submitted, the Department of Education will process the FAFSA in three business days.

Paper application

Students may also obtain a paper FAFSA by calling the Federal Student Aid Information Center at 800-4-FED-AID (800.433.3243). Completed paper forms only may be mailed to the Financial Aid office at Goddard College, and we will process the form for you.

Goddard College School Code

003686

ELIGIBILITY

To receive federal student aid, there are a few basic requirements:

- » You must be a U.S. citizen or eligible noncitizen.
- » You must have a valid Social Security number.

- » You must have a high school diploma or GED, or have completed a high school education in a state-approved home school setting.
- » You must be working toward a degree or certificate in an eligible program.
- » If male, you must register with the Selective Service (if you haven't already).
- » You must not be in default on a federal student loan or owe money on a federal student grant.
- » You must continue to meet satisfactory academic progress standards while enrolled.

DEPENDENT/INDEPENDENT STATUS

The determination of eligibility for financial aid (amount and type) is based on anticipated family contribution, program and grade level, and dependent/independent status. To meet the federal definition of independent status, at least one of the following conditions must apply:

- » Will be 24 years old by December 31st of the year prior to the academic year attending;
- » Are married;
- » Are enrolled in a graduate or professional program;
- » Have a legal dependent;
- » Both parents are deceased, or are a ward/dependent of the court (or have been a ward of the court until age 18);
- » Are a veteran of the U.S. Armed Forces or currently serving on active duty in the U.S. Armed Forces for purposes other than training.

Important reminders

Financial aid arrangements take time, so it is important to apply early. Because these arrangements must be concluded before a student registers, applicants should begin the process early.

Additionally:

- » If financial aid does not cover all fees, students must pay the remaining balance.
- » If, after registration, an expected source of payment is determined to be unavailable resulting in a balance due payment of that balance is due immediately.

- » Accepted students who apply late for financial aid, or whose financial arrangements are not completed to the satisfaction of the college by registration day, must pay a minimum fee at registration and may be administratively withdrawn if satisfactory financial arrangements are not completed promptly. A minimum payment will be required to cover the cost of the residency. For the current cost of the residency, please contact the Student Accounts Office; paperwork must be completed immediately.

GRANTS

Federal Need-Based Grants

(eligible undergraduates only)

- » PELL grant
- » SEOG grant
- » ACG grant

Eligibility and the amount of the award are determined through a review of the FAFSA form and calculation of the Federal Estimated Family Contribution (EFC).

State Grants

Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont offer scholarship grants for students, with eligibility determined by their FAFSA information. Usually, only undergraduates are eligible for state grants. Contact your home state's Department of Education to determine if state grants are available in your area.

LOANS

Federal Stafford Subsidized and Unsubsidized Loans

Undergraduate and graduate students are eligible to apply for Stafford Loans. The federal government pays the interest on Stafford Subsidized Loans while the student is enrolled. Stafford Unsubsidized Loans begin accruing interest from the time the loan is disbursed. Students can choose to pay the interest or have it added to the principal. Loan amounts for both types of Stafford loan are based on financial need and grade level. Repayment of these loans is deferred until the student drops below half-time enrollment status. Students may choose any lender they wish for their Stafford Loans.

Federal Plus Loans

Plus Loans are available to the parents of dependent undergraduate or graduate students who have additional need beyond the Stafford Loans. The Plus Loan is a credit-based loan, and students with insufficient credit will be required to have an eligible cosigner. Students are able to choose any lender they wish for Federal Plus Loans.

Federal Perkins Loans

Perkins Loans are available to undergraduate students who have exceptional financial need. Funding is limited and awarded early.

Private Loans

Private loans are available for students who do not receive enough federal aid to cover educational costs or who need additional funding to ensure a successful semester. Private loans are credit-based; students with insufficient credit will be required to have an eligible cosigner. Students may choose any lender they wish for private loans.

SCHOLARSHIPS

Goddard Scholarships

Scholarships are offered each year to new or returning students. For complete current scholarship listings and eligibility requirements, please visit www.goddard.edu/scholarships.

