

# Goddard College

## GRADUATE STUDENT HANDBOOK

Effective:

Spring 2010 Semester



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# WELCOME

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## Mission Statement

Goddard is a small college in rural Vermont for plain living and hard thinking. Founded in 1863, 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 for the welfare of the Earth.

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## Non-Discrimination 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.

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## Accreditation

### New England Association of Schools and Colleges

Goddard College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association 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 which 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.

Accreditation by the New England Association 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 the 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 New England Association 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  
Email: cihe@neasc.org

### **Washington Higher Education Coordinating Board**

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.

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## **The Graduate Student Handbook**

As of the spring 2010 semester, this Graduate Student Handbook and the documents to which it refers represent current Goddard policies and procedures related to its graduate students, and supersede policy statements about the matters they discuss previously distributed by the College. Goddard College reserves the right to revise any policy or procedure in this Handbook at any time without written prior notice. This Handbook is not written as a contract and is not intended to create contractual rights.

Policies or protocols not addressed here, in the program-specific handbook addenda, or in the Catalog may be raised with the appropriate administrative official(s). Refer to the Catalog for a list of College officers and their areas of responsibility.

By accepting admission to Goddard College and completing registration, the student acknowledges that the College has provided the student with a Student Handbook and, when appropriate, a Program-specific Addendum (through electronic means; hard copies of each are available upon request from the Academic Services Office at [academicservices@goddard.edu](mailto:academicservices@goddard.edu) or 802-322-1609), as well as the Goddard College Catalog. The Graduate Student Handbook (the “Handbook”) together with the Goddard College Catalog (the “Catalog”) details information related to the terms and conditions of enrollment including the College’s policies and the student’s responsibilities in attending the College. As a condition of enrollment and attendance at Goddard, the student hereby agrees to comply with and abide by the terms and conditions detailed in the Handbook, Catalog or any Program-specific Addendum, the Catalog, and future revisions to those documents. Students understand that if they have questions about the Handbook or any addenda, they should check the College’s website to review the current versions of the Handbook and the College Catalog and also contact the Academic Services Office, the student’s Program Director, or other College administrators for assistance.

### ***Alternative Document Format***

If you need this document in an alternative format (large print, on CD, etc.), please contact the Academic Services Office at [academicservices@goddard.edu](mailto:academicservices@goddard.edu) or 802-322-1609.

### ***A Note about Language***

In keeping with our community values of inclusiveness, this Handbook does not use gendered pronouns. Goddard also uses the language of progressive education and has its own language, as explained in our catalog. For a definition of terms used in this Handbook, use the Glossary of Terms in the Appendix.

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## **Governance**

The Governance Plan (approved by the Board of Trustees, June 2001), which describes the instruments and committees that Goddard uses to govern the College, is available in GoddardNet, or by request from the President's Office. Please also refer to the Student Governance section of the Goddard College Catalog.

### **Third Century Plan**

Like many organizations, Goddard has developed a strategic plan. Unlike many organizations, ours is a living thing, one that is constantly in motion with the input of students, staff, faculty and alumni. It's called the Third Century Plan (TCP) because Goddard has entered its Third century of existence, and our plan - our work over the next five years, will ensure the continuation of Goddard's tradition of innovation and progressive education.

The TCP was developed by Goddard's president in consultation with students, faculty, staff, and the College's Board of Trustees. The three primary goals of the plan are:

1. To advance the theory and practice of learning by undertaking new experiments based upon the ideals of democracy and the principles of progressive education.
2. To continue to "build a strong community" through a collaboration of councils, faculty union, administration, board members, neighbors, students, staff and faculty at-large; continuously and in good faith, we will create a clear process to strengthen the integrity of the organization.
3. To demonstrate "an earnest concern for others and for the welfare of the Earth" through our programs, structures, outreach, and participation in local, state, national, and international higher education communities,
4. We will accomplish these goals, in the context of the shared values expressed in the TCP, through the day-to-day efforts of students, faculty and staff, through an integrated planning process. The Integrated Planning Team is the guiding coalition for the planning process. For more information contact Judith Robert, Dean of Planning and Community Life, [Judith.Robert@goddard.edu](mailto:Judith.Robert@goddard.edu) or 802-322-1641.

To read the whole plan, please visit the Integrated Planning area of the GoddardNet. All students are encouraged to read the TCP, so that they understand the values and priorities that are shaping the college.

## **Student Council**

The Student Council is a working group of elected student representatives committed to advocacy of student voice and to the collaboration between students and the Goddard community-at-large. Every program at the undergraduate and graduate level is entitled to elect either one or two representatives to the council. Student Council Representatives are elected by a vote of students in their program and serve one-year terms. Council members' responsibilities include: consultation with their program directors; membership on college committees; and collaboration with the student representative to the Board of Trustees whom they elect. Throughout the year, representatives hold bi-weekly phone conferences and gather at retreat(s) at the Vermont campus. The Student Affairs Coordinator also assists their efforts. For more information about the Student Council, contact: [StudentCouncil@Goddard.edu](mailto:StudentCouncil@Goddard.edu).

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## **Communications from the College**

The College's primary method of communicating with students, as well as providing forms, paperwork, and handouts is electronic. At a student's first residency, the student is given a Goddard email address and access to GoddardNet, the College's intranet site. Students are expected to check their Goddard email at least twice a week. If students set their Goddard email to forward to a personal email account, then it is the student's responsibility to ensure that the forwarding email address stays current and will accept email, including attachments, from the College.

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## **Computer Requirements**

All students are expected to have, or have access to, a computer with email and Internet capabilities, as well as a CD-Rom drive. Broadband access, if available, is helpful.

### **Minimum PC System Requirements**

- Microsoft Windows 98 (Minimum)
- Microsoft Windows 2000/XP (Highly Recommended)
- Microsoft Word or other word processing software that exports to Rich Text Format (RTF)
- Adobe Reader version 4.0 or higher
- Up-to-date Internet Browser

### **Minimum Mac System Requirements**

- OS 9.2 (Minimum)
- OS X (Highly Recommended)
- Microsoft Word or other word processing software that exports to Rich Text Format (RTF)
- Adobe Reader version 4.0 or higher
- Up-to-date Internet Browser

## GRADUATE STUDIES AT GODDARD COLLEGE

### EARNING AN MA OR MFA DEGREE

To meet the needs of graduate students, Goddard College offers a variety of intensive residency programs. Each program has a unique structure and degree requirements (including the minimum number of successfully completed semesters to earn the degree) specific to the academic and professional goals of the students it serves. While all programs offer full-time study, some programs also offer an alternative of a three-quarter time study option. In some programs, the residency is offered at two different sites. For more information on a specific program, consult that program's Handbook Addendum and the Goddard College Catalog for the College's academic policies, including those related to the Graduate Study policies.

The minimum number of semesters needed to graduate can be reduced up to a maximum of one semester through the transfer of demonstrably relevant graduate credits. Students should refer to their program's handbook addendum for the number of credits that can be transferred in up to the one full semester limit. In order to graduate, students must incorporate the Principles of Graduate Study into their work each semester, while also fulfilling the program specific requirements of their degree (as detailed in the program's handbook addendum).

The college currently offers the following Graduate Degree Programs and study options:

- MA in Education and Licensure (includes 9 and 12 credit semester options):
  - Concentration in Community Education
  - Concentration in School Counseling
  - Concentration in Teacher Licensure (not available to the 9 Credit Option students)
- MA in Health Arts and Sciences
- MA in Individualized Studies
  - Concentration in Consciousness Studies
  - Concentration in Interdisciplinary Environmental Studies
  - Concentration in Transformative Language Arts
- MA in Psychology and Counseling (includes 9 and 12 credit semester options)
  - Concentration in Organizational Development
  - Concentration in Sexual Orientation
- MA in Sustainable Business and Communities
  - One year certificate option

- MFA in Creative Writing
  - Residency option in Plainfield, Vermont
  - Residency option in Port Townsend, Washington
- MFA in Interdisciplinary Arts
  - Residency option in Plainfield, Vermont
  - Residency option in Port Townsend, Washington

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## **Principles of Graduate Study**

Students are expected to have demonstrated the ability to apply theory in competent practice. Where appropriate, this should involve action research, qualitative research, experimental research, professional practice, etc.

The idea of competent practice also includes the principle of ethical scholarship. Ethical scholarship involves exploration, investigation, creativity, analysis, reflection, synthesis, and transformation of ideas, events, history, art, and experiences in ways that are honest, respectful, contextually informed and sensitive, and self-aware. To these ends, ethical scholarship gathers and analyzes data by culturally competent and contextually sensitive means. Ethical scholarship examines issues from a variety of relevant perspectives, especially those that conflict and create controversy. By its nature, ethical scholarship is interdisciplinary. To meet these goals, students should be aware of the policies on Academic Honesty, including those provisions related to plagiarism, and research with human participants, in addition to the standards and practices of their fields and programs.

The Principles of Graduate Study are the philosophical underpinnings upon which we base the awarding of an MA or MFA degree. How they are interpreted and inform each program's degree criteria reflects the focus of that program. For example, the principle in regard to practice will have a different meaning in the MFA in Creative Writing program (e.g. character development) than it will in the Psychology and Counseling program (e.g. role playing in a group therapy practice session).

### **Theory**

Students are expected to have demonstrated mastery of existing theory about the matter studied; to be familiar with the relevant sources for theory and the differing points of view about it; to know, in broad outline, the historical development of that theory and the methodologies appropriate to work done in accordance with it; and to know and use the appropriate methods of presenting and documenting that theoretical knowledge.

### **Practice**

Students are expected to have demonstrated the ability to apply theory in competent practice. Where appropriate, this should involve action research, qualitative research, experimental research, professional practice, etc.

### **Integration**

In the required Final Product, students are expected to link the theory and practice of their study with its contemporary significance and relevance.

## **Awarding of Credit**

The College grants graduate credit in three formats, as determined by each program:

1. Credit – credit is granted upon successful completion of individual courses. The following program grants credit by semester:
  - MA in Psychology and Counseling
2. Semester – credit is granted upon successful completion of the semester; no partial credit is available. The following programs grant credit by semester:
  - MA in Education and Licensure
  - MA in Health Arts and Sciences
3. Unitary – credit is granted for the successful completion of the entire program; it is not granted at the end of each individual semester. The following programs are unitary:
  - Individualized MA Program
  - MFA in Creative Writing Program
  - MFA in Interdisciplinary Arts Program
  - MA in Sustainable Business and Communities

For more information, consult the program's handbook addendum.

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## **Successful Semester Completion**

Satisfactory completion of the work of a graduate semester depends on the advisor's judgment, arrived at in consultation with the student, that:

- The student has attended and participated fully in the residency that begins each enrolled semester;
- For programs offering a 12 credit semester, the semester studies have been "full-time," defined as involving at least 26 hours a week of study throughout the semester (individual programs may require more time);
- For programs offering a 9 credit semester, the semester studies have been "three-quarters time," defined as involving at least 20 hours a week of study throughout the semester (individual programs may require more time);
- The student has fulfilled the goals of the study plan made and approved at the beginning of the enrolled semester;
- Significant and demonstrable progress has been made during the semester toward fulfilling the Principles of Graduate Study;
- Significant and demonstrable progress has been made during the semester toward fulfilling the program-specific Degree Criteria;
- Study materials were received by the advisor or mentors in a timely manner consistent with the schedule agreed upon at the residency by the student, advisor

and/or mentor (a mass of material, however impressive, received at the end of the semester from a student who has sent little or no material before, is not acceptable as evidence of a satisfactorily completed semester);

- The student has evaluated the semester's learning and has submitted, via the Student Information System, an end-of-semester evaluation to the advisor and Office of the Registrar.

Students with two sequential, or three cumulative semesters not satisfactorily completed are academically withdrawn by the College for unsatisfactory academic progress. Withdrawal procedures may also be initiated if students are judged to have unsatisfactorily completed one semester and there is no substantial promise for satisfactorily completed graduate study in future semesters.

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## **Jobs as Resources**

Study cannot consist solely, or primarily, in the student's daily work and community activities (i.e. "business as usual"). A student's job or job site may, however, serve as an important resource for designing learning experiences and conducting research. Community involvement may furnish similar learning opportunities.

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## **Eliot D. Pratt Library**

The Eliot D. Pratt Library's services and collections have been developed to serve the needs of students and faculty of the College. Library use is a privilege extended to those who recognize that the collections are resources to be shared with current and future users and who observe the regulations and procedures established to make materials accessible to all. General College policies regarding respect for College employees and property apply to conduct in, and use of, the library. Borrowers must adhere to the current policy, which is available in the Eliot D. Pratt Library area of GoddardNet.

The Library has a collection of more than 70,000 books and periodicals, and a variety of online research databases. Interlibrary loans are available for items not in our collection. The staff provides research assistance and individual library instruction, and facilitates residency library workshops. The Library area on GoddardNet provides access to online books, full-text articles, policy and much more.

The library does not provide distance library services for students on Leave of Absence. Students on LOA have the same borrowing and access privileges as our local Community Borrowers. Materials from the in-house collection can be checked out. Inter-Library Loan is available on a limited basis (requests from enrolled students, faculty, and College administrators take precedent). The VOL (Vermont Online Library) databases are available to any library user who is in the building.

## ACADEMIC POLICIES & PROCEDURES

### Academic Honesty

Goddard College's approach to education is based upon individualized education. Each student plays a major role in designing a program of study and documenting that work through a series of packets, course work, and other appropriate work. A student's packets and/or course work also document progress toward fulfilling degree criteria for graduation. The foundation of this approach to learning is trust in the academic integrity of our students--that the work they submit represents their own efforts, the depth and breadth of their own understandings, and their academic growth and progress. Fundamental to this community of trust is the expectation that each student will adopt and practice strict standards of academic integrity.

These include:

- The work submitted is the result of the student's own thought and effort and was prepared specifically for the current semester/course.
- Words, information and ideas derived from the work of others are appropriately acknowledged and given proper credit. This is done whether the student's sources are in print, electronic or other formats. Representing the work of others as one's own work is an act of theft called *plagiarism*, which is to be scrupulously avoided. Direct quotations are referenced carefully and placed within quotations marks (or block indentation) and properly cited per the standards of the field (e.g., APA, MLA). Paraphrasing is done appropriately. If there is any doubt, a proper citation is provided. These standards apply to all drafts submitted by a student to College faculty, advisor, mentors, or instructors.
- Care is taken to fairly and honestly represent the views of the student's source. The student will not misrepresent the views of the source in order to support the student's interpretation.
- The works cited are works actually seen and used.
- When collaborative work is appropriate, the contribution of all collaborators is acknowledged.
- All research is conducted in ways that meet or exceed the established ethical standards of its field.

**Violation of academic integrity is a breach of the core values of Goddard College and of the larger academic community.** Ignorance is *not* an excuse for a violation. Students are responsible for educating themselves about academic integrity and learning how to embody it in their work. In each program there are opportunities to consult with advisors and program directors about this issue. In addition to information on the GoddardNet, workshops on research norms are held at residencies. Moreover, there are also many print and electronic resources available at large that help students conduct responsible research and writing. While Goddard's individualized approach to education means that each project may have its own unique set of issues and circumstances, students remain responsible for discussing issues related to academic integrity with their advisor and mentor(s). Finally, students are responsible to meet standards of academic honesty even if those standards are not specified in course work and requirements.

## **Violations**

When an issue of academic integrity is raised, a student's advisor or mentor(s) will contact the Program Director. The Program Director will first identify the nature and degree of seriousness of the infraction. If an inquiry is warranted, a group of two other program directors, with the primary program director, will convene to examine the incident and offer recommendations. The primary program director, in consultation with the Academic Dean, will make a decision as to the consequences. Violations can lead to serious consequences. Depending on the nature and severity of the infraction, these consequences can include denial or the revocation of credit for the semester(s) involved, suspension, academic withdrawal from the College, and/or revocation of an awarded diploma. If dissatisfied with the Program Director's decision, the student may submit an appeal consistent with the Academic Appeal Process as detailed in this Handbook.

Please also refer the Goddard College Catalog for the College's academic policies, including those related to the Graduate Study policies.

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## **Academic Appeal Process**

Students have the right to appeal academic decisions made by College administrators or faculty members concerning the student. When filing an appeal, students should bear in mind that appeals take time and the time involved in carrying the process through to the end may impact a student's enrollment status/options. When possible, the College will make reasonable accommodations to expedite the appeal process in time sensitive situations.

### ***Reconsideration Request***

Prior to filing an appeal, the student must first ask the person or group who made the decision to reconsider the decision by presenting a written rationale for why the decision should be overturned. Requests for reconsideration need to be made within 10 business days of the original decision and will be responded to within 5 business days.

If the person or group who made the decision is not available to reconsider it and/or there are justifiable reasons for bypassing a reconsideration request, the student may move immediately into an academic appeal. In such circumstances, the appeal must contain an explanation about the reasons that the reconsideration request was not undertaken. The administrator reviewing the academic appeal may return it for reconsideration if the administrator disagrees with the basis for by-passing the reconsideration process.

### ***Grounds for Appeal***

If the student is unsatisfied with the results of the reconsideration request, they may appeal under the following conditions:

- If a student believes and can document that the decision was made on some basis other than academic performance or academic integrity.
- If a student believes and can document that a decision was made by a substantial departure from the program's or faculty member's initially articulated standards.
- If a student believes and can document that a decision was made by a substantial departure from the College's Academic Honesty standards.

- If a student believes and can document that a decision was made by unreasonable application of standards different from the application of these same standards to other students in the same course or program during a relevant time period.

### ***Where to Direct an Appeal***

An academic appeal begins at the next level of authority beyond that at which the decision was made:

- Faculty decisions are appealed to their Program Director.
- Progress Review Group, Assessment of Prior Learning Committee, Program Director, and Associate Academic Dean and Registrar decisions are appealed to the Academic Dean.
- The Academic Dean's decisions are appealed to the Executive Vice President.

If the Administrator named above is unavailable or unable to review a grievance, their supervisor will designate an alternative reviewer. If a student needs assistance in directing an academic appeal, they should contact the Academic Dean's Office, [academicservices@goddard.edu](mailto:academicservices@goddard.edu) or 802-322-1614.

### ***Appeal Letter***

Appeals must be presented in writing and include the following:

1. A description of the decision being appealed and the circumstances involved;
2. A detailed rationale for how the decision fits within the stated grounds for appeal; and
3. Available evidence, including documentation, in support of the appeal; and
4. The student's suggested resolution to the appeal.

### ***Appeal Timeline***

Appeals must be submitted within 10 business days of the decision being appealed. The appeal will be responded to within 10 business days. In order to carefully consider an appeal, additional materials may be requested of all parties involved including the student. Timely submission of supporting materials expedites the review process. If additional time is necessary to respond appropriately, the review period will be extended by no more than 5 business days. The student will be notified of the additional time. Any materials requested but not submitted within the period of additional time will not be considered absent extenuating circumstances.

### ***Appeal Decision***

The decision of the person responding to the appeal is final.

If a student believes that the appeals process deviated substantially from what is outlined above, the student may bring a procedural grievance to the Executive Vice President. This is a grievance of the process, not the final academic decision and the student may not raise issues related to the substance of the academic decision. The student must make this grievance in writing to the Executive Vice President's Office within 5 business days of the appeal decision. The Executive Vice President (or designee) will respond to the student within 5 business days of receiving the complaint about the appeals procedure. The Executive Vice President's decision on such a procedural complaint is final. If the

procedural complaint is determined to be founded, then the Executive Vice President will determine a process that provides an appropriate consideration of the student's academic appeal.

Procedural complaints against the Executive Vice President are made to the President following the process outline above.

### ***No Retaliation***

Any student who invokes the right to appeal or participate in these appeals procedures will not be retaliated against during or after the appeal process.

### ***Student Grievance Process for Non-Academic Complaints***

If a student wishes to appeal a non-academic decisions made or actions taken by Goddard authorities, staff, faculty member or Program Director that have significant impact on a student's life, they may do so by following the Student Grievance Process for Non-Academic Complaints as detailed in this Handbook.

