



GODDARD COLLEGE

PROGRESSIVE EDUCATION FOR CREATIVE MINDS

UNDERGRADUATE STUDENT HANDBOOK

Intensive Residency Programs

2007/08

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WELCOME

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 first asserted by John Dewey. At Goddard, students are regarded as unique individuals who will take charge of their own 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.

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.

Accreditation Statement

Goddard College is accredited by the New England Association of Schools and Colleges, Inc. 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

The Undergraduate Student Handbook

As of June 2007, this handbook and the documents to which it refers represent current Goddard policies and procedures related to its undergraduate 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 anytime 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 addendums, 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](#)), as well as the Goddard College catalog. The Undergraduate Student Handbook, together with 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, Program-specific Addenda, the Goddard College Catalog, and future revisions to those documents. Students understand that if they have questions about the Handbook or any addendum(s), they should check the College's website to review the current versions of the Handbook and also contact the Academic Services Office, Program Director, or other College administrators for assistance.

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. For a definition of terms used in this Handbook, use the Glossary of Terms in the Appendix.

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 FirstClass, 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 President Mark Schulman 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 President’s Council and Integrated Planning Team are the guiding coalition for the planning process. For more information contact George Hallsmith, Executive Assistant to the President, at extension 353 or George.Hallsmith@goddard.edu.

To read the whole plan, please visit the Integrated Planning conference in FirstClass > Campus At Large. All students are encouraged to read the plan, 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. The Student Council is composed of student representatives from each of the academic programs. Programs with more than 100 students have two seats on Student Council; programs with fewer than 100 students have one seat. Student Council Representatives are elected by a vote of students in their program and serve one-year terms. For more information about the Student Council, contact the Director of Student Services.

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 a FirstClass (the College’s intranet site) account. 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.

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

UNDERGRADUATE STUDIES AT GODDARD COLLEGE

EARNING A BA OR BFA DEGREE

To meet the needs of undergraduate students, Goddard College offers a variety of intensive residency programs. For more information on a specific program, consult the College Catalog or that program's Handbook Addendum. Goddard College accepts up to 75 semester hours of transfer credit towards the Bachelor of Arts or Bachelor of Fine Arts degree. However, not all credits presented on transcripts from other institutions are accepted. In order to graduate, students must fulfill the Undergraduate Degree Requirements, as well program-specific requirements (as detailed in this document or in the Program's Handbook Addendum). The study plan, created each semester at the residency, details how a given semester's work will progress a student toward achieving degree and program requirements within the context of the student's individualized focus. The end-of-semester evaluation is a narrative assessment of the semester. Both the student and advisor write an evaluation; the advisor evaluation provides the determination on whether the semester was successfully completed.

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

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

- BA in Education (includes 9 and 12 credit semester options):
 - Concentration in Community Education
 - Concentration in Individual Education Studies
 - Concentration in Teacher Licensure (not available to the 9 Credit Option students)
- BA in Health Arts & Sciences
- BA in Individualized Studies (offered at two different residency cycles each semester)
- BFA in Creative Writing

Note: The MA in Psychology & Counseling Program occasionally enrolls new students for a preliminary undergraduate (Pre-G) semester when the student's academic background in psychology is not current and/or broad enough to prepare them for graduate study in the field of psychology. While enrolled in the Psychology & Counseling Pre-G semester, students' enrollment is governed by the Undergraduate Student Handbook, as well and the Psychology & Counseling Program Addendum.

Degree Requirements

To earn an undergraduate degree at Goddard College, a student will:

- 1) Complete 120 semester hour credits of undergraduate study.
- 2) Demonstrate learning in the areas of:
 - a. Wide Knowledge
 - b. Thoughtful Action
 - c. Positive Self Development
- 3) Demonstrate required skills in thinking, learning, and communication.
- 4) Address additional requirements, if any, particular to a student's specific undergraduate program, and
- 5) Complete a Senior Study in a focused area of inquiry of your choosing.

Progress toward meeting these requirements is made through participation in the components of undergraduate study at Goddard College. Semester evaluations and progress reviews offer opportunities for you to reflect on your progress toward meeting these degree requirements.

The **Goddard College Undergraduate Program Curriculum Guide** contains specific information on, and guidelines for, meeting the degree requirements. This guide is available to students electronically in FirstClass and in hard copy upon request to the [Academic Services Office](#).