Scholarships offered for the current academic year:

- » Spirit of Goddard Scholarship;
- » Pearl Fund Scholarship;
- » Sustaining educational equity and diversity, for Education Students attending the Education Summer Institute.

Note: Goddard College reserves the right to amend or change policies as they relate to eligibility for, and disbursement of, its own funds.

Students are also encouraged to research outside scholarships available to them. Following are a selection of websites worth reviewing:

- » www.finaid.org
- » www.fastweb.com
- » www.studentaid.ed.gov

Student Accounts

The Student Accounts Office is responsible for billing students for their tuition, room and board and other charges, and is responsible for making sure that bills are paid. Any problems with bills or finances should be discussed with the staff in this office. Below, please find the policies governing registration, payment of fees, and refunds on withdrawal from the college.

PAYMENT POLICIES

Enrollment deposits

New students reserve their space by payment of an enrollment deposit of \$250 on acceptance by the Admissions Office. This fee is nonrefundable. This enrollment fee will be credited to the student's account and deducted from first semester tuition charges.

Thirty percent of student contribution is due 30 days prior to registration. The remaining 70 percent is due 10 days before registration. Student contribution is the amount remaining after estimated financial aid is deducted from the semester charges.

Each student's account for the new semester must be paid before the student may be registered or enrolled. The only exceptions are monthly payment plan participants and/or financial aid recipients. Any portion of the charges that is not covered by either of these exceptions must be paid in full before the student may be registered or enrolled. Students who do not pay their bill will be administratively withdrawn from the college.

A student who is registered with outstanding financial aid payments will be charged a late fee if the payments are not received within 30 days of registration.

Monthly payment plan

The payment plan refers to a fee-based service that allows a student to make monthly payments of a semester's fees. Students may contact the Student Accounts Office for details at billing@goddard.edu.

Unpaid balance from a previous semester

Returning students who owe the college any portion of a previous semester's charges will not be permitted to register, nor will they be enrolled for another semester until the account is paid in full.

Payment methods

Fees may be paid using cash, money order, personal check, cashier's check, or credit card (Visa, MasterCard, and Discover).

Hardship

If students are unable to meet the payment requirements, they should contact the coordinator of student accounts immediately upon billing.

Delinquent accounts

Any student balance that remains unpaid beyond the due date will be subject to a late payment fee of \$110 and interest of 12% per annum. Any account that remains unpaid after a period of six months will be referred to a collection agency. Any resulting collections fees will be borne by the student.

Bad checks

All checks returned from our bank unpaid will result in a bad check fee. Repayment is to be made immediately. If the account remains unpaid after two weeks, interest of 12 percent per annum will begin to accrue on the account. After receipt of two bad checks, the college will thereafter only accept a cashier's check or personal money order. Additionally, if a check written at registration is later returned unpaid, the account will be charged a \$40 fee.

Graduation

A student's diploma and transcripts will be withheld if that student has any outstanding debt to the college. This includes, but is not limited to, tuition, room and board charges, and library fines. All such payments (unless made three weeks prior to graduation) shall be made by cash, money order, bank check, or credit card.

Refund after withdrawal

No refund of any tuition, fees, room and board charges will be made in the event that a student withdraws from the college at any time after enrollment, except as herein specified. No refund is made in cases of suspension or expulsion. In no event is the \$250 enrollment deposit fee refundable. A student's withdrawal date is:

- » The date the student begins the institution's withdrawal process and officially notifies the Registrar's Office of intent to withdraw; or,
- » The midpoint of the semester for the student who leaves without notifying the institution; or,
- » At the college's discretion, the student's last date of attendance at a documented academically related activity (which includes but is not limited to academic counseling, academic advisement, turning in assignments, or attending a study assigned by the institution).

If the withdrawal is official before the first day of the semester, a full refund of all charges less the \$250 nonrefundable enrollment deposit is given. If the official withdrawal occurs on or after the first day of the semester, Goddard College will use the following scale for determination of fee reduction:

Date of Withdrawal	% of Refund
Prior To Registration	100%
Week 1 (Day 1–7)	75%
Week 2–3 (Day 8–21)	60%
Week 4–6 (Day 22–42)	50%
Week 7–8 (Day 43–56)	20%
After Week 8 (Day 57+)	0%

Please refer to the college's Student Handbooks for guidance on the requirements for officially withdrawing from the college.