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## **Attendance at the Residency**

Attendance at the program residency that begins each semester is a required and vital part of Intensive Residency study. (Note: students enrolled in the Education and Licensure Program's 9-credit option, do not attend the spring semester residency; refer to the Education Program Handbook Addendum for further details.) The substantial face-to-face contact during residencies that students have with their advisor and mentors, as well as other program faculty and fellow students is essential to creating a learning community that nurtures, challenges, and supports students in their studies, both on campus and at home following the residency. More importantly, the College believes that meaningful learning is more than independent study; it is the give and take of ideas that comes from interacting with other students and faculty members. Residencies are an essential component to Goddard's graduate programs. Attendance at the residency is a primary activity that students participate in to earn academic credit for their work in the program.

Students are expected to attend their program's designated residency. If the student has a conflict with the residency dates, for example, they may not substitute another program's residency for their own. Moreover, if a program offers multiple residency options and/or sites, students are expected to stay with one residency option/site throughout their degree program. For more information on multiple residency sites/options, refer to the program-specific handbook addenda.

Students are also expected to attend a Commencement Residency—three days at the program residency that follows their culminating semester.

Attendance at the residency means arriving in time to complete registration by the designated deadline and staying through the last scheduled event on the final day. New students may be required to arrive at the residency early for orientation activities. An additional fee is charged for pre-residency New Student Orientation.

For specific information about Residency Policies and Services, refer to the Residency Notes and Services handout provided by the Help Desk and posted in your program's area on GoddardNet.

### **Missing a Residency**

Permission to miss all of a residency is rarely granted. A student may miss no more than one residency during the degree completion.

New students are not eligible to receive permission to miss their first residency. If a new student is unable to attend the residency, the student will need to defer their enrollment until the following semester.

Continuing students may apply, in writing and typically 30 days before the residency, to their Program Director for an exemption from attending a residency in its entirety only if:

- The student is academically capable of missing the entire residency, as judged by the Program Director; AND
- The student has unforeseen documented health problems that make attendance for the entire residency dangerous or impossible.

Financial hardships, being unable to get time off from work, and/or difficulties traveling to campus from a foreign country *are not* grounds for requesting permission to miss all of a residency. Since attendance at the residency is a required part of the program, students should plan for the time and expense of traveling to, and being at, the residency.

Permission to miss a residency is granted only by the Program Director, in consultation with the student's advisor. If the request is approved, the Program Director will notify the student, advisor and Registrar; the Registrar, in turn, notifies the enrollment staff. If the request is denied and the student is unable to attend the full residency, the student can take a Leave of Absence (if eligible) for the semester. If the student is not eligible for a Leave of Absence, the student will need to withdraw from the program.

For students with permission to miss an entire residency, the associated room and board charge will be removed from their account. Students need to pre-register for the semester by the residency-site specific deadline as indicated below:

- Students enrolling in a program at the *Plainfield, Vermont campus* and who have permission to miss the residency need to complete registration for the semester by 4:00 p.m. (EST) the business day prior to registration.
- Students enrolling in a program at the *Port Townsend, Washington site* and who have permission to miss the residency need to complete registration for the semester two weeks prior to the residency.

Refer to the section on “Enrollment Status / Registration” for further details on how to pre-register for the semester.

Students with permission to miss the entire residency are still required to complete the study planning process with their advisor. The study plan, submitted by the student and approved by the advisor via the Student Information System, must be completed by the final day of the residency. Students who miss the residency maintain the same published packet and semester dates for their program.

A student who misses some or all of a residency without prior permission from the Program Director will not be permitted to enroll for that semester. The student will be administratively withdrawn from the college.

### **Arriving Late, or Leaving Early from a Residency**

Permission to arrive late to, or leave early from, a residency is rarely granted. When a Program Director does grant permission, it is for non-routine circumstances beyond the

student's control. Difficulties with travel arrangements, job requirements, and childcare are not typically reasons that will support permission. A request to miss some portion of the residency is submitted in writing to the Program Director, prior to the residency beginning, detailing the reasons why permission is being sought. The Program Director, in consultation with the student's advisor as appropriate, will make a determination on the request. If the request is approved, the Program Director will notify the student, advisor and Registrar; the Registrar, in turn, notifies the enrollment staff. If the request is denied and the student is unable to attend the full residency, the student can take a Leave of Absence (if eligible) for the semester. If the student is not eligible for a Leave of Absence the student will need to voluntarily withdraw from the program.

There is no reduction in the residency fee for students with permission to miss a portion of the residency. Students with permission to arrive late to the residency need to complete registration for the semester as outlined above in "Missing a Residency." A student who misses some of a residency without permission from the Program Director will not be permitted to enroll for studies for that semester. The student will be administratively withdrawn at least for that semester. The College reserves the right to administratively withdraw the student altogether.

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## **Advisor Assignment**

Students are assigned an advisor for each semester they are enrolled, with the exceptions of the Psychology and Counseling Program and the Education and Licensure Program; each of whom assign an advisor for the length of the degree (refer to their Program Handbook Addenda for details on advisor and study area mentor assignments). At the beginning of each semester (either prior to the residency or in the first two days of the residency), returning students are given the opportunity to submit an advisor preference form. New students are pre-assigned an advisor based on their application. The Program Director makes the advisor assignments in consultation with the program faculty.

In most programs, the advisor is the primary person the student works with throughout the semester through the exchange of packets (study materials). In some programs, advisors work with students over the length of their program, helping students keep their personal and professional goals in sight. Details regarding the advising relationship with students are available in each program's individualized Handbook Addendum.

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## **Changing Advisor**

If an issue develops in the advising relationship that cannot be resolved, students can petition their Program Director for an advisor change.

### **During the Residency**

Requests to change an assigned advisor should be made to the Program Director, in writing, as early into the residency as possible.

### **During the Semester**

Changing advisor during a semester creates disruption in a student's studies. The Program Director will work with the student and the faculty member to make every effort to resolve existing difficulties first before considering a change in advisor assignment.

If students feel they are unable to continue working with their advisor, students must request an advisor change, in writing, to the Program Director. In the petition, students need to detail the reasons for requesting a change. The Program Director will consult with the student, the advisor, and, if necessary, the Academic Dean before making a decision. If the request is approved, the Program Director assigns the student another advisor. The new advisor must approve the semester's study plan that is on file with the Office of the Registrar via the Student Information System (SIS).

Changing advisors may necessitate writing an amendment to the semester study plan (see Study Plan Section below), depending on the circumstances surrounding the shift. If an amendment to the study plan is necessary, the new advisor will approve the amendment in the Student Information System. The student may also need to amend the Study Plan as a Whole/Degree Plan.

The student and the original advisor each write an evaluation of the work the student did up to the point in the semester when the change in advisor was made. The new advisor writes an evaluation of the student's entire semester, incorporating feedback from the partial evaluations.

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## Cohort Groups

A Goddard program may host a Cohort – a defined group of students who enter a degree program together with a shared educational goal. Most often the cohort comes from an institution with which the College has established an Agreement of Understanding. This model provides an opportunity for a group of students to become critical friends and allies in their home community, encouraging inquiry, action and reflection. This can result in meaningful change in the community and/or organization to which the students belong. At times, College and program policies and procedures may be applied differently to a cohort student in order to respond to their unique context and needs as a member of a defined learning group from a sending organization in formal partnership with the College.

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## Study Plans

Each semester, the student writes a study plan that lays out their learning objectives for the semester, discussing those goals within the context of the particular semester they are starting and their overall progress towards earning the degree. Producing the study plan is one of the main activities of the program residency. The completed study plan, approved by the advisor, is submitted to the Office of the Registrar via the Student Information System (SIS) by the last day of the residency. If a student is eligible for a financial aid “refund” check, the semester study plan must be approved by the student's faculty advisor in SIS before the check can be released to the student.

The study plan, in addition to requiring students to delineate their learning goals for the semester in relation to their program's degree criteria, will also require students to address the following:

- The **resources** the student plans to draw on that can include books, journals, tools, settings, attending conferences, etc.
- The **methodology** the student plans to use that can include research, interviewing, etc.

- The specific **learning activities** the student will undertake (reading and writing, designing a conference, practice interviewing, keeping a journal, etc.)
- The **products** the student will produce (e.g. essays, paintings, workshop reports, poems, prose, interview transcriptions, reflective journaling, annotations, etc.)
- A **bibliography** of reading the student plans to do during the semester (the advisor will discuss with the student how extensive the bibliography needs to be, since this varies from program to program)
- A **timetable** for when the student will be submitting packets/course work to their advisor if different from the published packet/course work dates.

The semester study plan is the basis for describing and discussing the semester's achievements in the end-of-semester narrative evaluations written by the student and the advisor.

Note: Some programs require an overall plan that outlines the student's Graduate Study as a Whole/Degree Plan. This is typically completed during a student's first residency. Students are referred to their program's Handbook Addendum for further details.

### **Amending a Study Plan**

Occasionally during the semester, a student's learning goals will shift substantially. When this happens, the student needs to amend their semester study plan in the Student Information System to reflect the new goals, process, and/or products. To amend a semester study plan, the student contacts their advisor to "unlock" the semester study plan in the Student Information System. Once unlocked, the student revises the study plan and submits it to the advisor. The advisor reviews and approves the amended study plan in the Student Information System.

The study plan amendment should include any changes in goals, projects, or methodology in the learning goals. For example, if a student had planned to do student teaching and the placement fell through; the study plan amendment will describe what the student will do in place of student teaching. Another, less tangible shift is when a theme intended for exploration in an individual packet or two "takes over" the semester. The amended study plan needs to be clear about what the changes are taking place and how the student will accomplish them.

Note: An extensive shift in the student's learning goals may also necessitate a revision to the student's Graduate Study Plan as a Whole/Degree Plan. The student's advisor and/or Program Director can help determine when such an amendment is appropriate. To amend the Study Plan as a Whole/Degree Plan, follow the procedure outlined above for the semester study plan.

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## **Faculty Review of the Thesis/Final Product Proposal**

In order to ensure students are producing a consistent standard and quality of work and to broaden the scope of feedback and resources available to students, program faculty review each student's culminating thesis/final product proposal. This review takes place no later than the culminating semester residency. The requirements for the thesis/final product proposal vary by program (refer to the program-specific handbook addenda for details), but generally include the type of final product being undertaken (research thesis, creative, or other project), summary of the primary question or project being addressed,

the methodology that will be used, and the timeline for the product's completion. Additionally, research projects must address ethical concerns.

The Program faculty will either approve the proposal or ask the student to revise it. If the thesis/final product proposal is not approved, the advisor will relay to the student the review committee's concerns/suggestions for revision. The faculty may also recommend that a student take an additional semester to complete the thesis/final product.

Note: Faculty review of thesis/final product proposal as described above does not apply to the MFA in Creative Writing Program or the MFA in Interdisciplinary Arts Program.

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## **Exchanging Work with an Advisor or Mentor**

Written materials are the primary means of documenting a student's studies in a packet/course. The content and format of the written materials will be determined by the student's studies and will be detailed in the semester study plan and/or course contract within program-specified style requirements if so noted in the program-specific addendum. Specific exceptions can be made for documenting art work, presentations, dance, musical performances, etc. In turn, the advisor/mentor responds to the student's work with written feedback.

Each program has established due dates for student work, forms, evaluations, and other materials. These due dates are published in the program areas on GoddardNet and available upon request from the [Academic Services Office](#). Due dates are **the date by which work should arrive** to the advisor/mentor. Alternative due dates can be negotiated at the residency with the advisor/mentor and must be included in the semester study plan approved by the advisor. Alternative due dates may not extend past the last day of the semester.

The development of the student's work over the course of the semester through dialogue with the advisor and/or mentor is essential to the student's learning. Packet/course work is to be submitted on a timely basis consistent with the program's published or advisor/mentor approved amended due dates. A mass of material, however impressive, received part-way through or at the end of the semester from a student who has sent little or no material before, is not acceptable documentation of the student's work.

The following requirements apply:

- Packet/course materials can be exchanged via email with the advisor or mentor's permission.
- Packet/course work submitted in hard copy should contain two copies of all materials to be reviewed unless the advisor or mentor has specified otherwise.
- Work mailed hard copy should be sent to the advisor/mentor's home address unless another address has been specified by the faculty member.
- Work mailed to an advisor or mentor via priority mail, FedEx, etc. must be sent with the delivery confirmation signature waived.

### **Domestic Mail**

For packet or course work materials exchanged through domestic mail, the student is responsible for including the appropriate amount of postage (stamps, not a meter strip) for the advisor or mentor to return the materials to the student.

### **International Mail**

For packet or course work materials sent to an advisor or mentor living outside the United States, the advisor or mentor will be responsible for the postage to return the work to the student. Students residing outside of the United States are responsible for providing their advisor or mentor with appropriate postage to return the packet materials.

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## **Institutional Review Board: Research Involving Human Subjects**

Goddard College follows federal guidelines governing the ethical conduct of research involving human subjects. These guidelines are intended to protect the privacy and well-being of research subjects, especially children and other potentially vulnerable groups. Ensuring well-being of research subjects means, at a minimum:

- a) Risks to subjects are minimized: (i) By using procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risk, and (ii) whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes.
- b) Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects, and the importance of the knowledge that may reasonably be expected to result.
- c) Potential risks and benefits of participation will be explained to all prospective participants as part of the informed consent process.
- d) Selection of subjects is equitable.
- e) Informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by federal regulations.
- f) Informed consent will be appropriately documented, in accordance with, and to the extent required by federal regulations.
- g) When appropriate, the research plan will make adequate provision for monitoring the data collected to ensure the safety of subjects.
- h) When appropriate, there will be adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.

When some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, mentally disabled persons, or economically or educationally disadvantaged persons, additional safeguards will be included in the study to protect the rights and welfare of these subjects.

Goddard has two levels of Institutional Review that work together to ensure appropriate oversight of all proposed student research projects. First, each program has a faculty-led review board that works closely with students and advisors during the residency and the semester. This program review board helps ensure that students and faculty are aware of their varied educational, ethical and legal responsibilities.

Second, the college also maintains a college-wide institutional review board (IRB), staffed by faculty and administrators. This college-wide board provides additional

support and direction to program-based boards as well as students and faculty involved in research and ensures that the college fulfills its varied responsibilities.

Students whose research may involve working with human subjects should immediately consult with their advisor and program director regarding their educational, ethical and legal responsibilities. **This consultation must occur before embarking on any research.**

Depending on the nature of their work, for example, students may be asked to submit to either the program or college review board an Application for Review of Research Involving Human Subjects. As part of this process, students may be required to submit an Informed Consent Form. The fundamental purpose of an IRB review of informed consent is to assure that the rights and welfare of the subjects are protected. A signed informed consent agreement is evidence that the agreement has been provided to a prospective subject and that the subject has agreed to participate in the research. IRB review of informed consent documents also ensures that the College has complied with applicable legal requirements.

Students should contact their Program Director for additional information.

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## Mid-Semester Check-in Form

The Student Mid-Semester Check-in Form is an opportunity for students to think about how their semester is progressing. It also asks whether the student is receiving the necessary assistance and support from the advisor and/or mentors. Students are responsible for submitting a Mid-Semester Check-in Form each semester to the Academic Services Office by the designated date in their program-specific semester calendar. Faculty members are also asked to fill out a Faculty Mid-Semester Check-in Form about each of their advisees to assess the student's progress to date. Student and faculty Mid-Semester Check-in forms are reviewed by the student's program director(s), who follows up on any concerns or potential problems.

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## Non-Participation in the Semester

Participation in the semester is determined to be the exchange of student work between the student and the advisor and/or mentor(s) according to the packet/course work schedule posted in the program-specific calendars on GoddardNet or a schedule that has been agreed upon by the student and the advisor and/or mentor(s) in the study planning process, i.e. in the student's semester study plan.

A student who is determined not to be participating in their semester will be academically withdrawn retroactively to the second packet/course work deadline or, if the work schedule was renegotiated, then to the revised work due date.

- For programs that require submission of five packets or courses, participation is confirmed by the advisor to the Office of the Registrar no later than the eighth week of the packet or course portion of the semester. At that time, a student must have submitted a minimum of one packet of work and also have renegotiated other packet due dates with the advisor.
- For programs that require submission of four packets or courses, participation is confirmed by the advisor to the Office of the Registrar no later than the sixth week of the packet or course portion of the semester. At that time, a student must

have submitted a minimum of one packet of work and also renegotiated other packet due dates with the advisor.

If a student has not met these requirements by the abovementioned deadlines, the advisor will notify the Program Director and Office of the Registrar that a student has not participated in the semester. The Office of the Registrar, in turn, will notify the College Enrollment Staff and will formally withdraw the student from the semester based on non-participation. If applicable, a tuition refund will be calculated by the Student Accounts Office. Financial Aid will also be adjusted, if appropriate. If the previous semester was successful, the student is placed on Leave of Absence for the balance of the semester. If the previous semester was unsuccessful, the student will be academically withdrawn from the College.

A semester during which a student is withdrawn for non-participation is considered to be academically unsuccessful and counts towards the total number of unsuccessful semesters a student is allowed to have within their period of enrollment. For more information see the section on Academic Withdrawal.

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## Narrative Evaluations

Please note: Narrative Evaluations, as described below, does not apply to the Psychology and Counseling Program. Students in that program are referred to the Psychology and Counseling Program Handbook Addendum for information on evaluating course work, determining credit, and faculty judgments regarding a successfully completed semester.

The advisor, with input from the student, determines if a semester has been successful. This process is accomplished through narrative evaluations written by the student and the advisor. The student evaluation, “Student Report on One Semester of Graduate Study,” using the semester study plan as a jumping off point and referring to the Study Plan as a Whole/Degree Plan, describes what learning was accomplished, what resources were used, and what products were produced. Included in the evaluation is a bibliography, properly cited, of all the resources and readings the student used during the semester of study. The student submits the evaluation to the advisor and the Office of the Registrar via the Student Information System (SIS) no later than that the final day of the semester. If the student has not submitted an evaluation by the deadline, the advisor’s evaluation will be written without benefit of input from the student. NOTE: Some programs require the evaluation be submitted to the advisor earlier than the last day of the semester; refer to the Program Handbook Addendum for further details.

The advisor writes an evaluative report of the student's semester, concluding with the judgment that the semester has or has not been successfully completed based on the goals set up in the study plan, the timeliness, quality and completeness of the packet/course work, and the student's end-of-semester evaluation. The judgment is a holistic one, taking into account the degree criteria and the program requirements. No partial credit is awarded. The advisor submits the Faculty Assessment of One Semester of Graduate Study to the student and the Office of the Registrar via the Student Information System (SIS) typically no later than two weeks after the end of the semester.

A student can contest an advisor's judgment about the semester, first with the advisor and then by following the Academic Appeal Process as detailed in this Handbook (see Academic Policies & Procedures – Academic Appeal Process).

The advisor's evaluation becomes part of the student's Goddard transcript. The College does not offer grades and will not translate end-of-semester evaluation reports into grades. If, however, a student is negatively impacted by the absence of grades on their transcript, the student can contact the Office of the Registrar. The Registrar is available to advocate on behalf of the student by explaining the College's long-standing practice of providing narrative evaluations in lieu of letter grades on the transcripts.

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## **Extenuating Circumstances Extension**

The work of a semester is defined as the work completed by the final day of the semester. Work extensions are granted only for students whose studies have been disrupted by documented extenuating circumstances (culminating students also have the option of a Final Product Extension—see the section on Graduating). Any student who encounters an unforeseen serious medical, psychological, or family problem that makes completion of the semester's work impossible may apply, in writing, to their Program Director for an Extenuating Circumstances Extension (ECE). The extension must be requested prior to the last day of the disrupted semester. The Program Director reviews the request in consultation with the student's advisor as appropriate.