Wide Knowledge

Goddard's pedagogical perspective includes the philosophy that we engage with the world most fully when we can apply various modes of inquiry, ways of knowing and organizing knowledge. You will explore each of the following areas with a critical lens, contextualizing your ideas and experience, understanding that they can be taken one at a time or in relationship to one another. How you approach this depends on your course of study.

- **Arts & Creative Expression:** the study and practice of any of the arts, which might include visual arts, creative writing, dance, music and performance
- **Humanities:** the study of human constructs, experiences and concerns, which can include philosophy, history, language, literature, history, and religion.
- **Mathematics:** reasoning in quantitative terms, which can include the study of numbers, patterns, and applied mathematics such as statistical analysis.
- **Natural Sciences:** using the mode of scientific inquiry characterized by such fields as biology, chemistry, physics, geology, astronomy, ecology and environmental science.
- **Social Sciences,** the study of human behavior and cultures, including the study of sociology, anthropology and psychology

Thoughtful Action

Goddard students are required to take some intentional action to affect the world outside of themselves, often but not necessarily in collaboration with others. John Dewey, among others, argued that education must include experience. Others since have referred to “praxis,” that is, putting theory into practice. This praxis is demonstrated in the specific ways you:

- ***Identify*** issues, concerns or objectives in your community and the larger world.
- ***Plan strategies*** and articulate intentions with mindfulness, conviction and commitment.
- ***Implement or try out strategies*** for addressing concerns, problems or objectives.
- ***Reflect on actions***, including an assessment of effectiveness, impact on you and others, and lessons learned toward future action.

Positive Self-Development

As you develop broad knowledge and engage in thoughtful action, you will grow and change. The degree to which you engage this process intentionally, and reflect on that change in yourself, is demonstrated in the ways you:

- ***Engage in a conscious process of personal growth and change*** in response to learning, life experiences and relationships.
- ***Integrate learning*** into your sense of who you are, who you want to be, and how you are growing
- ***Integrate an ethical perspective***
- ***Develop clarity and understanding of yourself and your identity*** in relationship to your own life and to others

Required Skills in Thinking, Learning and Communication

The following skills are required of all undergraduate students at Goddard College:

- Critical thinking and writing
- Research
- Use and documentation of sources
- Writing mechanics
- Presentation of ideas to others in forms appropriate to the subject and audience
- Understanding and use of technology
- Cultural understanding

Education Program-Specific Degree Requirements

Students graduating with a BA in Education will have successfully completed the Goddard Undergraduate BA Degree Requirements detailed above, and accomplished the following:

- ***Understood and actualized the essential concepts of progressive education***, namely inquiry based learning, reflection and critical thinking, and a student-focused curriculum.
- ***Prepared to work toward the creation of a more just, humane, democratic, and sustainable world.***
- ***Produced a culminating project in the form of a Senior Study in an area of interest***, such as: curriculum development, multicultural education, alternative education, environmental education, critical pedagogy, democratic schooling, collaborative teaching, feminist theories of education, or authentic assessment.
- Education students wishing to become licensed teachers will enter the Licensure Program at level 5 and complete two portfolios, the second in conjunction with a supervised student teaching experience. The additional costs associated with licensure are reflected in the tuition rate of Education students enrolled in the Licensure Program.

Health Arts and Sciences Program-Specific Degree Requirements

Students graduating with a BA in Health Arts and Sciences will have successfully completed the Goddard Undergraduate BA Degree Requirements detailed above and integrated the following guidelines into their independent study:

- Clearly articulated their own ***health philosophy*** in relationship to other traditions and beliefs and critically evaluated their own values, biases, ethics, and orientation to health.
- Completed an in-depth study of at least one health-promoting ***modality*** as it can be applied to the well being of members in a particular community.
- Demonstrated a broad understanding of ***life sciences*** and the scientific bases of their specific area(s) of study.
- Demonstrated an understanding of how to find, read, and evaluate professional ***research*** in the field(s) relevant to their area of study.
- Demonstrated an understanding of the ***broader socio-cultural context*** of health, evaluating, for example, how social, political, ecological and/or economic issues affect the health status of a community or target group germane to their study.
- Explored self-care practices through a reflective and active engagement with their ***self-healing*** processes.