Financial aid adjustments associated with withdrawal

Adjustments in financial aid awards for students who withdraw are determined according to the following procedures:

- » Any institutional grant or scholarship is reduced according to the same schedule as that given above for tuition refund.
- » Adjustments in the federal aid are made on the basis of a formula (see below) prescribed by federal regulations (Title IV funds). Details of the federal regulations can be obtained from the Financial Aid Office.

Formula for determining percentage of Title IV funds earned

The percentage of the semester completed is the percentage of aid earned. This is calculated by the number of days the student attended divided by the number of days in the payment period (semester). For example, if a student withdrew on the 20th day of a semester 114 days in length, the student would have earned 17.5% of the aid the student received ($20 \div 114 = 0.175$). Students who remain enrolled through at least 60 percent of the semester are considered to have earned 100 percent of the aid received and will not be subject to a return of Federal Title IV funds.

If the College returns funds to the Title IV aid programs, it could result in the student owing Goddard College charges that were originally covered by financial aid at the time of the disbursement. Students may also be required to return funds released to them for personal expenses. Students considering withdrawal should confer with the Financial Aid Office and the Student Accounts Office concerning any anticipated refund of charges and adjustments in the financial aid.

Goddard College Directory

Offices and Staff

MAIN PHONE NUMBER

802.454.8311 (switchboard)

800.906.8312 (toll free)

ACADEMIC SERVICES

Jacqueline Hayes

Interim Academic Dean

802.322.1655

jacqueline.hayes@goddard.edu

Michaelene "Mickey" Cronin

Associate Academic Dean for Undergraduate Studies

802.322.1756

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Lisa Larivee

Associate Director of Academic Services

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lisa.larivee@goddard.edu

Dvora Zipkin

Academic and Disabilities Support Coordinator

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ACADEMIC VICE PRESIDENT'S OFFICE

Marianne Reiff

Interim Academic Vice President

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George Hallsmith

Executive Assistant to the Interim Academic Vice President

802.322.1754

george.hallsmith@goddard.edu

ADMISSIONS AND ENROLLMENT

Goddard College Admissions Office

800.906.8312 (toll free)

802.454.8311 (local)

Fax: 802.454.1029

admissions@goddard.edu

BUSINESS OFFICE

Sherri Molleur

Director of Business Office

802.322.1626

sherri.molleur@goddard.edu

CAMPUS SERVICES

Residency Help Desk - Vermont campus

802.322.1666

helpdesk@goddard.edu

Paul Shper

Director of Campus Services - Vermont campus

802.322.1656

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Joyce Gustafson

Operations Manager – Washington campus

360.344.4100

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Paul Somerset

Executive Chef – Vermont campus

802.322.1631

paul.somerset@goddard.edu

FACILITIES AND MAINTENANCE

Scott Blanchard

Director of Facilities, Vermont Campus

802.322.1640

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FINANCE AND ADMINISTRATION

Faith Brown

Chief Finance and Administration Officer

802.322.1616

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FINANCIAL AID OFFICE

Beverly Jene

Director of Financial Aid

802.322.1650

beverly.jene@goddard.edu

HUMAN RESOURCES OFFICE

Human Resources Office

802.322.1712

Fax: 802.322.0700

hroffice@goddard.edu (general inquiries)

Jane Bradley

Director of Human Resources

802.322.1652

jane.bradley@goddard.edu

Barb Asen

Associate Director of Human Resources
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AND ALUMNI RELATIONS****Julie Martin**

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LIBRARY AND INFORMATION TECHNOLOGY**Clara Bruns**

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PORT TOWNSEND EDUCATIONAL SITE**Erin Fristad**

Director of the Port Townsend Campus
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PRESIDENT'S OFFICE**Barbara Vacarr**

President
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Mit Allenby

Special Assistant to the President for Planning & Projects
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REGISTRAR AND RECORDS OFFICE**Josh Castle**