To be eligible to apply, a student must have completed, minimally, the equivalent of three acceptable packets of work during the immediate semester; two packets for three-quarter time students in the Education and Licensure program. For full-time enrolled students in the Psychology and Counseling Program, three courses or the equivalent, as determined by the program director, must have been completed; two courses or the equivalent for three-quarter time enrolled Psychology and Counseling students. A student's written request for an extension must include verification by an appropriate specialist (e.g., an M.D./N.D., a licensed psychologist, social worker, etc.). When appropriate, a Program Director can waive the required documentation.

An Extenuating Circumstances Extension is six weeks long. There is a fee for this extension, which the Student Accounts Office can provide. A student whose studies are going to be disrupted for more than six weeks should voluntarily withdraw from the semester and reenroll the following semester (see Voluntary Withdrawal).

Advisors write interim evaluations at the close of the semester detailing what work has been completed and what work remains unfinished. Interim evaluations are not required from students or Second Readers.

If approved, the Extenuating Circumstances Extension study begins on the first day of the packet/course portion of the following semester (i.e., a fall semester extension takes place at the beginning of the following spring semester). A student may not begin a new semester of study until the semester following the Extenuating Circumstances Extension (i.e., a student on a spring semester Extenuating Circumstances Extension can enroll again for semester studies at the following fall semester). For the period of the extension, the student continues to work with the advisor or mentor(s) to fulfill the study plan. If the advisor or mentor(s) have left the faculty or is otherwise not available, a new faculty member will be assigned in consultation with the student.

A student on an Extenuating Circumstances Extension is not expected to attend the residency that begins the semester in which the extension takes place. If the student, the advisor and/or Program Director decide that it would be academically beneficial for the student to attend some of the residency (typically the first three days), the student may do

so with the Program Director's permission. The student will be charged a residency fee pro-rated as apropos.

During the extension, students are expected to submit their work, in two installments, three and six weeks after the extension begins. For most, but not all programs, these dates coincide with the first two packet due dates of the semester. Students who are completing their Final Product on an Extenuating Circumstances Extension are expected to negotiate work deadlines with their advisor/thesis mentor and second reader prior to the extension beginning. All students are expected to complete their work on the scheduled due dates. The last day of the extension is the last day any work may be submitted. Failure to meet deadlines during the extension period may result in an academic withdrawal, just as it may during any other semester or extension.

Once the extension is over, the student is considered to be on Leave of Absence for the balance of the semester. At the conclusion of the extension, the student writes an end-of-semester evaluation. The advisor writes a final evaluation of the extended semester. Both the student and the advisor use evaluation forms from the original semester; e.g., if a student was on extension during the fall 2010 semester to complete the spring 2010 semester, the spring '10 semester forms need to be used. If the advisor judges that the work has not been completed by the end of the extension, the semester is recorded as unsuccessful. Thus, the student does not advance one semester toward the minimum number required to complete the program course work. The individual program requirements that were successfully completed may still be counted toward overall degree completion.

For students on extension, library materials from the in-house collection will be renewed for one semester if applicable. Due dates for interlibrary loan materials remain unchanged.

Culminating students who need additional time to complete their final product *also* have the option of a Final Product Extension—see the section on Graduating.

### **Extension for Students with Disabilities**

In some cases extended time may be provided to reasonably accommodate a disability. The disability must be documented and an accommodation of additional time formally approved by the Academic and Disabilities Support Coordinator (ADS Coordinator). Refer to the Community Life / Accommodations for Disabilities / Extended Time section of this Handbook for further information.

### **Final Product Extension Following an ECE or Extended Time**

Culminating students approved for a six-week Extenuating Circumstances Extension (ECE) or Extended Time Extension are eligible for one four-week Final Product Extension if additional time is needed to complete the final product after the initial extension. A final product extension following an ECE or Extended Time begins one week from the final day of the first extension.

A student has two options if the final product is judged not to be substantively complete by the end of the two extensions. The student can:

1. Register for the balance of the semester in order to complete the final product<sup>1</sup> or

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<sup>1</sup> In these cases, given that roughly eleven weeks of the semester will have been utilized, but still recognizing that six of those weeks were carried over from the previous semester, the student will be charged for the

2. Withdraw from the semester and return the subsequent semester for an additional full semester to complete the final product, if academically eligible.

If option one is chosen, the student and the advisor submit end-of-semester evaluations, via the Student Information System (SIS), for what has now become the previous semester. The previous semester is considered academically unsuccessful. The student must also submit, via SIS, a study plan for the current semester, which is approved by the advisor in the Student Information System. If, at the close of semester, the student still needs additional time, they are eligible for either two additional four-week final product extensions (for those who initially had an ECE) or for one six-week Extended Time extension and one four-week final product extension (for those who initially had Extended Time). If the student is unable to complete the final product after two full semesters and the eight to ten additional weeks of extension, then the student is academically withdrawn and must sit out for two semesters before being eligible to apply for readmission.

If option two is chosen, the student and the advisor submit end-of-semester evaluations, via the Student Information System (SIS). The previous semester is considered academically unsuccessful. The student then registers for the subsequent semester, attends the residency and has the full semester to finish the final product. If the student is unable to complete the final product after the two full semesters and the eight to ten additional weeks of extension in this configuration, then the student is academically withdrawn and must sit out for two semesters before being eligible to apply for readmission.

A student whose final product is satisfactorily completed during an extension semester is granted the degree at the Commencement following the semester in which the extensions took place. Degrees are not awarded during or between semesters.

A fee is charged for all Final Product Extension regardless of whether they are preceded by Extenuating Circumstances or Extended Time Extensions. Check with the Student Accounts Office ([billing@goddard.edu](mailto:billing@goddard.edu)) for the current cost and payment deadline. If two extensions roll into a full semester, the student will owe the College the balance due toward a complete semester's tuition, minus any extension fees already paid.

For more information on the Final Product Extension, see the "Graduating" section of this Handbook.

For more information on the Extend Time Extension, see the "Accommodations for Disabilities" section of this Handbook.

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equivalent of a second four week final product extension. That is, if an ECE+FPE is rolled into a full semester, the student will be charged for the ECE and two FPEs; or, if a NBE+FPE is rolled into a full semester, the student will be charged for two FPEs only.

## ENROLLMENT STATUS

### Transfer Credit Policy

Goddard may accept up to one full semester of graduate credit in transfer (twelve semester hours). Credits for previous graduate study presented for transfer are reviewed by the Program Director for applicability to degree criteria and direct relevance to the problem, question, issue, art, or skill that the student wishes to pursue in their Goddard graduate studies. To transfer graduate credit, students must submit official copies of all the relevant transcripts with a petition letter in which they explain the ways in which the transfer credit advances them toward the program's degree criteria and achievement of their Degree Plan. Students may be asked to supplement a transcript with syllabi or detailed course descriptions. There is no fee for review of transfer credit.

Credits presented for transfer must meet all of the following criteria:

- The transfer credit petition and all transcripts must be submitted to the Admissions Office before the final day of the student's first residency. The inability to secure transcripts due to an outstanding balance at a previous school does not constitute an exception to the deadline. This deadline is in place to ensure proper academic advising.
- Credits must be from an accredited college or university, or a program for which an accredited college or university offers semester-hour credits or their equivalent, and presented on an official transcript sent directly to the Admissions Office at Goddard by the college or university at which the credits were earned. The college or university must be accredited by one of the following regional accrediting bodies (or non-U.S. equivalent) for the credit to transfer:
  - Middle States Association of Colleges and Schools
  - New England Association of Schools and Colleges
  - North Central Association of College and Schools
  - Northwest Association of Colleges and Universities
  - Southern Association of Schools and Colleges
  - Western Association of Schools and Colleges
- Applicants wishing to transfer credit from foreign Colleges or universities are required to have transcripts professionally translated from a foreign language and/or have them evaluated by an agency approved by Goddard that specializes in translating foreign credits into the U.S. semester-hour system. Applicants are responsible for the cost of these services. Goddard College accepts transcript translations from:

**Education Credential Evaluators, Inc.**

PO Box 514070

Milwaukee WI 53203-3470, USA

414-289-3400

[www.ece.org](http://www.ece.org)

**World Education Services**

Bowling Green Station  
P.O. Box 5087  
New York, NY 10274-5087  
212-966-6311  
[www.wes.org](http://www.wes.org)

**American Association of Collegiate Registrars and Admissions  
Officers (AACRAO)**

**International Education Services**  
One Dupont Circle, NW  
Suite 520  
Washington, D.C. 20036-1135  
202-296-3359  
<http://www.aacrao.org/>

- The institution sending the transcript must identify the studies as graduate-level.
- Credits for undergraduate studies, or for graduate level studies undertaken as part of an undergraduate program, will not be accepted for transfer toward the Goddard Master of Arts and Master of Fine Arts degrees.
- No credit is accepted toward the Goddard degree for studies pursued in other institutions concurrently with a student's Goddard semester.
- No credit is accepted toward the Goddard degree for studies completed in conjunction with a previously completed graduate degree.
- To be accepted for transfer, graduate studies must have been graded B or above or otherwise be indicated as acceptable graduate-level quality.
- Credits for life-experience learning or from a non-regionally accredited educational institution are not accepted as graduate credit.

In professions in which some graduate students seek a certificate or license based on graduate course work, certain specific content requirements for graduate study may exist, varying state-by-state. Ascertaining these requirements is the responsibility of the student, and must be done before applying for admission to Goddard.

**Transferability of Credit**

Finally, it is important to say that no college--including Goddard--is bound to accept for transfer any credits presented on transcripts. Every institution has the right and responsibility to judge what credits it will or will not accept. It follows that Goddard cannot guarantee--or predict--which or how many credits earned at Goddard and presented on a Goddard transcript will be accepted by an institution to which Goddard sends the transcript.

Please also see the Catalog for information regarding Transfer Credits.

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**Enrollment Deposit**

New students are required to pay a non-refundable enrollment deposit upon acceptance to confirm their intent to enroll and reserve a space at the College. When a student enrolls,

the enrollment deposit is credited to the student's account as a deduction from the first semester tuition charge.

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## **Legal Name**

A student's legal name must be used consistently on all Goddard College documents and paperwork. If paperwork is filled out with a name other than the student's legal name it may delay processing of payments, financial aid, refund checks, transcript requests, etc., as responding to communications from or about the student.

Documentation conveying a legal name change can be sent to the Office of the Registrar in order for the student's academic records and Goddard email to be updated.

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## **Letter of Intent to Enroll**

The Letter of Intent to Enroll asks continuing students to indicate what their enrollment plans are for the upcoming semester and culminating students to confirm their intention to graduate. This information is used to reserve a place for the student in the program for the upcoming semester, as well as the basis for enrollment projections, residency planning, and determining faculty-hiring needs. Students can change their enrollment plans from what they indicated on their Letter of Intent by submitting a revised Letter of Intent.

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## **Registration**

In order to register for a semester, students must first reserve a space in the program. A new student reserves a space by paying a non-refundable enrollment deposit upon receiving an acceptance letter from the Admissions Office. Returning students reserve a space for the upcoming semester by returning the Letter of Intent to Enroll by the deadline specified in the letter. Students who do not return the Letter of Intent to Enroll by the specified date are not guaranteed readmission. Students who owe the College any portion of a previous semester's charges will not be reserved space in the program's enrollment quota.

### **Registration Process for a Plainfield, VT Residency**

Students participating in a residency taking place on the Plainfield, VT campus must register for the semester at the beginning of their residency on the date and time specified in the published Residency Schedule. Each student's account for the current semester must be paid in full before the student can register or enroll for that semester. Students will proceed quickly through registration if all financial requirements are met by the deadline stipulated by the Student Accounts Office. Under no circumstances will students be able to enroll for a new semester if they still owe money for the preceding semester.

Students with permission to arrive late to or miss the entire residency need to complete registration for the semester by 4:00 p.m. the business day prior to the in-person registration session. Upon approval, contact both the Registrar and the Coordinator of Student Accounts by phone and/or email to complete the process. There is a \$25.00, non-negotiable, administrative charge for this service. Allow at least a week for this process. Students who do not complete registration by the designated date are also charged a

\$100.00 late registration fee when they do register, and until they register will not be considered enrolled, and will not be assigned an advisor.

### **Registration Process for a Port Townsend, WA Residency**

Registration for students participating in a residency taking place at the Port Townsend, WA site entails two steps:

1. **PRE-REGISTRATION:** Students must complete pre-registration no later than two weeks prior to the first day of the residency. Pre-registration requires students to have completed all necessary steps in order to be financially clear to enroll for the semester. Upon admission or upon receipt of the semester's charges, students should immediately contact the Student Accounts Office and, if necessary, the Financial Aid Office in order to gain the financial clearance needed to travel to Fort Worden and enroll in the program. **Students who fail to pre-register by the specified deadline are charged a \$100 Missed Registration Fee and a \$110 Late Payment Fee, if appropriate.**

**New students accepted less than a month prior to the residency** are strongly encouraged to pre-register by the specified deadline if possible and no later than their travel to Fort Worden. As the Student Accounts Office will not be represented at Port Townsend, it is exceedingly difficult to complete financial arrangements upon your arrival at the residency. Financial aid recipients, who are not financially clear upon arrival to the residency, will be required to pay the full residency fee at Check-in and complete all financial aid paperwork during the residency. Self-pay students will be required to make payment in full, or meet the requirements for a payment plan, with the Student Accounts Office. Acceptable forms of payment are cash, cashier's check, money order or credit card.

2. **REGISTRATION/FINAL ENROLLMENT:** At Check-in, students complete the registration process in-person by verifying their intent to enroll with Port Townsend enrollment staff. Students also verify their contact information, review their FERPA status, and receive a validation sticker for their identification card; if necessary, students may also need to submit immunization records, receive their GoddardNet/email username and password, complete a teacher licensure waiver, and have their photo taken for an identification card.

**Registration for Students Arriving Late or Missing a Residency:** A student with permission to arrive late to or miss the residency still needs to pre-register by the abovementioned deadline. **Students who arrive late to the residency without prior permission or who fail to pre-register by the two-week deadline are charged a \$100 Missed Registration Fee and a \$110 Late Payment Fee, if appropriate.** A missed registration fee is only waived if circumstances beyond the student's control cause a late arrival. Students with permission to arrive late complete the registration process by completing Step 2 as soon as possible upon arrival to Port Townsend. The Registrar completes registration on behalf of any student missing the residency upon notification from Student Accounts that the student is financially clear.

## **Student I.D. Cards**

A Goddard College Student Identification Card is required to receive residency meals to withdraw resources from the library, access the final product archives, and to sign out recreational equipment, videos/DVDs, and other supplies during a residency.

New students receive Goddard identification cards at their first registration. This I.D. card should be brought to each subsequent residency for the duration of a student's enrollment. Returning students who have forgotten (or lost) their I.D. card need to purchase a replacement card during registration.

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## **Conflict of Interest**

If a spouse, civil union partner, domestic partner, or immediate family of a College employee is accepted as a student, the student and related employee should notify the Academic Dean and the Dean of Human Resources prior to the student's first residency, so that conflicts of interest can be avoided.

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## **Duplicate Studies/Concurrent Enrollment**

Goddard does not grant credit for studies at the College or elsewhere that duplicate study for which transfer credit has been granted. 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 a part of a semester of planned Goddard study not exceeding three-semester hour credits or its equivalent. Concurrent enrollment in Goddard and full-time study toward a certificate or degree in another academic program is not permitted.

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## **Dropping the Semester**

Up to the fifth week of the packet/course portion of the current semester, students can "quit" the semester with no adverse impact to their academic record (see the section on Withdrawing - Voluntary Student Withdrawal from a Semester for more information). Students should consult their advisor and/or Program Director immediately if they are concerned about being able to successfully complete the semester. A notice regarding dropping the semester is sent to students and faculty by the Registrar and posted on GoddardNet one week prior to the deadline. Students who remain enrolled after the drop deadline are considered academically engaged in their studies and a successful or unsuccessful assessment is required from the student's advisor at the conclusion of the semester. This withdrawal option is intended for students who expect to be able to enroll the following semester.

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## **Course Equivalents**

In some programs, course equivalents may be developed as part of the study planning or evaluation processes to organize the semester into areas of study with corresponding courses titles and semester hour credit equivalents. If you anticipate applying for professional licensure or to a graduate program with specific prerequisites, you may wish to consider employing course equivalents. In the event that you do elect to create course equivalents, they will be listed on your transcript and become part of your permanent

academic record. Please refer to your specific program's Handbook Addendum for the individual program's policies and procedures.

If course equivalents are outlined in a student's semester study plan it's best to keep these equivalents fairly broad in scope and title, for example, *Intermediate Philosophy*, in order to allow for flexibility and development in content over the course of a semester. At the conclusion of the semester, the student submits course equivalents to their advisor for review via the Student Information System. At this point, students may wish to request that the advisor assign a more precise course equivalent title (for example, *Ancient Philosophy*) to reflect the actual content covered. **Note:** semester hour credits must total twelve semester hours, which is the equivalent of full-time graduate study. Course Equivalents for students enrolled in the Three-Quarters Time Option in the Education and Licensure Program and the Psychology and Counseling Program must total 9 semester hour credits.

In some cases, students may not determine that they need to convey work completed at Goddard in a course equivalent format until their degree is near completion. Students may request a retroactive approval of course equivalents by their final semester advisor, prior advisors and/or program director depending on individual program policy.

**Retroactive course equivalents will not be approved if there is not sufficient documentation.** A review of prior faculty evaluations will be necessary to verify the proposed equivalents are a true and accurate reflection of the work completed in conjunction with any given semester. The submission of supporting materials such as annotations, critical papers, bibliographies, etc. may also be required from the student.

**Course equivalents cannot be retroactively assigned after a student graduates or leaves the College.** During the study planning process each residency, students should speak with their advisor and/or program director to discuss the advantages and disadvantages of course equivalents.

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## Transcripts

A transcript is issued by the Office of the Registrar, at the written request of the student. Students may request that a transcript be prepared at any time. Preparation of the initial transcript may take up to ten business days. There is a fee for transcript preparation, and for each subsequent transcript requested. For more information, refer to the Goddard College website, <http://www.goddard.edu/transcripts>, for associated costs, timelines, and required information and to download a transcript request form. Information included in a transcript will be photocopied, scanned, or printed as they stand. Faculty and students must ensure that all evaluations are submitted to the Office of the Registrar via the Student Information System (SIS) are free of grammatical and spelling errors and are formatted in a clear and presentable manner.

The Office of the Registrar can verify a student's enrollment dates and/or the awarding of a degree without issuing a formal transcript. For further details, refer to section on "Verification of Enrollment."

A student's transcripts will be withheld if that student has:

- **Outstanding debt to the College.** This includes, but is not limited to tuition bills, library charges, parking fines, dorm damage fees, graduation fee, etc. To clear outstanding debt, payment may be made by cash, money order, certified check, or personal check. If payment is made with a personal check, the diploma

and/or transcripts requested will not be sent until the check has cleared (usually three weeks).

- **Outstanding paperwork.** The student must have all required paperwork with appropriate approvals on file in the Student Information System (SIS) before a diploma or transcripts will be issued.

### **Transcript Format**

All student transcripts contain a cover sheet, a transcript key, and the following evaluations:

- Education and Licensure Program -- All faculty evaluations
- Health Arts and Sciences Program -- All faculty evaluations
- Psychology and Counseling Program -- All faculty evaluations
- Individualized MA Studies Program -- Final semester faculty evaluation and student summary report
- MFA in Creative Writing Program -- Final semester faculty evaluation and course equivalents
- MFA in Interdisciplinary Arts Program -- Final semester faculty evaluation and student summary report
- Sustainable Business and Communities Program -- Final semester faculty evaluation

Interim transcripts will contain all faculty evaluations for each completed semester. Final transcripts will include the Second Reader's Report.