Internships/Community Service

Goddard College's undergraduate degree requirements encourage students to deepen their reading, research and reflection with purposeful, active learning experiences in their communities. For example, the undergraduate ***thoughtful action*** degree requirement, in particular, encourages students to become involved in considered activity as part of their Goddard study.

On the one hand, these active learning experiences can take a variety of forms and occur in a wide range of venues. Internships, community service endeavors, and regular community involvement through creative activities, among other possibilities, can provide significant learning and sharing opportunities. In addition, a student's job or job site may also serve as a noteworthy learning environment. On the other hand, experiential learning activities cannot consist solely or primarily of the student's daily work and typical community activities.

All experiential activities should be discussed with advisors and incorporated into the semester study plan. In particular, students will be asked to reflect on or "make meaning of" their particular experiential activity. Typically, this will entail directed reading and reflective writing that will be delineated in the study plan and accompanying bibliography. This process of reflective synthesis will encourage students to contextualize their individual experience.

Successful Semester Completion

Satisfactory completion of the work of an undergraduate semester depends on the faculty advisor's judgment (made in consultation with the student) that:

- The student has attended the residency and participated fully;
- Studies have been "full-time," defined as involving at least 26 hours a week of documented study throughout the semester;
- The student has fulfilled the goals of the study plan made at the beginning of the semester;
- Significant and demonstrable progress has been made toward fulfilling the Undergraduate Degree Requirements;
- Significant and demonstrable progress has been made toward fulfilling the program-specific Degree Requirements;
- Packet materials were received by the advisor and/or mentor in a timely manner consistent with the schedule agreed upon by the advisor or mentor and student at the residency (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 will be withdrawn for insufficient academic progress. Withdrawal procedures may also be initiated if students are judged to have unsatisfactorily completed a semester and there is no substantial promise a student will be able to complete undergraduate study in future semesters. (See section on Withdraws for more details.)

Successful Program Completion

In addition to the degree requirements listed above, Goddard students have to meet certain administrative requirements in order to earn a Bachelor of Arts degree.

These requirements are:

- Satisfactory completion of the equivalent of eight semesters of undergraduate study (120 semester hours) acquired through study at Goddard, from approved transfer credits earned at other institutions, and/or the awarding of Assessment of Prior Learning credit (see Successful Semester Completion).
- Satisfactory completion of the Progress Review Process (see Progress Review).
- Approval of a Senior Study Proposal at the beginning of a student's level seven semester.
- Satisfactory completion of a Senior Study: a major independent learning project intended to address a matter of strong personal interest that builds on previous studies and is carried out with the support and feedback of a faculty advisor and second reader (see Senior Study).
- Satisfactory completion of a Graduating Student Presentation (see section on Graduating).
- Satisfactory completion and submission of all necessary student-prepared college records (e.g. study plans, end-of-semester evaluations, etc.).
- Payment, or arrangements for payment satisfactory to the college, of all monies and fees owed the college.

Progress Reviews

The Progress Review is an assessment of each student's experiential and academic learning progress toward meeting the standards of an accredited liberal arts degree. At Goddard College. The progress review process provides an opportunity for students to receive support and advice from faculty (other than their advisor) as they reflect upon the unique educational program they have designed, and as they clarify their goals and direction.

The Progress Review (PR) is a two-semester process during which the students organize and reflect on their portfolio, and send it to a Progress Review Group (PRG) made up of three members of the undergraduate faculty.

Progress reviews begin, in most cases, with a draft exchanged between the student and their semester advisor, so that the advisor can offer feedback toward strengthening the portfolio if need be.

Successful completion of the Progress Reviews is a degree requirement, and students must successfully complete a Progress Review II (PR II) before entering level 8.

Progress Review Groups

A Progress Review Group (PRG) is composed of faculty and staff who work with the undergraduate programs. Depending on when the student enters a Goddard undergraduate program, PRGs' review student progress once or twice during the student's tenure in the program. The PRG engages in a dialog with the student, offering both an assessment of progress, and suggestions for new directions in studies, including new and creative ways to engage with the degree requirements and/or ways that might deepen students understanding of areas of inquiry that are important to them.

Progress Review I

Purpose

The purpose of a Progress Review I (PRI) is to examine the student's progress in addressing Undergraduate Degree Requirements; to assess the student's learning skills (learning how to learn, planning/evaluating learning goals and objectives, critical thinking and writing, ability to do independent work, use and documentation of resources, participation in residency workshops, mini-courses and other learning opportunities); and to offer support and dialog regarding future study planning.