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STUDENT SERVICES**Susan Wilson**

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TEACHER LICENSURE OFFICE**Patricia Younce**

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WGDR/WGDH RADIO**Kris Gruen**

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Washington Residency Option
802.322.1707
bonnie.schock@goddard.edu

Faculty 2011

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MA, Brandeis University;
BA, The City College of New York

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BA, The New School For Social Research

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BS, Goddard College

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MEd, Boston University;
CAGS, Boston University;
BA, Anna Maria College

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MA, Michigan State University
BA, Pennsylvania State University

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MA, Pacific Oaks College Northwest;
BA, University of Washington

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MS, City University of New York;
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BA, Haverford College

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Plainfield, VT

Continued on next page

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Chevy Chase, MD

Maps & Directions

Plainfield, Vermont Campus

Plainfield is located in Central Vermont, approximately ten miles east of Montpelier, the state's capital, and 50 miles southeast of Burlington, the state's largest city.

AIRPORTS

Burlington International

Burlington, Vermont

Abbreviation: BTV

Distance: 45 miles

Taxi Service: Taxi fare is approximately \$90 (one way).

Manchester–Boston Regional

Manchester, New Hampshire

Abbreviation: MHT

Distance: 144 miles

Montreal International

Montreal, Quebec, Canada

Abbreviation: YUL

Distance: 173 miles

Logan International

Boston, Massachusetts

Abbreviation: BOS

Distance: 190 miles

DRIVING DIRECTIONS

From the South

Take Interstate 89 north to Exit 8 (Montpelier/Route 2). Exiting the off-ramp puts you on Route 2 East. Stay on Route 2 East through Montpelier and East Montpelier (approximately seven miles). Continue following Route 2 East another three miles toward Plainfield. Just before entering Plainfield, turn left onto Route 214. The entrance to Goddard is your first left.

From the North

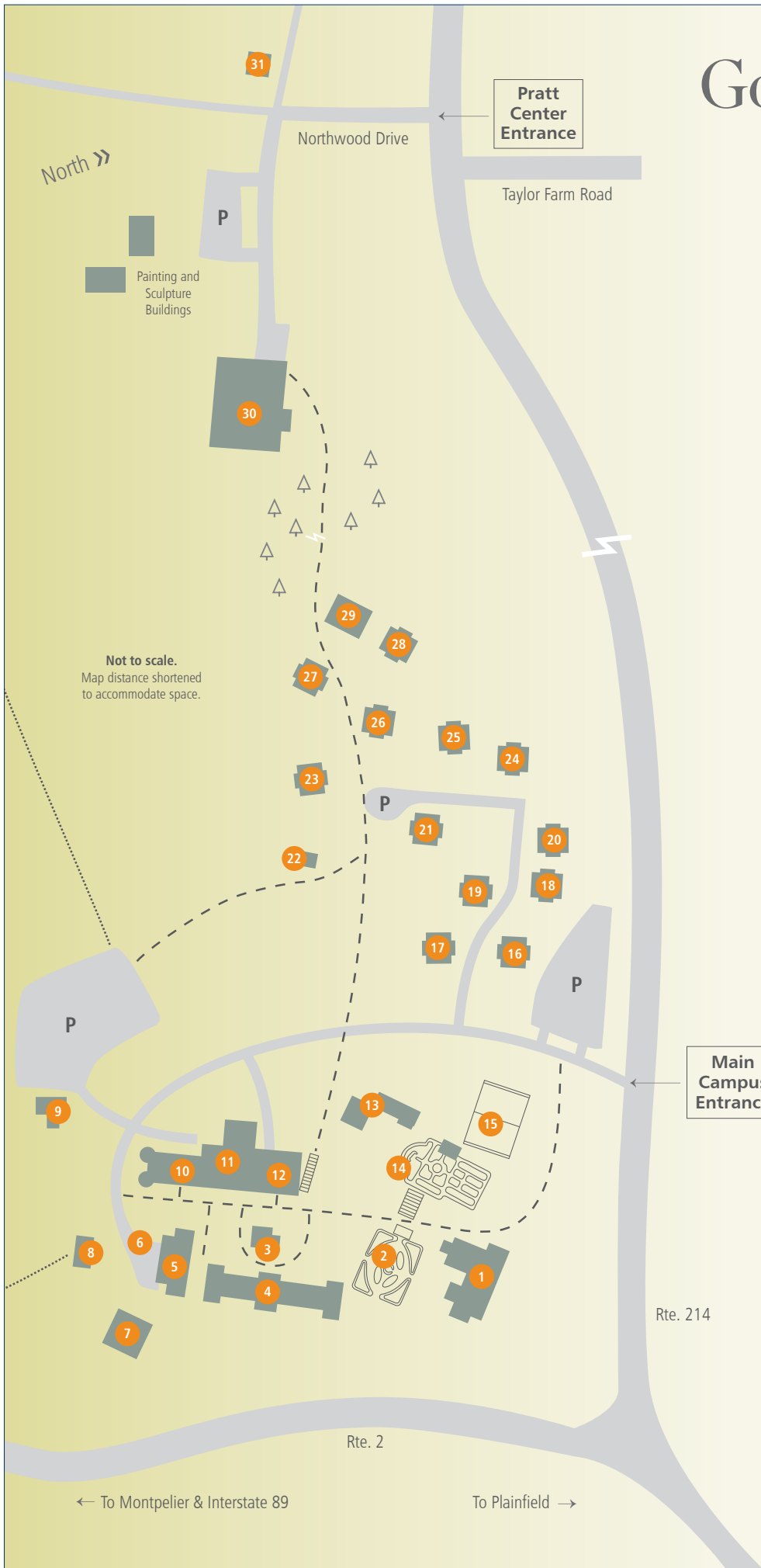
Take Interstate 89 South to Exit 8 (Montpelier/Route 2). Exiting the off-ramp puts you on Route 2 East. Travel through Montpelier and East Montpelier (approximately seven miles). Continue following Route 2 East another three miles toward Plainfield. Just before entering Plainfield, turn left onto Route 214. The entrance to Goddard is your first left.