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### **Interim Credit**

For students enrolled in unitary programs that do not award credit on a per course basis an interim credit recommendation, as outlined below, appears on transcripts requested prior to the successful completion of the program:

- Students enrolled in programs that require a minimum of three semesters of enrollment (36 credit degree) 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 indicating that up to 12 credits per successfully completed semester "may be understood" to have been earned, 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 indicating that up to 12 credits per satisfactorily completed semester "may be understood" to have been earned, up to 48 credits.

These are the maximum interim credits that may appear on a transcript, even if the student has successfully complete additional semesters.

## **Length of Enrollment**

Students who have not completed the requirements for the Master of Arts or Master of Fine Arts degree they seek . . .

- By the end of their fifth semester of enrolled study (in a program that requires a minimum of three successful semesters to earn the degree)
- By the end of their sixth enrolled semester (in a program that requires a minimum of four successful semesters to earn the degree)
- By the end of their seventh enrolled semester (in a program that requires a minimum of five successful semesters to earn the degree)

. . . may be academically withdrawn if the Program Director, in consultation with the student's advisor and Academic Dean (or designee), determines the student is not making good use of the College and/or is not making sufficient progress toward fulfilling the degree requirements.

A student may take one or more Leaves of Absence over the course of their Goddard studies, but their graduate degree program must be satisfactorily completed by the end of seven calendar years from the date of their initial enrollment or they will be academically withdrawn.

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## **Verification of Enrollment/Degree**

The Office of the Registrar can verify a student's dates of enrollment and/or conferral of degree to outside people/groups/agencies. To obtain verification, the student submits a written, signed, dated request or an electronic request from the student's Goddard email address to the Office of the Registrar. The request must include the full name and mailing address of the person/group/agency receiving the verification.

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## **Leave of Absence (LOA)**

One approved Leave of Absence, of no longer than six months in duration, is permitted within any twelve-month period. Student must notify the College of their intention to take a Leave of Absence by submitting a Letter of Intent to Enroll or a written, signed request to the Office of the Registrar prior to the start of the residency of the semester in which the leave will occur. While on LOA, students are responsible for keeping up with developments in the field(s) of study relevant to their planned degree work. A graduate student returning from an LOA may need to amend their study plan as a whole/degree plan to incorporate significant developments from their time away. Occasionally, students will also need to plan an additional semester to complete the degree.

A student who does not enroll the semester following a LOA will be administratively withdrawn from Goddard. The date of last attendance prior to the LOA becomes the official withdrawal date. A student administratively withdrawn following the expiration of a Leave of Absence must apply for readmission through the Admissions Office if the student wishes to return. There is no guarantee of readmission.

Financial Aid recipients are advised that the length of the LOA may affect the timing of repayment for Federal student loans. Federal regulations state that any period of non-enrollment that is longer than 180 days--your loan(s) six-month grace period--may put

your loan(s) into repayment status. Additionally, the federal government will report you to your lender as ‘withdrawn’ from the college. Because a student who opts to take a leave of absence will typically be away from Goddard for a period (the LOA plus the semester break time on either side of it) longer than the Stafford Loan grace period, borrowers will be expected to begin loan repayment or make alternative arrangements with the lender. Once you are enrolled again as a full or three-quarters time student, you can request your loans go back into deferment.

NOTE: If a student does not return to the school after the LOA, the withdrawal date is the last date of attendance prior to the LOA. For further information about loan repayments, contact the [Financial Aid Office](#) or your Lending institution.

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## **Transferring Between Goddard Programs**

Occasionally, students find that their educational goals shift after first entering Goddard and feel they would be better served in a different Goddard Program. An advisor may also initiate discussion regarding a program change with a student, if the advisor believes such a change would be appropriate to the student's education.

The academic focus of Goddard's graduate programs varies significantly, each requiring its own set of skills, knowledge, and preparation. Students seeking to transfer between programs need to apply through the [Admissions Office](#) (there is no application fee). Acceptance is not automatic.

Successfully earned semester credits do not automatically transfer with the student to a new program. The student must apply under the Transfer Credit guidelines. Transferring between programs typically results in one or more additional semesters being needed to complete the degree.

Faculty members advise students only within their particular program. Transferring between Goddard programs means changing advisors. It also requires working under the semester dates and deadlines of the program the student transfers into and attending that program's residency. The student must abide by the new program's rules and regulations.

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## **Withdrawals**

A student who withdraws or is administratively withdrawn from Goddard may make no use of Goddard facilities and resources after the withdrawal, except those that are open to the general public.

Semesters in which a student is withdrawn for non-participation, withdraws or is withdrawn after the semester's Drop deadline will be considered academically unsuccessful. If a student voluntarily withdraws prior to the Drop deadline, the semester will not be considered academically unsuccessful.

### **Voluntary Student Withdrawal from a Semester**

Once a semester is underway, enrolled students may decide that they are unable to complete their studies and choose to withdraw from the semester. Students may do so up to the fifth week of the packet/course portion of the semester, i.e. the Drop Deadline. The student is considered to be on Leave of Absence for the balance of the semester. Students wishing to enroll for the semester following the withdrawal may do so by

submitting a Letter of Intent to Enroll by the appropriate deadline, so long as they were not on a leave of absence the prior semester.

If a student withdraws from a semester after the Drop deadline, the semester is deemed unsuccessful. If the preceding enrolled semester was unsuccessful **OR** if the withdrawal results in the student having three (although not necessarily consecutive) unsuccessful semesters, the student will be academically withdrawn from the College. To return as a fully enrolled student, the student must reapply through the Admissions Office (see the section on Readmission Policy After Academic Withdrawal). Acceptance is not automatic.

A student who does not enroll for the semester following their withdrawal will be administratively withdrawn from the College. The withdrawal is retroactively understood as the date the student withdrew from the previous semester. A student administratively withdrawn must apply for readmission through the Admissions Office if, and when, the student wishes to return. Acceptance is not automatic.

### ***How to Voluntarily Withdraw from a Semester***

To voluntarily withdraw from a semester, students must submit notification, in writing, to the Office of the Registrar. A faxed notification is acceptable if it is dated and signed by the student. Email notification is accepted only if it is sent from the student's Goddard email account. The date of withdrawal is the date the notification letter is received by the College or a later date, if so specified in the letter and only to a later date if the student is certain to remain academically engaged up until the time of withdrawal. Voluntary withdrawal early in a semester will reduce the percentage of the fees paid to the college as well as recalculate the financial aid received and may create a balance due to the college; contact the Student Accounts Office for more information. Again, students should also bear in mind the Drop Deadline.

### **Voluntary Student Withdrawal from the College**

A student, who voluntarily withdraws from Goddard, as opposed to the present semester, must submit signed and dated notification to the Office of the Registrar. The date of withdrawal is the date the College receives notification from the student, or a later date, if so specified in the withdrawal letter and only to a later date if the student is certain to remain academically engaged up until the time of withdrawal. Voluntary withdrawal early in a semester will reduce the percentage of the fees paid to the college as well as recalculate the financial aid received and may create a balance due to the college; contact the Student Accounts Office for more information.

Students wishing to re-enroll must reapply through the Admissions Office. Acceptance is not automatic.

### **Academic Withdrawal**

A Program Director in consultation with the student's advisor and/or the Registrar can recommend a student for academic withdrawal for the following, but not limited to, grounds:

- A student is judged to have made insufficient academic progress toward the degree for either two consecutive or a total of three enrolled semesters. Withdrawal is from the College.

- A student is judged to have unsatisfactorily completed a semester and there is no substantial promise for satisfactorily completed study in future semesters. Withdrawal is from the College.
- A student is judged to not be participating in the semester (see Academic Policies & Procedures – Non-Participation in the Semester) based upon confirmation from the advisor that no or insufficient work has been submitted by the student. Withdrawal is from the semester, if the previously enrolled semester was successfully completed. Withdrawal is from the College, if the previous semester was a Leave of Absence, the student quit or was withdrawn from the semester, or the semester was not otherwise successfully completed.
- The student is judged not to have completed their final product within the final product time frame--beginning with a student's culminating semester, a student can take two semesters total and up to two final product extensions (eight weeks total) to complete their final product. Withdrawal is from the College.
- A violation of the College's Academic Honesty Policy as set out in this Handbook or in the Catalog.
- Other instances of academic withdrawal as provided for in this Handbook or the Catalog, including based on a student's length of enrollment.

The Program Director, in consultation with the student's advisor, mentor(s), and/or the Registrar, determines whether the student is to be academically withdrawn and then notifies, in writing, both the student and the Office of the Registrar of a decision to withdraw the student. Upon receipt of notification from the Program Director, the Registrar officially withdraws the student from the College. Academic withdrawal will be noted on the transcript.

### **Administrative Withdrawal**

The Registrar may withdraw a student from the College upon written notification from the following Administrative Offices:

1. **The Office of the Registrar** will withdraw a student for the following reason(s):
  - A student does not register for a sequential semester or request an approved Leave of Absence.
  - A student does not register for the semester following an approved Leave of Absence.
2. **The Business Office** may initiate withdrawal of a student for non-payment of bills, following published guidelines available from the Student Accounts Office. If, within fourteen (14) days of the withdrawal date, the financial standing with the College is rectified, the student will be reinstated according to the student's academic standing at the time of withdrawal for non-payment.
3. **The President and the Executive Vice President** may initiate withdrawal of a student (notifying the student, advisor, Program Director, Academic Dean, and Office of the Registrar in writing) for grievous misconduct and/or infraction of College policy or procedures.

A student who is administratively withdrawn during a residency must leave the campus by the date stated in the notice informing of the administrative withdrawal.

Administrative withdrawal is noted as such on a transcript, but the reason for it is not stated. A student who has been administratively withdrawn may later apply for readmission through the Admissions Office. Acceptance is not guaranteed. While a student's previous history with the College will be taken into account, the application must demonstrate the student's ability to fulfill degree guidelines and program-specific criteria at the time the student reapplies.

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## **Readmission after Academic Withdrawal**

### **Prior to the Final Semester**

Any student who has been academically withdrawn for lack of academic progress must sit out for two semesters before being eligible to apply for readmission. An applicant's personal statement for readmission should document the activities while away from Goddard that resulted in progress or change that will enable the student to succeed. This statement for readmission must be submitted to the Admissions Office. Readmission is not guaranteed. If readmitted, students are enrolled on a probationary basis for a minimum of two semesters unless they are returning after a five-year absence in which case they can enroll in full academic standing. If readmitted students have an unsuccessful semester during the probationary period, an academic withdrawal will be issued. Students who complete their probationary period successfully will have a "clean slate" and their former unsuccessful semesters will not affect their eligibility for enrollment, but may continue to affect eligibility for financial aid. Unsuccessful semesters are noted on the student's official transcript.

Students who feel strongly they are in a sound position to have an academically successful semester and want to apply for readmission after a one semester hiatus should petition in writing the Associate Academic Dean and the student's Program Director to be allowed to apply for early readmission. The Associate Academic Dean and Program Director jointly review these petitions to determine whether the exception is warranted. If an exception is granted, the student must reapply through the Admissions Office. Such early readmission is not guaranteed. If readmitted, the student is enrolled on the probationary basis detailed above.

### **To Complete the Final Product**

Any student who has been academically withdrawn for lack of academic progress must sit out for two semesters before being eligible to apply for readmission. Students who are readmitted after unsuccessfully attempting to complete their final product are required to enroll for two semesters. If multiple attempts have been made to complete the final product and/or if a student has not matriculated for a time period that may require updated research or additional work to meet current degree criteria, the Program Director may require the student to submit a proposal for a substantively distinct final product. If readmitted, students are enrolled on a probationary basis for the duration of their matriculation unless they are returning after a five-year absence in which case they can enroll in full academic standing. Please contact the Financial Aid Office to inquire about eligibility for financial aid.

Students who feel strongly that they can complete their final product in one semester can petition for an exception to the two-semester rule. This petition should be submitted along with a copy of the current draft or outline of the final product when applying for

readmission. The Associate Academic Dean and Program Director jointly review these petitions to determine whether the exception is warranted.

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## **Readmission after Voluntary Withdrawal**

### **Prior to the Final Semester**

Any student who has voluntarily withdrawn from the College in good academic standing may re-apply through the Admissions Office. Acceptance is not automatic. While a student's previous history with the College will be taken into account, the application must demonstrate the student's ability to fulfill degree guidelines and program-specific criteria at the time the student reapplies.

### **To Complete a Final Product**

Students who voluntarily withdraw from the College in good academic standing and who seek to reenroll to complete their final product after an absence of three or more semesters are required, if readmitted, to enroll for two semesters. In addition, if a student has not matriculated for a time period long enough so that updated research or additional work is required to meet current degree criteria, the Program Director may require the student to submit a proposal for a substantively distinct final product.

Students who feel strongly that they can complete their final product in one semester can petition for an exception to enroll for one semester. This petition should be submitted along with a copy of the current draft or outline of the final product when applying for readmission. The Associate Academic Dean and Program Director generally jointly review these petitions to determine whether an exception to the two-semester requirement is warranted.

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## **STUDENT ACCOUNTS**

The Student Accounts Office is responsible for billing students for their tuition, room and board, and other charges, and for ensuring collection of fees owed to the College. Any problems with bills or finances should be discussed with the staff in this office. Following are the policies governing registration, payment of fees, and refunds on withdrawal from the College.

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## **Payment Policy**

### **Monthly Payment Plan**

The College offers payment plans on a semester or academic year basis. The basic payment plan is a five month plan in which the first two payments, plus the payment plan fee, are due prior to registration. The remaining payments are due in the months immediately following registration.

Students who opt to use a payment plan must consult with the Student Accounts Office prior to registration day. For payment plan fees and further details contact the Student Accounts Office.

### **Financial Aid Students**

Students requesting financial aid must submit a FAFSA form. Students are encouraged to apply in advance of the start of the semester to avoid additional charges or late fees. If financial aid does not cover the full comprehensive fee, students must pay the remaining balance. If a student's date of acceptance is too late to have completed the financial aid process prior to registration, a minimum payment will be required to cover the cost of the first week of the semester. In that case, the financial aid paperwork must be completed within the week following registration. For the current cost of the first week, contact the Student Accounts Office.

Financial Aid paperwork must be completed within one week of registration. If all financial aid paperwork is not completed within the specified time frame, the late payment fee will be applied.

- If a student opts to decline or reduce financial aid payments after registration, the resulting balance on the student account is due at the time of the decision.
- If a financial aid package awarded after registration will not fully cover the semester fees, any remaining balance is due upon receipt of the notification of the award.

In either case, if payment is not immediately forthcoming, the late payment fee will be applied. Check with the Student Accounts Office for the current costs.

### **Hardship**

If you are unable to meet these payment requirements, contact the Coordinator of Student Accounts immediately upon receipt of billing.

### **Comprehensive Fees**

Comprehensive fees include tuition, room and board charges. In some cases, program-specific fees may also be included.

### **Unpaid Balance from Previous Semester**

Students who owe the College any portion of a previous semester's charges will not be registered or enrolled for another semester until the account is paid in full. Students who do not pay their bills will be administratively withdrawn from the College. (Please refer to the published guidelines available from the Student Accounts Office as well as the Administrative Withdrawal section of this Handbook.)

### **Payment Methods**

Fees may be paid using cash, personal or cashier's check, or money order.

### **Delinquent Account**

Non-payment of semester charges will result in administrative withdrawal. If a payment arrangement is not upheld, and the scheduled payment(s) are not received, the Student Accounts Office will notify the Office of the Registrar that the student is to be administratively withdrawn from the semester in question. No academic credit will be granted for the semester for which fees are outstanding. If within fourteen (14) days of the withdrawal date, the financial standing with the college is rectified, the student will be

reinstated, according to the student's academic standing at the time of withdrawal for non-payment.

Any balance on a student's account, which remains unpaid beyond the due date(s), will be subject to a \*late payment fee 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.

\*Consult with the Student Accounts Office for the current cost.

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## **Bad Check Policy**

All checks returned from our bank unpaid will result in a \*bad check fee.

Repayment for the bad check is to be made immediately. If the account remains unpaid after two weeks, interest of 12% per annum will begin to accrue on the account. After receipt of two bad checks from one person the College will no longer accept personal checks from that person. All payments thereafter must be made by cashier's check or personal money order.

If a check written at registration is later returned unpaid, the student's account will be charged the \*late payment fee and the \*bad check fee.

The College is not responsible for bad checks issued by students to merchants and businesses.

\*Consult with the Student Accounts office for the current costs.

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## **Refund Policy**

Goddard College has configured its refund policy to comply with the most recent revision of federal regulations. If further revisions occur, this policy will be revised and students will be notified. Under certain conditions, a student accepted at Goddard might have some fees paid to the College refunded. Lenders and grantors who have contributed to the fees paid have first claim on them. A summary of the refund policy accompanies each College bill. The full policy is available from the Student Accounts Office.

Financial Aid recipients that withdraw or are withdrawn will have their funds returned based on the calculations determined by the Department of Education. The amount of Title IV funds earned is based on the amount of time the student spent in academic attendance. Please note that there may be instances when the funds returned will create a balance due to the college.

For a "refund" check to be issued to eligible students, all necessary faculty approvals of the student's study plan(s) must be noted in the Student Information System (SIS).

Overpayment/refund checks will be mailed from the Plainfield campus to the student's home address on the last day of residency, or if that day is a non-business day for the Plainfield staff, the first business day after the end of a residency.

Students attending a Plainfield VT residency may submit a written request prior to the final day of the residency to the Student Accounts Office for in-person pickup. Request forms are available at registration.

# GRADUATING

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## Graduation Policy

Beginning with a student's culminating semester, a student can take a total of two semesters and two final product extensions (eight weeks) to complete their final product. Students who do not complete their final product in that time frame are academically withdrawn and must sit out for two semesters before being eligible to apply for readmission. Acceptance is not automatic.

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 bills, graduation fees, library charges, charges for materials, lab fees, parking fines, dorm damage charges, etc. Unless payment is made by cash, money order, or certified bank check, the diploma and/or transcripts requested will not be sent until a personal check has cleared (usually three weeks).

If any of the necessary final paperwork, including the final product, has not been turned in to the Office of the Registrar, then student's diploma and final transcript will be withheld. Students have a one-year grace period in which to turn in any and all outstanding paperwork. After the grace period, the student's final semester is listed as unsuccessful, no degree is awarded, and the student is academically withdrawn. For students to receive their degree, they will have to reapply through the Admissions Office and, if accepted, enroll for two more semesters (see Readmission Policy to Complete a Final Product).

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## Graduation Fee

Students are charged a graduation fee that covers administrative costs, meals, and if the graduate opts to stay on campus, housing. The graduation fee is due prior to graduation. The non-housing portion of the graduation fee is mandatory. Permission to miss the Commencement Residency does not waive the fee. Contact the Student Accounts Office for specifics.

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## Second Reader

Students are assigned a second reader for their culminating (final product) semester. Second readers provide culminating students with an additional perspective on their work, in both the planning and the completion stages. Since many Intensive Residency studies are interdisciplinary and combine several interests, a second reader can help address technical or theoretical gaps in the student's studies. Second readers are chosen from among the student's program faculty. A student whose final product requires expertise that cannot be met by their program faculty can petition for a second reader from outside the faculty. Second readers desired from outside the program faculty require the approval of the Program Director.

The second reader reviews the student's culminating semester study plan, a full rough draft of the final product, and the completed final product. Students are expected to submit the rough and final drafts of the final product to the second reader on the deadlines published in their program calendar.

The second reader approves the final product and writes an evaluative report on the final product that becomes part of a student's transcript. The second reader's dated signature is required on the title page of the final product prior to its submission to the Office of the Registrar.

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## **Graduating Student Committee**

Each culminating student has a Graduating Student Committee composed of the student, the advisor/thesis mentor, and the second reader. The Committee helps the student prepare for the final semester, reads and advises the student on the final product, and evaluates the student and their final product for readiness to graduate. Both the advisor/thesis mentor and the second reader must judge the student's final product to be successfully completed in order for the student to be approved to graduate.