If a student begins their studies at Goddard at level 1 - 3, a Progress Review I Portfolio is submitted at level 3 or 4. The Progress Review Group (PRG) will respond with an assessment of progress toward meeting degree requirements, along with general feedback on the student's work and suggestions for future focus of study planning. Resubmissions will not be required except where academic integrity is in question.

A PRI is not required if the student begins their Goddard studies at level 4. The transcript review will provide a preliminary assessment of your progress toward meeting degree requirements.

Refer to the Undergraduate Programs Curriculum Guide for detailed information on submission guidelines, necessary documentation, deadlines, and other related requirements for the Progress Review I.

Progress Review II

Purpose

The purpose of the Progress Review II (PRII) is to evaluate the student's progress in addressing the Undergraduate Degree Requirements (requirements met in the Progress Review I will not be under review in PR II); assess the student's skills; and endorse or not endorse the student's advancement to level 7.

All students undertake a Progress Review II, and will submit a progress review portfolio at level 6 or 7. In the PRII portfolio, the Progress Review Group (PRG) is looking for evidence that degree requirements have been completed, except the senior study. The PRG will respond to the student's portfolio with that assessment, often asking for revisions or additional information, as well as with suggestions for future and continued learning.

Successful completion of the PR II process is a requirement for entering level 8. Students who do not complete a PR II by the end of Level 7 must confer with their Program Director to determine how to proceed.

Refer to the Undergraduate Programs Curriculum Guide for detailed information on submission guidelines, necessary documentation, deadlines, and other related requirements for the Progress Review II.

Senior Study

A senior study is a final project that represents the culmination of a student's undergraduate program. Typically, the senior study develops a focused area of inquiry explored in previous semesters. Students should plan their study as a yearlong

undertaking. Students should consult with their respective program director to determine when they are expected to submit an in-depth *senior study proposal* describing the nature of the proposed project. Following approval of their proposal by program faculty, students should envision their subsequent efforts as a preparation period of focused research, artistic effort, and writing that prepares them to finish their project at their final semester. In their culminating semester, students work closely with their advisor and second reader (see section on Graduating) to bring their particular project to successful fruition. Students should also review program-based handouts for additional information.

Senior Study Proposal

The Senior Study Proposal addresses the following components, in a well-organized presentation (typically 3-4 pages):

1. **Thesis questions/focus:** What question or questions are you answering with your research?
2. **Audience** you are addressing/trying to reach or persuade
3. **Personal viewpoints or biases** you bring to your study (e.g. race, gender, gender identity or expression, class, age, religious affiliation, etc.,) that influences your viewpoint or approach.
4. **Theoretical perspectives/influences** in your work. Whose ideas have inspired and shaped your work? How has this work grown out of your undergraduate studies?
5. **Method(s) of research:** What types of research will you undertake? Why? (e.g., review of literature, qualitative or quantitative methods.)
6. **Structure of the Senior Study:** Cite and explain the framework or structure you intend to utilize (e.g. chapters or connected essays? Creative work and a context paper?)
7. **Bibliography** of research sources (books, articles, media, interviews, etc.,) you intend to use and cite (presented in MLA, APA, Chicago or other appropriate citation style in accordance with your program.

NOTE: If you plan to interview (printed, audiovisual), survey, or otherwise treat and/or experimentally interact with children, youth or adults as part of your Senior Study, it is imperative that you consult with your advisor & program director during your level 7 residency (or earlier) to make sure you have adequate background, training and needed documentation to undertake these initiatives. Consult with you're advisor and program director to make sure you understand and meet your ethical as well as legal obligations.

Structure of a Senior Study

Given the diverse interests of undergraduate students, senior studies typically assume diverse forms or structures. Two usual formats are:

1. **Written, Research-based Products:** The central component is an extended research essay comparable in format and academic elements to conventional but less in-depth research papers or projects.
2. **Artistic/Creative Products:** Many students have an artistic or creative product as the

centerpiece of their senior study. (Written, research-based products, while creative in character, typically assume more traditional forms.) Artistic/creative products often take innovative forms. Past products have included artwork, curriculum guides, manuscripts, films, videotapes, manuals, handbooks, and more. Whatever their form, all artistic/creative products are influenced by students' research, demonstrate depth and expertise, and contribute to a field or community.