From the East

Route 2 can be followed west from as far as Bangor, Maine. This is a rural two-lane highway, and travel time will be slower. Soon after entering Vermont, Route 2 West will pass through St. Johnsbury (approximately 30 miles from the New Hampshire border) and then Marshfield (approximately 18 more miles). Travel another seven miles through Plainfield, passing the Plainfield General Store (The Red Store) on your right. After that, turn right on Route 214 North. The Goddard entrance is the first driveway on the left.

Goddard College

PLAINFIELD CAMPUS



Administration & Staff Offices

Academic Services, ADA, President's Office (Martin Manor)	1
Admissions (King)	23
Business Office and Financial Aid (Wolper)	26
Eliot Pratt Center (Human Resources, WGDR, LITS)	30
Flynn	13
Help Desk	12

Classroom & Meeting Space

Clockhouse	3
Community Center	10, 11, 12
Cottage	9
Eliot Pratt Center (Library)	30
Flanders	8
Martin Manor	1
Studies Building	5

Dormitories

Aiken	18
Dewey	16
Doolin	20
Fisher	19
Froelicher	25
Giles	21
Hollister	17
Kilpatrick	4
Pratt	24
Stokes	28
Weinstein	27

Other

Design Center	29
Dining Hall	10
Greenhouse and Garden	22
Handicap Parking & Laundry Facility	6
Haybarn Theatre	11
Lower Garden	2
Maintenance Shed	31
Music Building	7
Old Tennis Court	15
Upper Garden	14

Key

- Hiking Trail
- Road
- Walking Path

Port Townsend, Washington Educational Site

Port Townsend is located in the northeast corner of the Olympic Peninsula, in the lee of the Olympic Mountains, a 2–2.5 hour commute from urban Seattle.

AIRPORT

Seattle–Tacoma International

Seattle, Washington

Abbreviation: SEA

Distance: 70 miles (Via Bainbridge Ferry);

100 miles (Via Tacoma Narrows Bridge)

BY BUS

Bus service is available from SEATac (and downtown Seattle) to Port Townsend. Olympic Bus Lines offers two daily trips to and from the airport. Reservations are required for trips in both directions on the bus between SEATac and Port Townsend.

www.olympicbuslines.com

800.457.4492

TAXI SERVICE

Peninsula Taxi Company can transport to and from the ferry terminal. They can also provide a shuttle between Port Townsend and the airport.