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## **Presentation of Graduates by Faculty**

During the faculty pre-residency meeting, advisors present their culminating students to the program faculty for approval to graduate. Based on the advisor's recommendation as well as the final product, the faculty will either approve the student or not approve the student to graduate. If the student is not approved to graduate, the student will either need to take a Final Product Extension or enroll for another semester to complete the work. If the student is approved to graduate, the student attends the Commencement Residency.

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## **Commencement Residency**

Graduating students are expected to attend a three-day Commencement Residency following the final semester. At the Commencement Residency, they meet with their advisor, offer a graduating student presentation/reading, submit their final paperwork, ensure their account with the College is clear including attending any Financial Aid Exit Sessions as appropriate, and participate in the Commencement Ceremony (attendance is optional).

During the Commencement Ceremony, each graduate's advisor will speak to the student's work and each graduate is given the opportunity to address the residency community. Commencement is always a highlight of the residency.

A student who needs to miss some or all of the Commencement Residency must petition the Program Director for permission to do so and provide a written explanation of their rationale. If permission to miss the commencement residency is granted by the program director, the student will provide and document a comparable alternate presentation in their home community.

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## **Graduating Student Presentation/Reading**

Graduating students are expected to share what they have learned with their peers and faculty and to enrich the learning community during the Commencement Residency through a presentation on their studies and/or reading of their work. The expectations for this presentation/reading vary from program to program. Please refer to program handbook addendum for specific requirements.

In the rare circumstances when a graduating student is granted permission to miss the Commencement Residency, the student must do an off-site presentation/reading under the auspices of a sponsoring institution (bookstore, library, community center, etc.). The sponsoring organization sends confirmation that the presentation/reading took place (on letterhead) to the Program Director or designee and the Records Office. Some programs also require that the presentation be videotaped. For further details refer to the Program Handbook Addendum.

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## Required Final Paperwork

Your Final Paperwork is due to the Office of the Registrar during your Commencement Residency by the date and time specified in the residency schedule. Each of the elements listed below must be on file with the Registrar's Office, including the faculty components, in order for you to receive your diploma at graduation. (Students must also meet the other requirements of the Graduation Policy as laid out in this Handbook.)

### The Final Paperwork includes:

- ALL student evaluations from successfully completed semesters.
- Faculty evaluations from all enrolled semesters.
- Second Reader's Report.
- Final Product compiled according to the "Assembling the Final Product Binder" instructions in the Program Handbook Addendum.

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## Diploma

In addition to the name of the degree program, only program-defined concentrations will appear on the diploma. A student's area of study, taken from the final semester advisor's evaluation, *is* listed on the transcript.

A student's legal name is printed on the diploma unless otherwise specified by the student to Office of the Registrar staff via the "How do you want your name to appear on your diploma?" form.

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## Final Product Extension

A final product extension is available only to culminating (final product) students whose graduating committee has determined that the student's final product has not been completed by the last day of the semester, in other words, the last day of the semester finds the student in need of more time to make additions, changes, and/or revisions to the content of the final product before it is considered acceptable by the Graduating Student Committee. If less than a full semester's work is remaining, the advisor or thesis mentor, in consultation with second reader recommends either a four-week or eight-week extension. Final Product Extensions begin the first day of the packet/course portion of the semester that follows the semester for which the extension has been granted.

An advisor or thesis mentor can recommend a second four-week extension for a student who is unable to complete the work by the last day of the initial Final Product Extension. A student has two options if the final product is judged not to be substantively complete by the end of eight weeks. The student can either register for the balance of the semester

in order to complete the final product or withdraw from the semester and return in a subsequent semester for an additional full semester to complete the final product, if academically eligible.

If an eight-week extension rolls over into a full semester, the student and the advisor submit end-of-semester evaluations, via the Student Information System (SIS), for what has now become the previous semester. The previous semester is considered academically unsuccessful. The student must also submit, via SIS, a study plan for the current semester, which is approved by the advisor in the Student Information System.

A student on a Final Product Extension is not expected to attend the residency that begins the semester in which the extension takes place. If the student and the advisor decide that it would be academically beneficial for the student to attend some, or all, of the residency, the student will be billed a prorated residency fee for the days attended.

A student whose final product is satisfactorily completed during an extension is granted the degree at the Commencement following the semester in which the extension took place. Degrees are not awarded during or between semesters.

A fee is charged for a Final Product Extension. Check with the Student Accounts Office for the current cost and payment deadline. If an eight-week extension rolls over into a full semester, the student will owe the College the balance due toward a complete semester's tuition, minus any extension fees already paid. No financial aid is available for final product extensions.

*No financial aid is available for final product extensions.*

### **Timeline for Submission of Work**

On the first day of the extension students are expected to present to their advisor or thesis mentor and second reader the revised outstanding work up to and including (as determined necessary by the advisor) a complete draft of a final product, creative manuscript or portfolio. These revisions must address the feedback and suggestions provided to the student at the end of the previous semester by the advisor or thesis mentor and second readers. Faculty will, in turn, be expected to review the outstanding work and send their comments within seven working days. Overall, an alternating seven-day period of submission and review should be followed so that students can receive at least two opportunities to have their **revisions** reviewed during this four-week final product extension.

Given the brevity of the extension period, it is vital that students on Final Product Extension complete their work on a schedule established by their advisor or thesis mentor and second reader. No faculty review or communication is required or expected between semesters. If a student is late submitting their work, faculty members are not obliged to expedite their review. Failure to meet deadlines during this period may result in an academic withdrawal, as in any other semester or extension.

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## **Life after Graduation**

Everyone who graduates from Goddard immediately joins the larger family of Goddard alumni/ae, now numbering about 10,000. Graduates are also given a Goddard lapel pin, and encouraged to wear it as a visual way to link up with other Goddard alums who seem to be everywhere!

Alumni/ae Relations is an important part of Goddard and is evolving to include a variety of activities to keep graduates connected. Among them are:

- Regular issues of the College publication, *Clockworks*, which features stories, alumni/ae and faculty notes, campus updates, and calendar of events.
- Regional gatherings initiated and hosted by alums who want to meet Goddard folks living nearby.
- Annual June Haybarn Retreat, celebrating Goddard alumni/ae, students and faculty in the world - a weekend full of activities.
- MyGoddard, a password-protected web site connecting the larger Goddard community, <http://my.goddard.edu/>.
- An on-line Goddard store, which sells college merchandise, <https://goddard.yourmembership.com/store/Default.asp?>
- A toll-free number for all alumni/ae: 1-866-614-ALUM.

## STUDENT RIGHTS

Goddard College's fundamental responsibility to students is to provide the student with the best possible resources for pursuing a degree from the College in a progressive educational context. If the student believes they are being disserved rather than served, they have the right and the responsibility to make this concern known first to the advisor or mentor, then to the Program Director, and if that doesn't resolve the issue, finally, to the Academic Dean.

Other student rights include:

- Appropriate and necessary access to College faculty and administrators.
- A voice in policy making as outlined in the Goddard Governance Plan.
- Individual consideration of concerns and problems, including financial.
- The right to appeal decisions or grieve actions adversely affecting the student.
- Privacy rights as established by FERPA and set out in the College's FERPA Policy.
- Rights established by various applicable federal and state civil rights laws, including the Student-Right-to-Know and Campus Security Act and the Red Flag Rule (see appropriate sections of this Handbook for further information).

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### Student Grievance Process for Non-Academic Complaints

Students have the right to appeal non-academic decisions made or actions taken by Goddard authorities, including administrators, faculty, Program Directors, advisors, mentors or staff members that have a significant adverse impact on a student's life. When filing a grievance, students should bear in mind that grievances take time and the time involved in carrying the process through to the end may impact a student's enrollment status/options. When possible, the College will make reasonable accommodations to expedite the appeal process in time sensitive situations.

#### *Reconsideration Request*

Where appropriate, a student is strongly encouraged to first ask for a reconsideration of the contested decision/action from the person or group responsible. Reconsideration requests are presented in writing and include a rationale for why the decision or action should be overturned. The request needs to be made within 10 business days of the original decision and will be responded to within 5 business days.

If the person or group who made the decision is not available to reconsider it and/or there are justifiable reasons for bypassing a reconsideration request, the student may move immediately into an appeal. In such circumstances, the grievance must contain an explanation for why the reconsideration request was not undertaken.

#### *Grounds for Filing a Grievance*

A student may appeal a non-academic decision or action under the following conditions:

- If the student affected by the decision believes and can document that the decision was made by a substantial departure from the College's articulated policy or procedure.

- If the student believes and can document that the decision was made based on their race, religion, color, national origin, marital/civil union status, age, gender, gender identity or expression, sexual orientation, disability, or other legally protected class.
- If a student believes and can document that a faculty or staff member has violated the College's Community Life Agreements.
- If the student believes and can document that the decision was made by unreasonable application of standards significantly different from the application of those for other similarly situated students.

### ***Where to Direct a Grievance***

A grievance begins at the next level of authority level from that of the person or group making the contested decision/action:

- Staff decisions/actions are grieved to their direct supervisor.
- Section 504/ADA Compliance complaints are grieved to the Academic Dean who convenes an ADA Grievance Committee.
- Community Life Agreement Committee decisions/actions are grieved to the Dean of Planning and Community Life.
- Faculty decisions/actions are grieved to their program director.
- Program director decisions/actions are grieved to the Academic Dean.
- Associate Dean and Dean-level decisions/actions are grieved to the Executive Vice President or President as appropriate.

If the person named above is unavailable or unable to review an appeal, their supervisor will designate an alternative reviewer. If a student needs assistance in directing an appeal, they should contact the Executive Vice President's Office, [evpoffice@goddard.edu](mailto:evpoffice@goddard.edu) or 802-322-1611.

### ***Grievance Letter***

A grievance must be presented in writing and include the following:

1. A description of the decision or action that is being grieved and the circumstances involved;
2. A detailed rationale of how the decision or action fits within the stated grounds for a grievance;
3. Available evidence in support of the grievance; and
4. The student's suggested resolution to the grievance.

### ***Grievance Timeline***

Grievances must be submitted within 10 business days of the decision or action being appealed. The grievance will be responded to with 10 business days. In order to carefully consider an appeal, additional materials may be requested of all parties involved including the student. Timely submission of supporting materials expedites the review process. If additional time is necessary to respond appropriately, the review period will

be extended by a reasonable period of time appropriate to the circumstances. The student will be notified of the additional time.

### ***Grievance Decisions***

The decision of the person responding to the appeal is final.

If a student believes that the appeals process deviated substantially from what is outlined above, the student may bring a procedural grievance to the Executive Vice President. This is a grievance of the process, not the final decision and the student may not raise issues related to the substance of previous decisions. The student must make this grievance in writing to the Executive Vice President's Office within 10 business days of the grievance decision. The Executive Vice President (or designee) will respond to the student within 10 business days of receiving the complaint about the appeals procedure. The Executive Vice President's decision on such a procedural complaint is final.

Procedural complaints against the Executive Vice President are made to the President following the process outline above.

### ***No Retaliation***

Any student who invokes the right to grieve or participate in these grievance procedures will not be retaliated against during or after the grievance process.

### ***Academic Appeals***

Academic decisions may be appealed by following the Academic Appeal Process as detailed in this Handbook.

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## **Student-Right-to-Know & Campus Security Act**

Under the provisions of the Student-Right-To-Know & Campus Security Act (Public Law 101-542 and amended by Public Law 102-26 in 1991), the College is required to compile and release to currently enrolled degree or certificate students and to prospective degree or certificate students upon request the following:

- Information on the College's graduation rate for full-time, degree or certificate-seeking students, which is available upon request from the Registrar.
- Information on financial assistance, which is available in this Handbook, the College's web site at [http://www.goddard.edu/financialaid\\_resources](http://www.goddard.edu/financialaid_resources), and upon request from the Director of Financial Aid.
- The Crime Security component of the Act, also known as the Clery Act, requires Colleges to collect specified information about crimes and security on campus and to publish and distribute three years of data in an annual security report to current and prospective students/employees. The College's annual crime report is available at: <http://www.goddard.edu/emergency> or upon request from the Dean of Planning and Community Life. As part of the requirement of this law, students are reminded of the College's Alcohol and Substance Use Policy available in this Handbook.

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## **Financial Aid**

In addition to the information found on the College's Financial Aid FAQs & Resources web page: [http://www.goddard.edu/financialaid\\_resources](http://www.goddard.edu/financialaid_resources), students are encouraged to read *The Student Guide*, published by the U.S. Department of Education. This publication outlines a student's rights and responsibilities relative to the awarding of federal financial aid and the repayment of federal student loans. It can also be found online at: [http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html).

A student's legal name must be used consistently on all Goddard College documents. Use of a name other than the student's legal name on paperwork may delay processing of financial aid and any potential refund checks, as well as payments or communications received in a name other than the legal name.

### **Renewal of Financial Aid**

All students who wish to be considered for financial aid must complete a Free Application for Federal Student Aid (FAFSA) form, or in the case of returning students, the Renewal Application for Federal Student Aid. The FAFSA form is available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). **Students need to reapply for financial aid every academic year.** Financial aid eligibility is determined by completion of the FAFSA form, as well as the availability of funds. Once complete, information such as amount of aid, loan information and other documentation will be sent directly to the student via mail or Goddard email. An award will not be made until all requested documents have been received. Aid is disbursed to the student's account at the beginning of each semester, upon enrollment, or as aid funds are received. Students who apply late or who do not provide all the requested documents within the specified time jeopardize their chances of receiving financial aid, and may be required to pay the residency fee at registration.

### **Types of Financial Aid**

Goddard College is a Title IV eligible school. Students are encouraged to explore Title IV terms and conditions of assistance; as such assistance typically proves to be more favorable than private loans.

Undergraduate aid may include Federal Stafford, Parent PLUS (if dependent) and Perkins Loans; Pell, ACG, and SEOG Federal grants and/or State Grants (VT, ME, RI, CT, NH, MA) depending on eligibility and availability of funds.

Graduate students may be eligible for Federal Stafford and Graduate PLUS loans depending on eligibility.

Students are eligible to borrow through any Lender of their choice. Information on Lenders and the amounts/types of aid can be found on the College web site at: [http://www.goddard.edu/financialaid\\_resources](http://www.goddard.edu/financialaid_resources). Goddard College has no arrangements or receives funds for any Family Federal Education Loan Program (FFELP) or private education loans processed. There are no revenue sharing arrangements with any Lender; nor does the College receive gifts from any Lender, Guarantor or loan servicer. The Financial Aid Department at Goddard College is staffed by Goddard employees and we do not participate on any advisory boards.

Information on Goddard scholarships and an outside scholarship link can be found at [www.goddard.edu/scholarships](http://www.goddard.edu/scholarships). Goddard participates in the [Council of Independent](#)

[Colleges \(CIC\) Tuition Exchange program](#) and the [GI Bill](#). Students are also encouraged to check with their employers for tuition assistance.

### **Academic Progress**

The awarding of financial aid is contingent upon the demonstration of financial need and satisfactory academic progress of a student towards the completion of their academic program. A student who is judged to have two consecutive semesters or a total of three semesters of “no credit” or insufficient progress will no longer be eligible for financial aid.

### **Loan Entrance/Exit Sessions**

All first time borrowers are required to attend a loan entrance session prior to the disbursement of student loan funds. During this session, students will be informed of their rights and responsibilities relative to the borrowing and repayment of student loans as well as specific policies of Goddard College. New loan borrowers are also sent detailed information regarding Federal Stafford or Graduate PLUS loan borrowing.

Students that graduate, or leave Goddard that have borrowed Federal loans will be directed to the “[Mapping your Future](#)” website for exit counseling to review their loan information and determine repayment options.

Students are also encouraged to review their loan and/or grant history at [www.nslds.ed.gov](http://www.nslds.ed.gov).

At each residency, either on-site or via webinar, a Financial Literacy Workshop is offered. This workshop offers valuable information regarding all debt (not just student loans), and financial planning.

### **Overpayment of Financial Aid Funds--Refund Check**

For a “refund” check to be issued to eligible students, all necessary faculty approvals of the student’s study plan(s) must be noted in the Student Information System (SIS). Overpayment/refund checks will be mailed from the Plainfield campus to the student’s home address on the last day of residency, or if that day is a non-business day for the Plainfield staff, the first business day after the end of a residency.

Students attending a Plainfield VT residency may submit a written request prior to the final day of the residency to the Student Accounts Office for in-person pickup. Request forms are available at registration.

### **Drug Law Violations**

There are Federal Student Financial aid penalties for drug law violations. A conviction for any offense, during a period of enrollment for which the student was receiving Title IV, Higher Education Act (HEA) program funds, under any federal or state law involving the possession or sale of illegal drugs will result in the loss of eligibility for any title IV, HEA grant or loan.

### **Withdrawing or Quitting a Semester**

Students considering withdrawing from their program should contact the Student Accounts Coordinator and their Financial Aid Counselor to determine how the withdrawal will affect their Financial Aid. Goddard’s ‘Refund Policy (after withdrawal)’

is included with your semester's bill and discussed at the Financial Aid Entrance Session. The amount of Financial Aid to be returned is determined by the date on which you withdraw and how much aid you have 'earned'. After calculation of your aid earned and the amount your bill may be reduced, you may owe a balance due to the College. Payment of any outstanding balance must be completed before you can re-enroll.

### **Appeal of a Financial Aid Decision**

A student wishing to appeal a financial aid decision may do so, in writing, by following the instructions for the Student Grievance Process for Non-Academic Complaints in this Handbook. The grievance will be reviewed by the Director of Financial Aid.

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## **Family Educational Rights and Privacy Act (FERPA)**

Personally identifiable information and/or education records will not be released without the prior written consent of the student except as specified under the provisions of the Family Educational Rights and Privacy Act ("FERPA"). FERPA identifies specific individuals and organizations that may receive a student's education 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 information. At Goddard College, students are notified at registration of the categories of 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.

FERPA affords students certain rights with respect to their education records. These rights include the following:

1. **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit a written request identifying the record(s) they wish to inspect to the Registrar, Academic Dean (or designee), or other appropriate official. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If circumstances effectively prevent the student from inspecting and reviewing the student's education record, Goddard shall provide the student with a copy of the records requested or make other arrangements for the student to inspect and review the requested records. The student will have access to their education records within 45 days of the date of their request for access. If the records are not maintained by the College official to whom the request is initially submitted, the student will be referred to the appropriate official.

2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the College to amend a record that they believe is inaccurate or misleading, or otherwise violates a student's right to privacy. Students must contact the College official responsible for the record, clearly identify the part of the record they want changed, and specify why they feel it is inaccurate or misleading. If the College decides not to amend the record as requested, the student will be notified of the College's decision in writing and informed of the right to grieve the decision. Information on the Student Grievance Process will be provided when the student is notified of the right to grieve. If upon completion of the grievance process the student's disagreement with the content of their records has not been resolved, the student has the right to place a written statement in their records stating their specific disagreement. Each time the disputed record is released to a third party, the College will also distribute the student's statement of disagreement.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position; members of the Board of Trustee; a person or company with whom the College has contracted (including, but not limited to, attorneys, auditors, or collection agents); volunteers as appointed by the College administration or Board of Trustees, or a student serving on an official college committee, such as a disciplinary or grievance committee, or in a supervised Work Study or Work Program position. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the responsibilities of their position at the College or to assist the College in fulfilling its responsibilities.

FERPA specifies other instances in which the College may release student record information without prior consent from the student, including the following:

- Parties in connection with the granting of financial aid to the student.
  - Accrediting agencies carrying out their accreditation function.
  - Persons conducting educational or research studies about Colleges and students, with the provision that only aggregate (not personally identifiable) data will be released.
  - Certain state and federal officials or their designees as mandated by law.
  - Parents of financially dependent students (as defined by the Internal Revenue Service).
  - Officers of other educational institutions in which the student seeks or intends to enroll. Goddard maintains a policy of forwarding records to officials at other institutions (excluding transcripts) where a student seeks or intends to enroll upon the request of that institution.
  - When there exists a bona fide health or safety emergency.
4. **The right to withhold “directory information”— items generally considered to be public information.** The following items may be made available at the institution's discretion without student authorization unless the student notifies the

Office of the Registrar that they wish to have directory information withheld. The student must notify the Office of the Registrar of this in writing no later than ten days after the start of each semester. Directory information includes:

- Name
  - Address and telephone number (both local and home)
  - E-mail address
  - Academic program in which enrolled
  - Student enrollment status
  - Dates of enrollment
  - Area(s) of study concentration
  - Previous educational institutions attended
  - Degree(s) received and date(s) conferred
  - Goddard College identification card photo
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20024.

For more information about FERPA and student records at Goddard, contact the Registrar.

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## Identity Theft Prevention Policy

In order to reduce the risk of identity theft, the Federal Trade Commission (FTC) issued The Red Flag Rule (Section 114 and 315 of the Fair and Accurate Credit Transactions Act). This federal regulation stipulates that organizations with certain types of credit accounts write and implement an identity theft prevention policy to protect consumers. Goddard College offers or maintains accounts covered by the policy. The College's compliance policy is available upon request to the Executive Vice President's office.

Further information about the Red Flags Rule is available on the Federal Trade Commission's web site: <http://www.ftc.gov/bcp/edu/microsites/redflagsrule/index.shtml>.

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## Veteran Student Services

Goddard College is approved to train veterans under the G.I. Bill by the Vermont State Approving Agency.

The Office of the Registrar acts as a liaison between students and the Department of Veterans Affairs and certifies enrollment for veterans or their dependents so they may obtain educational benefits.

To apply for benefits, an accepted or continuing student should complete and submit VA Form 22-1990 (Application for Education Benefits). An application for education benefits can also be submitted online at: <http://vabenefits.vba.va.gov/vonapp/main>. Each semester, eligible students must contact the Registrar, in writing or in-person at

registration, to request that a Certification of Enrollment be submitted to the Department of Veterans Affairs.

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## **Minors and Adults**

Students eighteen and older are no longer minors and are legally fully responsible adults. Regardless of the age of a student, the College, on educational, legal, moral, and ethical grounds does not accept *in loco parentis* authority or responsibility.

## COMMUNITY LIFE

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### The History and Foundations for the Community Life Agreements

In the spring of 2003, a Work Group composed of students, a staff member, a faculty member, and a program director was convened. Their charge was to create a set of agreements by which the Goddard community could live, work and learn together, as well as a fair and meaningful process by which the members of the community could hold each other accountable.

In developing the Community Life Agreements (CLA), the Work Group considered, and operated with, the following assumptions about the Goddard community:

- The Goddard community consists of students, staff, faculty, administrators, alumni/ae, volunteers and Trustees, as well as neighbors of the College.
- The primary purpose of residencies is to serve as an opportunity for learning, study planning and preparing for the semester.
- Residencies are a time of intensive and continual contact among Goddard community members on all parts of campus, which requires us to be intentional and thoughtful about how we behave toward each other and our environment.
- As a community, we agree to be accountable to a basic standard of behavior and share responsibility for holding each other and one's self accountable to our agreements.
- One of the unique gifts and challenges of the Goddard community is ongoing conversation and the sharing of ideas that affect the ongoing work and transformation of the College.

The Work Group also considered how the Community Life Agreements could best support the following goals:

- Residency experiences should be safe and conducive to their primary purpose.
- Our structure of accountability for behavior should be clear and simple to understand.
- Our accountability structure should have a mechanism for community input and collaborative decision-making without unduly burdening students who have only the week of residency to address study planning and learning needs.
- Major violations of community life agreements should be rare.

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### The Community Life Agreements

We will respect the following agreements in our community life:

- Through our actions, we will maintain a safe and unthreatening environment.
- We will respect each other's limitations and physical needs.
- We will respect Goddard's environment, including its grounds, buildings and property.

- We will comply with the laws of the state with regard to alcohol and other substance use, smoking and other activities.
- We will comply with College policies regarding alcohol and other substance use, harassment and assault, and computer use.

Given these agreements, we further agree that the **following behaviors are unacceptable** anytime we are at Goddard or engaging with one another as members of the Goddard Community:

- Physical or Sexual Assault (as outlined in the Goddard Sexual Assault policy in this Handbook.)
- Physically Endangering Behavior - including but not limited to use or possession of fireworks or weapons, the setting of fires without permission of student affairs staff, candles or incense in dorm rooms, the sale of illegal drugs, reckless driving or speeding, and the throwing of objects in any dangerous manner.
- Threatening and Intimidating Behavior - verbal threats to do violence, psychological intimidation, and/or the harassment of any person is unacceptable including sexual harassment as defined by the College Sexual Harassment policy and the Harassment on the Basis of Protected Class policy outlined in this Handbook. Goddard strongly opposes discrimination 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.
- Vandalism, damage to property, theft - Theft of or damage to personal or College property (due either to malice or carelessness.)
- Improper Upkeep - The College is required by Vermont law to maintain our facilities in accordance with health and fire codes. Rooms, lounges, and offices must be used and cared for in a responsible manner by community members.
- Guests – Overnight guests who are not students participating in the current residency are not permitted. This includes students staying in dorms after check out time for their residency and family members over the age of 18 unless they are childcare aides or are present to provide support to a student with a disability as set out in the student’s Educational Profile. Students may appeal to the Student Affairs Coordinator for exceptions in extraordinary cases (such as inclement weather). In such cases, the student host may be charged a fee. Guests eating in the dining hall must pay for their meals. If they do not, student hosts will be charged for their guest’s meals. In all cases, student hosts are responsible for the behavior of their guests. Guests may be asked to leave campus at the discretion of the Student Affairs Coordinator, Security Staff, or Dean of Planning and Community Life (or designee).
- Noise - excessive noise or noise that seriously infringes on student, staff or faculty working environment at any time, and noise after “quiet hours” in or around dorms is also not acceptable. Dorm quiet hours are from 10:00 p.m. to 7:00 a.m. (Socializing after Quiet Hours is welcome in the designated Social Space; however, noise should not be heard outside that space.)

- Use of Strongly Scented Products – many community members are allergic to such products, and may experience physical difficulties when they are in use in such close quarters as a residency.
- Smoking and Open Flames - The College community does not allow smoking of any kind in the dorm rooms or any indoor facility at Goddard College, nor does it permit the use of open flames including incense and candles.

Although this agreement may inconvenience some members of the community, especially those who smoke, the College must follow state laws regarding smoking and safety, and chooses to address the environmental and allergy concerns of other members of the community. Smoking is not permitted near windows or doorways of campus buildings. It is the smoker's responsibility to dispose of cigarette butts in a safe and appropriate manner to avoid creating either fire hazards or unsightly litter.

### **Community Life at the Residency**

At the start of each residency, the Student Affairs Coordinator, in consultation with the Program Director will, in a manner appropriate for each program, ensure information regarding Community Life Agreements is provided for students and faculty. Typically these agreements are distributed to all members in electronic and paper format.

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## **Accountability Agreement**

We agree that each of us is accountable to Community Life Agreements, and that violations of these agreements will be addressed, as quickly as possible after the violation occurs.

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## **Community Disagreements**

Goddard community members will, whenever possible, speak to each other respectfully – that is, addressing behaviors, not personalities -- about concerns related to behavior, and will attempt to resolve disagreements respectfully. Our Community Life Agreements will serve as the bottom line.

When community members cannot resolve their disagreements, community members may convey their concerns to the Student Affairs Coordinator, either in person, through a phone call, pager, or through the residency Help Desk. Community members are strongly encouraged to speak directly to the Student Affairs Coordinator, in keeping with our value of working with each other to resolve disagreements. Information can generally be conveyed anonymously and kept confidential, to the limits of FERPA.

The Student Affairs Coordinator will speak to both the reporting community member and the student who has reportedly violated the agreements. Having determined that a violation has or may have occurred, the Student Affairs Coordinator will take one of the following actions at their discretion, depending on the nature of the violation:

- Mediate disagreements between community members.
- Give a verbal warning, with consequences of ignoring the warning.
- Give a written warning with consequences of ignoring the warning.

- If a warning has been given but clearly ignored, initiate consequences in collaboration with the Dean of Planning and Community Life (or designee).

In the case of danger to physical safety or other serious concerns, the community member may be asked to leave campus immediately by the Student Life staff member on duty in consultation with other staff as appropriate. The Dean of Planning and Community Life (or designee), reviews such decisions within 24 hours. A Community Life Committee may be formed to determine appropriateness of, or criteria for, returning to campus.

### **Community Consultation in Decisions Regarding Consequences**

The Dean of Planning and Community Life (or designee) will convene a CLA Committee only in the event of the potential for consequences to a student beyond a warning or community service. Volunteers will be invited to serve on a CLA committee for that residency for the purpose of consulting with the Dean of Planning and Community Life (or designee) on accountability decisions.

- The CLA Committee will consist of two students, a faculty member, and one staff member.
- Meetings of the CLA Committee will be confidential.
- The CLA Committee will write a full summary of all decisions resulting in consequences. These records are confidential, available only to the CLA Committee, appropriate Goddard staff or to the student who was held accountable.

The CLA Committee will consult with the Academic Dean when proposed consequences will have academic implications and may choose to consult with other members of the community to consider reported violations of Community Life Agreements.

If a student is asked to leave campus or is administratively withdrawn, the Program Director, Academic Dean, and Executive Vice President will be notified immediately.

### **Consequences**

Consequences of violations will be determined by the Dean of Planning and Community Life (or designee), or CLA Committee. Consequences of violations will vary depending on the nature of the violation. Please note that these consequences do not have to occur in any given sequence. Examples of consequences for students in the event of a violation of Community Life Agreements can include:

- Verbal or written warnings.
- Community service or restitution.
- Loss of access to certain areas of the campus, or to certain individuals in the community.
- Participation in mediation.
- Removal from campus, including loss of possible alternatives to residency privileges.
- Removal from the program and loss of student status for one or more semesters.
- Administrative withdrawal from the semester.
- Administrative withdrawal from the College.

Again, these consequences can be used singly, in combination or in any order, and the College may employ other consequences not on this list.

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### **Appeal of a CLA Committee Decision**

A student wishing to grieve a Community Life Agreement Committee decision should do so by following the instructions for the Student Grievance Process for Non-Academic Complaints in this Handbook. The grievance will be reviewed by the Dean for Planning and Community Life (or designee).

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### **Violations on the Part of Faculty, Staff or Administrators**

A student who believes that the Community Life Agreements have been violated by a non-student member of the Community may take up the complaint through the Student Grievance Process for Non-Academic Complaints as detailed in this Handbook. Students may request assistance from the Student Affairs Coordinator or the Dean for Planning and Community Life (or designee) in filing such a grievance.

## **HARASSMENT AND SEXUAL ASSAULT POLICY**

Harassment on the basis of race, religion, color, national origin, marital/civil union status, age, gender, gender identity and expression, sexual orientation, veteran/uniformed service status, disability or other legally protected classification subverts the educational mission of Goddard College and threatens the well-being of students, faculty, and staff. It is a form of discrimination that is illegal under state and federal law. Such conduct, whether intentional or unintentional, will not be tolerated. This policy applies to the entire College and to the conduct of students, faculty, administrators, and staff members alike.

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### **Harassment on the Basis of Protected Class**

Harassment means an incident or incidents of verbal, written, visual, or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, religion, color, national origin, marital/civil union status, age, gender, gender identity and expression, sexual orientation, veteran/uniformed service status, disability or other legally protected classification that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment. It does not result from reasonable social interaction or substantive discussion.

Harassment of members of protected categories meets the definition of harassment above and includes conduct directed at the characteristics of a student's or a student's family member's actual or perceived race, religion, color, national origin, marital/civil union status, age, gender, gender identity and expression, sexual orientation, veteran/uniformed service status, disability or other legally protected classification and typically includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or

circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

Sexual harassment may be described as unwelcome sexual advances, requests for sexual favors, and other physical or expressive behavior of a sexual nature. Sexual harassment occurs when:

- Submission to such conduct is explicitly made either a term or a condition of an individual's employment or education (typified by the "put out or get out" ultimatum).
- Submission to, or rejection of, such conduct by an individual is used as a component of the basis for employment or academic decisions affecting the individual (e.g., a promise is implied or expressed of academic or career advancement in return for sexual favors, or the reverse); or
- An individual's behavior (e.g., messages with sexual content, offensive or suggestive comments, unwelcome sexual flirtations, unwanted leering, and unwanted physical conduct including brushing, touching, or pinching of the body) creates a sexually offensive environment that has the purpose or effect of interfering with another individual's academic or professional performance. Sexual harassment of this type is typified by repetitive behavior that is offensive as well as unwelcome although single incidents may rise to that level if sufficiently egregious. It is not occasional compliments and reasonable social interaction.
- Sexual harassment may occur in a setting in which the power inherent in a faculty member's or supervisor's relationship to their students or subordinates is exploited. While sexual harassment most often takes place between persons of unequal power and/or status, it can also occur between equals, and both women and men can be the victims of homosexual and heterosexual sexual harassment.

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## Consensual Relationships

A consensual relationship between two people with an equal balance of power relative to education or employment is not sexual harassment.

An intimate physical or romantic relationship that exists in the context of an imbalance of power between the participants in that relationship -- such as a supervisor/supervisee or faculty/student-- cannot be considered consensual.

In particular, Goddard administrators and faculty members with employee- or student-specific decision-making authority may not engage in intimate physical or romantic relationships with employees or students within their program or scope of authority.

Any such relationships will be considered unprofessional behavior and addressed by the President of the College or the Dean of Human Resources. If the President deems the relationship to be detrimental to the College, the President will decide on appropriate measures, including, but not limited to, discipline, up to, and including immediate termination of employment.

The President may also, in their sole discretion, restructure reporting and/or administrative responsibilities so that a faculty member or supervisor no longer has authority over the student or employee with whom the faculty member/supervisor is physically or romantically involved.

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## Sexual Assault

Sexual assault is an act of violence that will not be tolerated in the Goddard College community.

- Sexual assault is when one person forces another person to engage in a sexual act without that person's consent. Sexual act is defined by Vermont law (13 V.S.A. §3251) as: conduct between persons consisting of contact between the penis and the vulva, the penis and the anus, the mouth and the penis, the mouth and the vulva or any intrusion, however slight, by any part of a person's body or any object into the genital or anal opening of another. In many instances, the lack of consent can result from force varying from intimidation to threat to deadly force. Both men and women can be the victims of homosexual (gay and lesbian) and heterosexual assault. Such situations can result in criminal liability for sexual assault or aggravated sexual assault under state and/or federal law.
- Acquaintance or Date Rape, in which the assailant and the victim know one another and engage in a sexual act without the victim's consent. In acquaintance or date rape, the word "acquaintance" describes this association and does not imply a less serious form of sexual assault. The key is consent. Without mutual consent, a sexual act can be a sexual assault under state or federal law.
- Unwanted Sexual Contact, such as touching or caressing of the buttocks, genitals, breasts, or groin area will also, within the College community, be treated as a sexual assault even if the facts do not meet the exact definition of that crime under state or federal law.

Consent means words or actions by a person indicating a voluntary agreement to engage in a sexual act. Provocative behavior is rarely if ever consent. In the same way, there is no place an individual can go (e.g., to an apartment or dorm room) that can be considered as implicit agreement to engage in a sexual act.

## ALCOHOL AND SUBSTANCE USE POLICY

It is the goal of Goddard College to create and maintain an optimum learning environment that supports and enhances the academic mission of the institution; one in which students are healthy, well, and able to learn. Goddard College recognizes that an environment that fosters academic excellence is not compatible with one that tolerates the abuse of alcohol and other drugs.

In accordance with Goddard College's mission of providing a progressive education based on democratic principles, Goddard students, faculty, and staff are encouraged to take individual responsibility for their actions and to collaborate in creating a strong community. With regard to substance use, Goddard College seeks to encourage an atmosphere where alternatives to drug and alcohol use are supported and recognizes that the abuse of alcohol and the illegal use of controlled substances poses substantial risks to the health and well being of our individual community members and to the Goddard community as a whole.

For those individuals of legal age who choose to drink, individual accountability for legal, responsible and safe use is required. In addition, community members are encouraged to openly discuss when substance abuse interferes with their rights as

community members and to move toward problem resolution. On request, or having identified an issue, the Student Affairs Coordinator and/or Dean of Human Resources (or designee) will provide forums through which these discussions can occur. During the school year, the college is not able to provide direct counseling services. Instead, a student life representative is available to offer support and to facilitate accessing resources in the students' home area or emergent care locally. Please contact the Student Affairs Coordinator for assistance. The Dean of Human Resources can likewise provide this information to employees of the College. This policy pertains to both students and employees.

Goddard College allows drinking of alcoholic beverages by community members and guests, but only in a legal, responsible manner.

1. No drinking in public areas except at officially approved events and in the designated social area. (For information about the designated social area or obtaining written approval for service of alcohol at a public event contact the Student Affairs Coordinator.)
2. Only a reasonable quantity of alcohol may be present at any time; no kegs, half kegs, beer balls, multiple cases, or other quantities in excess of what would reasonably and safely be consumed at the time
3. All other relevant policies must be observed, such as guest policies, and fire and safety regulations.
4. Goddard community members are expected to abide by the laws of the State of Vermont with regard to the use of alcohol and illicit drugs on campus. Vermont Law prohibits:
  - Possessing or consuming alcohol if under the age of 21;
  - Operating a motor vehicle while under the influence of alcohol;
  - Misrepresenting one's age for the purpose of purchasing or consuming alcohol;
  - Furnishing, purchasing, or serving alcohol to a minor; and
  - Selling or possessing with intent to sell alcoholic beverages without a license.

State and federal laws prohibit:

- The illegal possession, use, distribution of, selling, cultivating, or manufacturing controlled substances, including but not limited to, marijuana, cocaine, LSD, heroin, depressant, stimulant, narcotic, and hallucinogenic drugs.

Students attending residencies in Port Townsend are expected to abide by the laws of Washington State, and Washington State Parks, with regard to the use of alcohol or other substances.

A violation of these standards is grounds for action per the Community Life Agreements, up to and including administrative withdrawal from the College, and the College will report such crimes to the police. Violations of state and federal law entailed in these violations may result in criminal liability at either the misdemeanor or felony level and, upon conviction, may result in consequences up to and including imprisonment.

Goddard will conduct a biennial review to determine the effectiveness of this Alcohol and Substance Abuse Policy and to ensure that disciplinary sanctions described in this policy are consistently enforced.

## CAMPUS SECURITY

Goddard's Community Life Agreements exists to assure the safety and security of all community members, as well students' ability to engage in academic activities.

**Criminal activities or other emergencies on campus should be reported to a College official.**

On the Plainfield, VT campus, security and facilities personnel are responsible for securing buildings at night and ensuring that no unauthorized persons are using the College's facilities and grounds. Unauthorized persons on the grounds or in the College facilities should be reported, during the day, to the Help Desk, during the night, to Security or the Help Desk. Unauthorized persons found by, or reported to, Security will be asked to leave the premises. College personnel are authorized to call the State Police if they believe they need assistance.

At the Port Townsend, WA site, Fort Worden State Park officials are responsible for securing buildings at night and ensuring that no unauthorized persons are using the Fort's facilities and grounds. Students attending the Port Townsend residency should contact the Residency Office during the day and Park Security after business hours with security concerns.

Employees and students are encouraged to call the State Police if they witness a crime being committed that endangers that safety and well being of community members or the College. Additionally, every effort should be made to also reach an appropriate College official or Security.

Included in the material provided at a residency, is information on security procedures, how to contact Security, and phone numbers to use in an emergency.

Students and employees are encouraged to take steps to protect themselves. For example, dorm rooms and offices should be kept locked when not in use. Community members walking around campus after dark should find another community member to walk with.

The College's annual crime report is available at: <http://www.goddard.edu/emergency>.