360.385.1872

DRIVING DIRECTIONS

Via Downtown Seattle and Bainbridge Island Ferry

(Ferry: 35 Minutes; Driving: 90 Minutes)

A current ferry schedule is available online at:

www.wsdot.wa.gov/ferries.

After you drive off the ferry onto Bainbridge Island, it's a direct route across the island on WA–305. Cross Agate Pass Bridge and continue on through Poulsbo. Your first turn will be a right onto Route 3. Follow signs to the Hood Canal Bridge (Highway 104), then make a left at a stoplight (from a turn lane) onto the bridge.

Five miles past the Hood Canal Bridge, you will see signs for Port Townsend/Highway 19. Turn right off Highway 104 onto Highway 19. Stay on Route 19 North until it curves to the right (about 20 miles) and becomes Highway 20 East at the traffic light. Stay on Highway 20 East, which continues into Port Townsend.

Highway 20 becomes Sims Way at the outskirts of Port Townsend. Continue through a traffic light by the Safeway store. You will see a sign for Fort Worden before the next traffic light, where you turn left onto Kearney Street. At the

next stop sign (at a T intersection), turn right onto Blaine. At the next intersection (another T) turn left onto Walker. Walker curves to the right and becomes Cherry Street. Follow Cherry straight through the four-way stop at F Street. You will come to a Y intersection. Stay on Cherry to the right and up the hill. At the bottom of the hill (W Street intersection) you will pass through the Fort Worden gate. At the first stop sign, continue straight.

The Goddard Residency Office is located in Building 205 at the end of the block.

Via I–5 South & Tacoma Narrows Bridge

(2.5 hours)

Take the “exit to freeways” from the airport, and follow I–5 South. Take Route 16 West to Tacoma and the Narrows Bridge. Once you cross the bridge, you will be on Route 3 North. Signs will say Bremerton–Hood Canal Bridge, then Silverdale–Hood Canal Bridge. Stay on Route 3 until you get to the Hood Canal Bridge, then make a left at the stoplight (from a turn lane) onto the bridge.

Five miles past the Hood Canal Bridge, you will see signs for Port Townsend/Highway 19. Turn right off Highway 104 onto Highway 19. Stay on Route 19 North until it curves to the right (about 20 miles) and becomes Highway 20 East at the traffic light. Stay on Highway 20 East and it continues into Port Townsend.

Highway 20 becomes Sims Way at the outskirts of Port Townsend. Continue through a traffic light by the Safeway store. You will see a sign for Fort Worden before the next traffic light, where you turn left onto Kearney Street. At the next stop sign (at a T intersection) turn right onto Blaine. At the next intersection (another T) turn left onto Walker. Walker curves to the right and becomes Cherry Street. Follow Cherry straight through the 4-way stop at F Street. You will come to a Y intersection. Stay on Cherry to the right and up the hill. At the bottom of the hill (W Street intersection) you will pass through the Fort Worden gate. At the first stop sign, continue straight.

The Goddard Residency Office is located in Building 205 at the end of the block.

For more information, call the Goddard Help Desk at 802.454.8315, ext. 278 or Admissions at 800.906.8312.

Goddard College

PORT TOWNSEND CAMPUS

- Administration & Staff Offices, Classrooms, & Meeting Space**
- Building 204** 2
(Student Community Room, Classrooms, Computer Lab)
- The Commons** 3
(Cafeteria, The Servery, Local Goods Café)
- Schoolhouse** 4
(Goddard Residency Office, First Floor Room G, Classrooms)

- Housing**
- Dorm 225** 6
(Dormitory Student Housing)
- Officers' Row houses** 7
(Faculty & Student Housing)
- Other**
- Main Entrance** 1
- Park Office** 5
(Ranger's Station, Mail Room, Blue Room, Matheson Room)