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### Camping

For safety reasons and to protect the campus environment, camping on the Plainfield, VT campus is not allowed. For students participating in a residency at the Port Townsend WA site, camping is permitted when arranged through the Fort Worden State Park and only in designated Park campgrounds.

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### Parking

It is imperative that the fire lanes be kept clear in case of emergencies and to allow access for the maintenance vehicles, deliveries and recycling trucks. Parking is allowed in the designated areas only. Parking next to dorms and meeting spaces is allowed only for the

purposes of loading and unloading. Students with accessibility concerns should use the designated handicap parking spaces or make other specific arrangements through the Academic and Disabilities Support Coordinator.

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## **Pets**

Although many of us in the Goddard community are animal lovers, the community asks that pets not be brought to campus. The three primary reasons for this decision are allergies, the safety of community members, and preservation of the wildlife on campus. Exceptions to this policy are made for students, staff and faculty who require the use of a service animal that has been individually trained to do work or perform tasks for the benefit of a person with a disability.

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## **Weapons**

Guns, knives and any other type of weapons are not permitted on campus, except in cases where the College requests assistance from law enforcement personnel who may be required by law to wear a weapon. In such cases, the officer would continue to wear a weapon in providing the requested assistance on campus. Students who violate this agreement may be administratively withdrawn from the College. Any community member having knowledge of a violation of this Community Life rule is required to report the problem immediately to Student Life staff member or to Campus Security.

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# **STUDENT AFFAIRS**

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## **Our Philosophy**

Rather than provide packaged programs, the student affairs office bases its programming on Goddard's philosophy that "All members of the Goddard community will participate in programs and services as both recipients and providers." The Student Affairs Office seeks to support student-initiated visions of Community Life, empowering Goddard College's diverse, talented and creative students to identify ideas, supporting them to bring these into fruition, and facilitating campus-wide coordination of events and activities.

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## **Personal Support during the Residency**

A member of the student life team is generally available each day of the residency to provide personal support for all students. Students may set up appointments or drop in during office hours to access this service.

During the school year, the college is not able to provide direct counseling services. Instead, a student life representative is available to offer support and to facilitate accessing resources in the students' home area.

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## **Crisis Intervention**

During the residencies, a student life staff member, Help Desk staff and college personnel are available 24 hours a day to respond to students with physical and/or mental health crises, and link students to area resources.

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## **Dorm Meetings**

On the first evening of the residency, or at any time during a residency, dorm members may meet as a group, facilitated by a volunteer from that dorm, to discuss how they will live together, while assuming adherence to Community Life Agreements. At the student's request, the Student Affairs Coordinator will help coordinate these meetings.

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## **Student-Initiated Activities**

Goddard students are strongly encouraged to think about and initiate events, activities, and programs that serve the community. These range from arranging a meeting of Adult Children of Alcoholics during a residency to creating a permanent art gallery to showcase student art. Students should contact the Student Affairs Coordinator for assistance with their ideas.

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## **Lifework Career Support**

Student life representatives are available at the residency and throughout the year to assist students to pursue their personal and professional goals either through individual discussion, small group discussions, or referrals to resources in the greater Goddard community.

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# **ACCOMMODATIONS FOR DISABILITIES**

In keeping with Goddard's tradition of individualized learning, Goddard College is committed to providing equal access for qualified students with disabilities, according to the requirements of the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and the Rehabilitation Act of 1973 (Section 504). The College does not discriminate on the basis of disability and ensures that the programs it offers are accessible to eligible students with disabilities. 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 establish reasonable accommodations for students enrolled at Goddard College. Please note that such accommodations may not be possible if they would fundamentally alter the nature of the service, program, or activity or would result in undue financial or administrative burdens to the College.

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## **Who is Eligible for Services?**

For purposes of this policy and procedure, an individual who is eligible for services is a qualified student with a disability. As defined by the ADA and Section 504, a disability

is a physical or mental impairment that substantially limits one or more major life activities. A qualified student with a disability is a student with a disability who meets the academic and technical standards requisite for admission or participation in Goddard's educational programs or activities.

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## Procedure for Requesting Accommodations

In higher education, self-disclosure and a request for accommodations are voluntary and must be made by the student. Unlike K-12 programs, reasonable accommodations are not automatic. Accommodations must be specifically and formally requested through the Academic and Disabilities Support (ADS) Office. Requests may be made at any time during the student's time at Goddard, but it is strongly recommended that requests for accommodations be made in advance of need, as accommodations cannot be retroactive. Once accommodations are granted, they are approved for the duration of the student's studies, unless there are changes in the student's situation. Revisions or changes can be requested at any time. It is the student's responsibility to keep the ADS Office informed of any changes, including transfers to other Goddard programs.

It is the student's responsibility to establish eligibility for reasonable accommodations by filing a Request for Accommodations and appropriate documentation of a disability with the Academic and Disabilities Support Office. Students can request guidelines for documentation and the needed forms from the ADS Office. It is important that the student review the guidelines for documentation prior to procuring documentation. Specific information is required in order for the ADS Coordinator to determine effective accommodations and the guidelines make indicate which professionals are qualified to provide such documentation. Both the Request for Accommodations form and the documentation should be mailed as soon as possible to: Academic and Disabilities Support Office, Goddard College, 123 Pitkin Road, Plainfield, Vermont 05667.

Disclosure of a disability or conversation with a member of the College about possible effects of a disability does not itself constitute a request for an accommodation. Faculty and staff cannot make accommodations unless the ADS Coordinator has prepared an Educational Profile (EP) stating the approved accommodations.

Since self-disclosure is voluntary, students are not compelled to report disabilities, request reasonable accommodations, follow up on referrals to the ADS Office, seek out or pay for professional assessments, or release the plan for accommodations. However, unless the student voluntarily completes the formal procedure to request accommodations, Goddard College cannot make accommodations for the student.

Students who suspect they may have a disability, but who have not had one previously diagnosed can meet with the ADS Coordinator to discuss their concern. Goddard is not responsible for payment for diagnosis or assessment of a possible disability.

Upon receipt of the Request for Accommodations and disability documentation, the ADS Coordinator will review it in a timely fashion. If the documentation is not sufficient, the student will be referred for further evaluation or informed of what other information is needed. *Goddard is not responsible for providing or paying for diagnosis or documentation of disabilities.* If the documentation is sufficient, the ADS Coordinator will, in consultations with the student, prepare an Educational Profile ("EP"). An EP outlines accommodations for the student's disability. It does not list the disability. All information and documentation relating to the student's disability remains strictly confidential within the ADS Office. The EP and other information about a student's

accommodations will only be released to those who have a need to know, and only with written permission from the student. The student has the right to choose not to authorize release of the EP; however, without a signed release form, Goddard College cannot make accommodations for the student.

Once a student has been notified of their assigned advisor, the student is encouraged to communicate with the advisor as soon as possible about their needs and to develop a semester plan for accommodations. The student should contact the ADS Coordinator if they encounter any difficulty or other concern with the accommodations. If a staff or faculty member is not appropriately carrying out certain accommodations, the student is encouraged to either communicate with that person, or contact the ADS Coordinator.

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## Documentation

In general, quality documentation must meet the following guidelines:

- Completed by an approved professional with any required licensure and experience in the area of the disability being documented.
- Includes a clear diagnostic statement and describes diagnostic procedures, symptoms, assessment methods/instruments, and current functional limitations.
- Provides clear recommendations for accommodations and describes how the accommodations will address specific functional limitations.
- Includes a description of previous accommodations successfully implemented at other institutions.
- Submitted on letterhead, typed, dated and signed; includes the name, title, and professional credentials of the evaluator, as well as information about licensure and certification.
- Is current, generally within the last three years, although this may vary depending on disability and other circumstances.

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## Appeal of a Decision of the ADS Coordinator

A student wishing to grieve a decision or action of the ADS Coordinator should do so by following the instructions for the Student Grievance Process for Non-Academic Complaints in this Handbook. The grievance will be reviewed by the Academic Dean (or designee).

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## Personal Care Aides for Students with Disabilities

Goddard College welcomes the attendance of personal aides as required by students with disabilities. Students who require a personal aide and plan to stay on campus must complete the Request for Accommodations process. They must also identify this need on their housing request form and have appropriate arrangements for their care in place prior to arriving on campus for a residency. Aides are housed with the students they accompany to campus, and all aides are expected to abide by the Community Life Agreements. If an aide violates the Community Life Agreements, they may be asked to leave the campus. Goddard College does not pay for personal aides.

- Aides attending a Plainfield, Vermont residency will be charged a room and board fee for each day of the residency they attend.
- Aides attending a Port Townsend, Washington residency will be charged a room fee for each day of the residency they attend. Meals are paid for directly by the aide on a per meal basis to the Fort Worden Food Service.

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## **Service Animals**

### **Definition**

A service animal assists an individual with a disability in *the essential activities of daily living*. The Americans with Disabilities Act (ADA) defines service animals as, “...any...animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.” If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed by a state or local government or an animal training program. **Pets, therapy animals, and support animals are not considered to be service animals.** Any questions about whether your animal qualifies as a service animal may be addressed to the Academic and Disabilities Support Coordinator.

### **Procedure to Bring a Service Animal to Campus**

Persons with a documented disability who wish to stay on campus with a service animal must complete and return the Request for Accommodations Form to the ADS Coordinator well in advance of need. The student will need to provide documentation of disability and need for a service animal from a medical practitioner and will also need to complete a Service Animal Registration Form with an attached record of current vaccinations. Service Animals are required to wear current license and rabies tags.

The ADS Coordinator will work with college staff to provide campus housing convenient to a relief area for the animal, as well as consider the needs of persons with relevant allergies. At the residency, the student will be provided with a photo ID card for their service animal.

### **Guidelines for Service Animal Behavior**

Service animals are trained to behave appropriately in public settings, so their presence does not present disruption to the activities of other community members. The care, supervision, and behavior of a service animal are solely the responsibility of its partner/handler, who must be in full control of the animal at all times. The partner should avoid leaving the animal unsupervised for long periods of time (such as in the dorm or in a vehicle), and should enlist the help of an assistant if total care of the animal cannot be provided by the partner/handler.

Cleanliness of the service animal is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of service animals. The owner is expected to carry out or arrange for the appropriate disposal of all animal waste.

### **When a Service Animal Can Be Asked to Leave**

Should a service animal present a serious disturbance to members of the community that cannot be mitigated in collaboration with Student Life staff, the partner/handler may be asked to remove the animal from campus. Reasons a service animal may be asked to leave campus include disruption, aggressiveness, ill health, and/or consistent lack of cleanliness.

If a partner/handler has been asked to remove a service animal from campus, it is the student's responsibility to find an appropriate local placement for the rest of the residency and to assume any costs associated with that placement.

### **Guidelines for Behavior around a Service Animal**

Always ask the partner/handler before approaching a service animal. Do not startle or reach suddenly for a service animal, or pet a service animal while it is working. Petting a working animal distracts it from the task at hand. Be especially sensitive to not distract the animal in busy situations, such as the Dining Hall or large community meetings.

Allow a service animal to accompany the partner/handler at all times and everywhere on campus, except for areas where its presence is prohibited by health codes such as the Dining Services kitchen.

Do not feed the service animal as the animal may have specific dietary requirements. Unusual food might cause illness.

Do not bring another dog up to the service animal without first securing the permission of the partner/handler. Again, be aware that another dog will distract the working service animal from the task at hand.

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## **Extended Time**

Extended Time is an extension, generally for six weeks, that is available to students with an approved ADA accommodation that allows for extra time to complete a semester. Extended Time begins on the first day of the packet/course work 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. Students on Extended Time are NOT eligible for financial aid. The Leave of Absence portion of the student's semester may have an impact on a previous Stafford Loan's grace period; further information is available from the Financial Aid Office. There is no additional charge for this extended time when it is an accommodation for a disability and it is listed on the student's Educational Profile (EP).

To be eligible for Extended Time extension, a student must:

1. Have a signed Educational Profile (EP), prepared by the Academic and Disabilities Support Coordinator, which includes an accommodation of a "reasonable extension of time."
2. Complete 3/5th of their packet/course work by the appropriate program-specific final work due date for the semester (i.e., by the packet/course work or final product draft deadline).

A student with a reasonable extension of time as an approved ADA accommodation on their EP must request Extended Time from the advisor **and** Program Director in writing, at the outset of the semester, or later in the semester if a need is identified that is related to the student's disability. The extension must be requested prior to the last day of the

semester. The Program Director reviews the request in consultation with the student's advisor and notifies the registrar and the Academic and Disabilities Support Coordinator if the extension is approved. Upon approval, the registrar sends an extension notification email to the student, advisor, program director and ADS Coordinator with the extension dates, packet/course work due dates, and related extension parameters

Not all faculty members are available to work with a student during Extended Time. If necessary, a student may be assigned a different advisor and/or course mentor for their Extended Time by the Program Director.

A student on Extended Time is generally not expected to attend the residency that begins the semester in which the Extended Time takes place. If the student, the advisor and/or Program Director decide that it would be beneficial for the student to attend some or the entire residency, the student will be charged a residency fee pro-rated as apropos.

For students on Extended Time, work is due to the advisor on their program's published due dates for packets 1 and 2. If appropriate, students can negotiate alternative work deadlines with their advisor or course mentor prior to the beginning of the Extended Time. Students are expected to complete their work on the scheduled due dates. The last day of the Extended Time is the last day work may be received by the advisor or course mentor. Failure to meet deadlines during the extension period may result in an academic withdrawal, just as it may during a semester or other extension. A student's End-of-Semester Evaluation is due, via the Student Information System, on the last day of the Extended Time. The advisor writes a final evaluation of the extended semester. Students who are working on their Final Product and who did not successfully complete it at the end of their Extended Time may take Final Product Extensions, as appropriate, following the completion of the Extended Time.

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## **Relocation Policy**

In the event that a student with a disability cannot access the space in which a Goddard event or activity is scheduled to be held, the student may contact the Academic and Disabilities Support (ADS) Coordinator to discuss access needs and request reasonable accommodation(s). The ADS Coordinator will first work to determine if a reasonable accommodation can make the space accessible. If an accommodation(s) cannot make the space accessible, the ADS Coordinator will work with the appropriate program, staff, or faculty to find an appropriate available alternative location for the activity in question. The exception to this would be in those unusual instances where accessibility cannot be provided without a fundamental alteration to the program or if it would cause an undue burden to the College. Documentation of the disability to support the accommodation request may be required.

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## **Emergency Evacuation Procedures for Individuals Needing Assistance**

*Note: The means of evacuation will differ depending on the residency site a student is attending. Carefully read through materials provided at the residency for details on appropriate means of evacuation and how to access assistance during the evacuation process.*

Building evacuations will occur when fire alarms sound and/or flash or when occupants are instructed to evacuate by emergency personnel and/or a college staff member.

Individuals who know they will need emergency evacuation assistance are recommended to contact the Academic and Disabilities Support (ADS) Coordinator *in advance of arrival on campus* to inform the College of this need. The ADS Coordinator will inform the appropriate staff of the evacuation assistance need in advance of the residency. Individuals with this need will be assisted by Campus Safety or Help Desk staff (for Plainfield, VT residencies) or Residency Office personnel (for Port Townsend residencies) in the event of an emergency. Prior to the residency, the ADS Coordinator will also provide the student with evacuation contact information to use. Students are encouraged to work with the identified contact at their respective residency site to identify their needs, inform emergency personnel and to make any other needed arrangements.

### **Means of Evacuation**

During an emergency, communication between the student and emergency personnel is of utmost importance. In the event of an emergency, employees, students and visitors shall evacuate by means of the nearest available marked exit. If there is time and a phone is near, a person needing assistance can call the Help Desk or Campus Safety (for Plainfield residencies) or the 24-Griehour Staff Pager or Park Security (for Port Townsend residencies) and state their location.

In addition, persons on the scene who are not disabled, and not incapacitated by the emergency, are encouraged to immediately assist individuals with disabilities to evacuate by guiding them to the nearest exit.

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## **Section 504/ADA Compliance Complaint**

A student who believes that Goddard College has inadequately applied the principles and/or regulations required by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and the Rehabilitation Act of 1973 (Section 504) and/or feels they have been discriminated against on the basis of a disability may file a complaint following the process outlined in the Student Grievance Process for a Non-Academic Complaints as outlined in this Handbook. In assessing whether or not to file a grievance, students should recall that Goddard College faculty and staff are not obligated to provide an accommodation to a student who has not followed the accommodations procedures outlined in this Handbook. This particular type of non-academic grievance will be reviewed by an ADA Grievance Committee, convened by the Academic Dean and consisting of the ADS Coordinator and two other individuals knowledgeable in the area related to the disability and grievance.

The ADS Coordinator serves as the responsible employee to coordinate the College's efforts to comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and its 2008 Amendments and other state and federal laws related to the rights of eligible students with disabilities. Related questions and concerns should be raised with the ADS Coordinator or the Academic Dean.

### ***Confidentiality***

Policies concerning confidentiality prohibit the distribution of primary clinical documentation to anyone outside the Academic and Disability Support Office without written permission from the student.

## COMPUTING RESOURCES

Since Goddard College has a continuous connection to the public Internet, the College is liable for computer-based misuse and abuse originating from its campus. Goddard College also has an obligation to enforce or provide oversight regarding other issues on its campus such as copyright infringement and harassment.

To provide greater clarity and understanding, Information Services has grouped the various elements of Goddard College's policies, practices and procedures into two specific areas: Condition of Use of Computing and Network Facilities and Code of Practice in the Use of Computing and Network Facilities.

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### Condition of Use of Computing and Network Facilities

All persons using the computing and networking facilities shall be responsible for the appropriate use of the facilities provided as specified in this Handbook, and shall observe conditions and times of usage as published by the Administrator of the system.

It is the policy of Goddard College that its computing and associated network facilities are not to be used for commercial purposes or non-Goddard College-related activities without written authorization from Goddard College. In any dispute as to whether work carried out on the computing and networking facilities is internal work, the decision of the Associate Dean of Library and Information Technology Services (or designee) shall be final.

The user will not record or process information that knowingly infringes any patent or breach any copyright.

Goddard College will endeavor to safeguard the possibility of loss of information within Goddard College's computing and networking facilities but will not be liable to the user in the event of any such loss. The user must take all reasonable measures to further safeguard against any loss of information within Goddard College's computing and networking facilities. It is recommended that information be stored on network "home" Directories and not on local hard drives. Lab hard drives may be erased for reconfiguration at any time during the term.

If a loss of information within the system can be shown to be due to negligence on the part of the computing or network personnel employed by Goddard College, or to any hardware or software failure which is beyond the user's means to avoid or control, then the Information Technology Services will endeavor to help restore the information. The results, however, cannot be guaranteed.

Users of the computing and networking facilities recognize that when they cease to be formally associated with Goddard College (e.g. no longer an employee, enrolled student or visitor to Goddard College), their information may be removed from Goddard College computing and networking facilities without notice. Users must remove their information or make arrangements for its retention prior to leaving Goddard College.

Goddard College, through authorized individuals, reserves the right to periodically check and monitor the computing and networking facilities, and reserves any other rights necessary to protect them, including but not limited to a review of content on the system. Use of the College's computing and networking facilities grants permission by the user to the College for such review.

Goddard College reserves the right to take emergency action to safeguard the integrity and security of the computing and networking facilities. This includes but is not limited to the termination of a program, job, or on-line session, or the temporary alteration of user account names and passwords.

In accordance with established Goddard College practices and numerous state and federal laws regarding computer violations, a user found to be abusing or misusing Goddard College computer resources may be subject to disciplinary action up to and including expulsion from Goddard College or termination of employment, and/or to legal action.

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## **Code of Practice in the Use of Computing and Network Facilities**

Standards for the use of Goddard College's computing and networking facilities derive directly from standards of fairness and constraint that apply to the use of any shared resource. Goddard College community depends on a spirit of mutual respect and cooperation to resolve differences and resolve problems that arise from time to time. This code of practice is to specify user responsibilities and to promote the appropriate use of IT resources for the protection of all members of Goddard College community.

Appropriate and responsible use of Goddard College computing and networking facilities is defined as use that is consistent with the teaching, learning, research and administrative objectives of Goddard College and with the specific objectives of the project or task for which such use was authorized. All uses inconsistent with these objectives are considered to be inappropriate use.

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## **User Responsibilities**

Users of Goddard College computing and networking facilities accept the following specific responsibilities:

### **Security:**

- To safeguard their data, personal information, passwords and authorization codes, and confidential data;
- To take full advantage of file security mechanisms built into the computing systems;
- To choose their passwords wisely and to change them periodically;
- To follow the security policies and procedures established to control access to and use of administrative data.

### **Confidentiality:**

- To respect the privacy of other users; for example, not to intentionally seek information on, obtain copies of, or modify files, tapes, or passwords belonging to other users or Goddard College;
- Not to divulge sensitive personal data to which they have access concerning staff or students without explicit authorization to do so.
- To respect the rights of other users; for example, to comply with all Goddard College policies regarding sexual, racial, and other forms of harassment.

- To respect the legal protection provided by copyright and licensing of programs and data; for example, not to make copies of a licensed computer program or file to avoid paying additional license fees or to share with other users.
- To respect the intended usage of resources; for example, to use only the account name and password, funds, transactions, data, and processes assigned by service providers, unit heads, or project directors for the purposes specified, and not to access or use other account names and passwords, funds, transactions, data, or processes unless explicitly authorized to do so by the appropriate authority.
- To respect the intended usage of systems for electronic exchange (such as e-mail, Usenet News, World Wide Web, etc.); for example, not to send forged electronic mail, mail that will intimidate or harass other users, chain messages that can interfere with the efficiency of the system, or promotional mail for profit-making purposes. Also, not to break into another user's electronic mailbox or read someone else's electronic mail without their permission.
- To respect the integrity of the computing and networking facilities; for example, not to intentionally develop or use programs, transactions, data, or processes that harass other users or infiltrate the system or damage or alter the software or data components of a system. Alterations to any system or network software or data component are to be made only under specific instructions from authorized academic staff, unit heads, project directors, or management staff.
- To respect the financial structure of the computing and networking facilities; for example, not to intentionally develop or use any unauthorized mechanisms to alter or avoid charges levied by Goddard College for computing, network, and data processing services.
- To adhere to all general Goddard College policies and procedures including, but not limited to, policies on proper use of information resources and computing and networking facilities; use of telecommunications equipment; legal use of software; and legal use of administrative data.
- To report any information concerning instances of violations to Goddard College IT Department. In general, reports about violations should be directed initially to the administration of the school, area or unit where the violation has occurred whereupon it will be passed on to the Custodian of the system. If it is not clear where to report the problem, it may be sent to the Information Technology Services will redirect the incident to the appropriate person(s) for action or will handle it directly.
- Use of the system is subject to monitoring for security and network management reasons. All e-mail and Internet use is subject to review by Goddard administration if it determines, in its sole discretion, that such review is necessary to support its policies and programs and to safeguard the College's systems and equipment. Use of e-mail and/or the Internet through the College's system by a user constitutes the user's consent to such review. Please remember that there is no absolute privacy on the College's systems. Both internal and external e-mail is routinely saved and stored by the network's backup systems (even those messages that you have deleted), and may be able to be retrieved many months or years after they have been generated

## **Code of Practice for Illegal Activity and Objectionable Material**

The following apply to specific activities.

### **Illegal Activity**

In general, it is inappropriate use to store and/or give access to Information on Goddard College computing and networking facilities that could result in legal action against Goddard College.

### **Objectionable Material**

Goddard College's computing and networking facilities must not be used for the transmission, obtaining possession, demonstration, and advertisement or requesting the transmission of objectionable material knowing it to be objectionable material.

### **Restricted Software and Hardware**

Users should not knowingly possess, give to another person, install on any of the computing and networking facilities, or run, programs or other Information which could result in the violation of any Goddard College policy or the violation of any applicable license or contract. This is directed towards but not limited to software known as viruses, Trojan horses, worms, password breakers, and packet sniffers. Authorization to possess and use Trojan horses, worms, viruses and password breakers for legitimate research or diagnostic purposes can be obtained from the Associate Dean of Library and Information Technology Services.

The unauthorized physical connection of monitoring devices to the computing and networking facilities, which could result in the violation of Goddard College policy or applicable licenses or contracts, is inappropriate use. This includes but is not limited to the attachment of any electronic device to the computing and networking facilities for the purpose of monitoring data, packets, signals or other information. Authorization to possess and use such hardware for legitimate diagnostic purposes must be obtained from the Associate Dean of Library and Information Technology Services.

### **Copying and Copyrights**

Users of the computing and networking facilities must abide by Goddard College Copyright Policy, which covers copyright issues pertaining to Goddard College faculty, staff and students as well as commissioned works of non-employees. Users should also be aware of The Digital Millennium Copyright Act of 1998 (DMCA), which is a federal statute that limits an online service provider's liability for copyright infringement claims based solely on the online service provider's automated copying, storing and dissemination functions.

Respect for intellectual labor and creativity is essential to academic discourse. This tenet applies to works of all authors and publishers in all media. It includes respect for the right to acknowledgment and right to determine the form, manner, and terms of publication and distribution. If copyright exists, as in most situations, it includes the right to determine whether the work may be reproduced at all. Because electronic information is volatile and easily reproduced or altered, respect for the work and personal expression of others is especially critical in computing and networking environments. Viewing, listening to or using another person's information without authorization is inappropriate

use of the facilities. Standards of practice apply even when this information is left unprotected.

### **Harassment**

Goddard College policy prohibits sexual and discriminatory 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. Goddard's computing and networking facilities are not to be used to engage in discriminatory harassment.

Regardless of whether a person's protected class is involved, Goddard College's computing and networking facilities are not to be used to libel, slander, or harass any other person.

The following constitute examples of Computer Harassment:

- Intentionally using the computer to annoy, harass, terrify, intimidate, threaten, offend or bother another person by conveying obscene language, pictures, materials that are harassing or degrading on the basis of a protected classification, e.g. sexual orientation, or other materials or threats of bodily harm to the recipient or the recipient's immediate family.
- Intentionally using the computer to contact another person repeatedly with the intent to annoy, harass, or bother, whether or not any actual message is communicated, and/or where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease.
- Intentionally using the computer to contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that they desire such communication to cease (such as debt collection).
- Intentionally using the computer to disrupt or damage the academic, research, administrative, or related pursuits of another.
- Intentionally using the computer to access and display materials that are graphically violent or that otherwise violate state or federal laws, e.g., child pornography crimes, or Goddard College Community rules.
- Intentionally using the computer to invade the privacy, academic or otherwise, of another or the threatened invasion of the privacy of another.
- The display of offensive material in any publicly accessible area is likely to violate Goddard College harassment policy.
- There are materials available on the Internet and elsewhere that some members of Goddard College community will find offensive. One example is sexually explicit or violent graphics. Goddard College cannot restrict the availability of such material, but it considers its display in a publicly accessible area to be inappropriate. Public display includes, but is not limited to, publicly accessible computer screens and printers.

### **Wasting Resources**

It is inappropriate use to deliberately perform any act, which will impair the operation of any part of the computing and networking facilities or deny access by legitimate users to any part of them. This includes but is not limited to wasting resources, tampering with components or reducing the operational readiness of the facilities.

The willful wasting of computing and networking facilities resources is inappropriate use. Wastefulness includes but is not limited to passing chain letters, willful generation of large volumes of unnecessary printed output or disk space, willful creation of unnecessary multiple jobs or processes, or willful creation of heavy network traffic. In particular, the practice of willfully using Goddard College's computing and networking facilities for the establishment of frivolous and unnecessary chains of communication connections is an inappropriate waste of resources.

The sending of random mailings ("junk mail") or very large mailings ("spam") is discouraged. It is poor etiquette at best, and harassment at worst, to deliberately send unwanted mail messages to strangers. Recipients of such mail should contact the appropriate local support person.

### **Game Playing**

Limited recreational game playing that involves use of the College's network, that is not part of an authorized and assigned research or instructional activity, is tolerated (within the parameters of each department's rules). Goddard College computing and network services are not to be used for extensive or competitive recreational game playing. Recreational game players occupying a seat in a public computing facility must give up that computing position when others who need to use the facility for academic or research purposes are waiting.

### **Commercial Use**

In support of its mission, Goddard College provides Goddard College computing and network facilities. It is inappropriate to use campus computing facilities (including printers) and email/networking facilities for:

- Commercial gain or placing a third party in a position of commercial advantage;
- Any non-Goddard College related activity, including non-Goddard College related communications;
- Commercial advertising or sponsorship except where such advertising or sponsorship is clearly related to or supports the mission of Goddard College or the service being provided; or
- Direct political lobbying or other political activity except if part of an approved academic project with the College.

This paragraph is not intended to restrict free speech or to restrict Goddard College from setting up communication/discussion servers or other services specifically designated for the purpose of fostering an "electronic community" with the wider community Goddard College serves. These designated Information servers should normally conform to Goddard College IT Security Policy of which this Code of Practice is a part.

This paragraph is not intended to restrict free speech or to restrict Goddard College from setting up Information servers or other services specifically designated for the purpose of fostering an "electronic community" with the wider community Goddard College serves.

These designated Information servers should normally conform to Goddard College IT Security Policy of which this Code of Practice is a part.

### **Use for Personal Business**

Goddard College computing and network facilities may not be used in connection with compensated outside work nor for the benefit of organizations not related to Goddard College, except in connection with scholarly pursuits (such as academic publishing activities), in accordance with Goddard College Consulting Policy or in a purely incidental way. This and any other incidental use (such as electronic communications or storing data on single-user machines) must not interfere with other users' access to resources (computer cycles, network bandwidth, disk space, printers, etc.) and must not be excessive.

### **Additional Guidelines at Local Sites**

Goddard College computing and network facilities are composed of many "sites." Each site may have local rules and regulations that govern the use of computing and network facilities at that site. Each site has operators, consultants, and/or supervisors who have been given the responsibility to supervise the use of that site. Each site has an administrator with overall policy responsibility for the site. Users are expected to cooperate with these individuals and comply with Goddard College and local site policies. Site policies may be more restrictive than Goddard College policy. It is the intention that Goddard College IT Security Policy represents a minimum standard. Local administrators may impose more restrictive policies, which become their responsibility to administer.

### **Connection to the Campus-Wide Data Network**

Most campus buildings are included in the Campus Network. To maintain the integrity of Goddard College computing and network facilities, connections to the campus network are made only by specialized personnel under the direction of the Information Technology Services. Users are only allowed to attach appropriate equipment only at existing user-connection points. All requests for additional Network connections or for the relocation of a connection should be directed to Information Technology Services.

### **Use of Desktop Systems**

Users are responsible for the security and integrity of information stored on their personal desktop system. This responsibility includes making regular disk backups, controlling physical and network access to the machine, and installing and using virus protection software. Users should avoid storing passwords or other information that can be used to gain access to other campus computing resources. Users should not store Goddard College passwords or any other confidential data or information on their laptop or home PC or associated floppy disks or CD's.

### **Use of External Services**

Networks and telecommunications services and administrative systems and services to which Goddard College maintains connections have established acceptable use standards. It is the user's responsibility to adhere to the standards of such networks. Goddard

College cannot and will not extend any protection to users should they violate the policies of an external network.

### **Printouts**

Users are responsible for the security and privacy of printouts of Goddard College information.

### **Violations and Reporting**

Violations of these conditions include but are not limited to unauthorized use of another user's account; tampering with other users' files, tapes, or passwords; harassment of other users; unauthorized alteration of computer charges; unauthorized copying or distribution of copyrighted or licensed software or data; deliberately wasteful practices; and online behavior that intimidates, offends or otherwise transgresses Goddard College Community Rules. Such violations are unethical, violate Goddard College policy and/or are potentially unlawful. Users should report such violations to the individual in charge of their computing resource information. Users can also report misuse and abuse of computer resources to the Associate Dean of Library and Information Technology Services.

## APPENDIX: GLOSSARY OF TERMS

**Advising Group:** A group of students assigned to work with the same faculty advisor for the semester. An advising group will meet several times over the course of the residency, and while the activities will vary based on the specific program, all support the development of study plans, orientation to program expectations, and preparation for the semester. They are also a valuable time for co-advisees to connect with each other and create a support network to draw upon during the semester.

**Advisor:** Every semester, students are assigned an academic advisor. Advisors are members of a student's program faculty who are responsible for helping the student plan the semester's studies and developing a dialogue with the student about their work. At the end of the semester, the advisor evaluates the student's work to determine if the semester was successful.

**Commencement Residency:** Graduating students are required to attend a Commencement Residency, three days (Fri. – Sun.) of the residency following their final semester. At the Commencement Residency, graduating students meet with their advisor, offer a graduating student presentation or reading, submit their final paperwork to the Office of the Registrar, and attend commencement (optional).

**Curriculum:** A student-designed degree plan based on the student's educational, personal, and professional goals and the degree criteria of the student's program. Each semester, students articulate their curriculum through the study planning process at the residency under the supervision of their advisor and in collaboration with other students and program faculty.

**End-of-Semester Evaluation:** At the end of the semester, the student and the advisor each write a narrative evaluation of the student's learning during the semester. The evaluations address how well the student met the goals laid out in the study plan, the learning that took place during the semester, the outcomes and products of that learning, and how that learning progressed the student toward fulfilling Goddard's degree criteria. These evaluations are filed in the Student Information System (SIS).

**Faculty:** Each Goddard program has a faculty who serve as advisors and second readers to the student in that program; work as a team in collaboration with the program director to assess and develop the program; provide services to the program (faculty search committees, act as peer reviewers during performance evaluations, organize/facilitate faculty meetings, review new student applications, etc.) and through participation on Faculty Council and other institutional committees and groups, participate in the broader governance of the College. The majority of Goddard faculty is part-time, ranging from .4 full-time equivalents to .9 full-time equivalents. There are two categories of faculty:

- **Paid by Task Faculty:** Faculty members who are in their first three years of employment in a program or who have declined a salaried position. The core of their work is residency participation and student advising. Service projects are paid by task.
- **Salaried Faculty:** Faculty members in their fourth or higher year of employment in a program. The core of their work includes, residency participation, student advising, and service work.

A faculty member's full time equivalency or compensation status does not limit their eligibility to participate fully in the work to develop their program, as well as broader college work groups and committees.

**Final Product:** All programs require a substantial final product as a culmination of the student's degree work. Undergraduate programs require a senior study or creative project; graduate programs require a research thesis, creative or other project; book-length manuscript (MFA in Creative Writing), or culminating portfolio of artistic and intellectual work (MFA in Interdisciplinary Arts).

**Learning:** This the process by which knowledge is co-created through participatory workshop and activities at the residency, in the on-going dialogic exchange during the semester between student and faculty, and the peer exchanges among students throughout and beyond their degree program time.

**Levels:** Goddard calls each semester of study a level. 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 G1, G2, and so on.

**Low-residency:** An educational delivery model that is combines significant face-to-face interactions and relationship building among faculty and students to start the semester (the residency) with an extended, student-directed, independent learning project under the supportive, challenging, and involved supervision of a faculty member (packet/course work). While many advisors/advisees will use the tools of email, blogs, webpages, real time chats, wikis, etc., this is not on-line study.

**Mentor:** A mentor is a member of a student's program faculty who works with the student in the planning and execution of course work to fulfill competencies and other requirements. Mentors write an evaluative statement at the end of each course that is sent to the student and the academic advisor. Currently, only the Psychology and Counseling Program uses course mentors.

**Packets:** A packet is a compilation of materials that documents a student's work for a specified interval during the semester. The packet is sent to the advisor who reads it and responds. The contents of each packet are determined by the goals laid out in the student's study plan and the requirements of the program. In addition to the student's work, each packet contains a cover/process letter and a bibliography of resources. In most programs, a packet cycle is three weeks and a student will send their advisor five packets a semester. Programs with courses and/or three-quarters time study options have different work cycles.

**Program Director:** Each program has a director or co-directors who, in consultation with the academic dean, develops, administers, and evaluates their program. Specific activities include responding to student questions and concerns; training and supervising program faculty; designing residencies; assessing program policies, development, and mission in collaboration with program faculty; and participating in outreach activities. As needed, program directors (PDs) will also take on teaching and advising responsibilities. Program directors work together as a group and in collaboration with Faculty Council to address cross-programmatic topics and issues such as academic integrity, consistency of standards, development of institutionally-based student outcomes, etc. PDs work at a program level with their faculty and at a college level with the academic leadership to envision and implement a progressive, emancipatory pedagogy.

**Progressive Education:** 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. Faculty and students collectively seek to articulate a critical understanding of the structural dimensions of problems, to develop tools to challenge and recreate 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 solution requires meaningful engagement with a diversity of ways of knowing and ways of being, and sustained practice at difficult dialogue across deep differences.

**Residency:** The required, intensive, program-based learning collaborative that begins each semester. Residencies take place at either the Plainfield, VT campus or the Port Townsend, WA educational site and are typically eight days long. The purpose of the residency is for student to meet with their advisors and/or mentors (individually and in a small group with other students), plan their semester studies, attend workshops and guest presentations, interact with students and faculty, find new learning resources and ideas, celebrate the graduating students, and spend face-to-face time together as a learning community.

**Second Reader:** A second reader is part of a student graduating committee, advises the student on the development of their final product study plan, reads a full rough draft and a completed draft of the final product, and writes a narrative evaluation of the final product that becomes part of the student's permanent record and transcript. The second reader must sign the final product study plan, as well as the title page of the final product itself. Second readers are members of the student's program faculty.

**Students:** An adult learner, ranging in age from early 20s to early 80s (average age of a Goddard student is 37) who is returning to school to complete an undergraduate degree or undertaking graduate studies for professional and/or personal advancement. Goddard students are mature, motivated, self-directed, and paying, through loans or out of pocket, for their education. Only a small percentage of Goddard students have their tuition funded by external sources (employer programs, scholarships, grants, family support, etc.).

- New Student -- refers to students who are entering their first semester at Goddard, who are re-enrolling after an extended absence from the College, who are transferring between programs, or who are enrolling in one of the graduate programs after completing a Goddard undergraduate program. Note: very few new undergraduate students come to Goddard without any prior previous higher education credits, i.e., first time matriculators.
- Continuing or Returning Student -- used interchangeably, refers to students who are enrolled in their second or more semester and working towards their final semester.

- Culminating or Final Semester Student – used interchangeably, refers to students in the semester(s) in which they anticipate completing a final product and their program requirements. This is typically a student’s last semester of enrollment.
- Graduating -- refers to students who have completed the academic requirements to graduate and who are attending the Commencement Residency to fulfill the final requirements for graduation (a graduating student presentation/reading, turning in academic paperwork, etc.).

**Study Plan:** The plan that students write at the beginning of the semester with help and input from the advisor, other students, and faculty, and indicates what subject areas will be studied, what questions will be explored, what methodology will be used, what resources will be drawn on, and what results, outcomes, and products will be accomplished. All study plans must be approved the advisor. The study plan is the basis on which both the advisor and student evaluate the success of a student's semester. In addition to a study plan for each semester, graduate students also write a study plan for their graduate studies as a whole.

**Teaching:** This the process by which knowledge is co-created through participatory workshop and activities at the residency, in the on-going dialogic exchange during the semester between student and faculty, and the peer exchanges among students throughout and beyond their degree program time.

**Transformative Learning:** Transformative learning requires of the learner more than study to increase content knowledge of a topic or area. Learners are asked to become critically aware of their own biases and assumptions, the assumptions of others, and the ways in which those assumptions influence what and how something is known. It provides more nuanced and comprehensive opportunities for learning and new vistas for intellectual, personal, and social growth. Transformative learning is an integral aspect of the Goddard experience and is incorporated on many levels including degree criteria and expectations, study planning, and the self-evaluation process.

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