- **Context Paper:** All artistic/creative projects are accompanied by a *written context paper*, which examines the aesthetic, philosophical, and historical foundations of the student's work through discussion of key influential artists and thinkers. Artistic/creative decisions, for example, draw upon multidimensional influences including intuition, aesthetic theory, technical considerations, ethical principles, changing theories, and more. The context paper, then, demonstrates how you (the artist) know what you know and also practice what/how you do. Moreover, the context paper also describes *why* and *how* the creative project was planned and carried out, revealing and reflecting upon the study's character, form, purpose and usefulness, both to the student and the community at large. It is an opportunity for students to reflect on their creative decisions, strategies and goals.

Academic Skills Demonstrated in a Senior Study

While senior projects are diverse in form, all are defined by common *academic skills*. These include:

- The ability to identify and develop solution to a specific problem/question, or set of problems/questions, or to engage in sustained inquiry about a central issue, idea, or concern;
- The ability to integrate and document personal experience and social/cultural knowledge;
- The awareness of the history, theories, ethical issues, controversies and, when appropriate, aesthetic concerns of their area of inquiry;
- The ability to present the results of the study in a format appropriate to the involved areas or disciplines (e.g.: art exhibit, MLA, APA, etc.).

Common Elements of a Senior Study

In addition to these common academic characteristics, all senior studies share *common elements or features*. These include:

- **Bibliography:** lists both cited and influential sources, and are organized in a format appropriate to the area of inquiry.
- **Annotated Resources List:** an abbreviated list of 10 - 12 key influences, briefly described (2 - 3 lines) and including publication information. This information is intended as a resource to other students with similar interests.
- **Abstract:** a concise synopsis of the senior study, approximately two hundred and fifty words in length.
- **Keywords:** 3 - 5 words that would lead a researcher to the senior study in a database search.

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 FirstClass.

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 page on FirstClass 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 (LOA). 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 and faculty 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 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 First Class, workshops on research norms are held at residencies. Moreover, there are also many print and electronic resources available at large that will help you 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 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 revoking 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 Appeals Process (See Academic Policies & Procedures -- Appeals Process.)

Please also refer to the Goddard College Catalog for a statement of the College's Academic Honesty Policy.

Academic Appeals Process

A student may appeal an academic decision beginning at the lowest administrative level, if any of the following conditions are indicated:

- If a student believes the decision was made on some basis other than academic performance and integrity;
- If a student believes that a decision was made by unreasonable application of standards different from the application of these standards to other students in the same course or program;
- If a student believes that a decision was made by a substantial departure from the faculty member's initially articulated standards;

- If a student believes that a decision was made by a substantial departure from the College's Academic Honesty standards.

Appeals must be presented, in writing, within 30 days of the instigating issue. The appeal should be as specific as possible about the nature of the grievance and the requested resolution. The grievance is submitted to the person(s) or committee responsible for the decision. If this does not resolve the matter, the student may appeal first to the Program Director and then to the Academic Vice President. These appeals must be completed before the close of the semester in which the incident transpired.

Finally, a student may grieve to the President should the Student believe the appeals process deviated substantially from this process. In bringing such a procedural complaint, however, the student may not raise issues related to the substance of previous decisions. The student must make this grievance in writing to the President's office within seven calendar days of the Dean's decision on the appeal. The President (or designee) will respond to the student within fifteen working days of receiving the complaint about the appeals procedure. The President's (or designee) decision on such a procedural complaint is final.

Attendance at the Residency

Attendance at the program residency that begins each semester is a required and vital part of Intensive Residency study. The substantial face-to-face contact during residencies that students have with their advisor, as well as other program faculty and fellow students, is essential to creating a learning community which nurtures, challenges, and supports students in their studies, both on campus and at home following the residency. More importantly, the college believes meaningful learning is more than independent study; it is the give and take of ideas in interaction with other students and faculty members. Attendance at the residency is one of the activities 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, they may not substitute another program's residency for their own. Nor, if their program offers residencies at more than one site, site or offers another residency week, may they substitute attendance at another residency site or week for their own. 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 earlier than other students their first semester. A separate fee will be charged to the student's account, if this occurs.

For specific information about Residency Policies and Services, refer to the Campus Notes handout posted in your program's residency area in FirstClass.

Please see the Goddard College Catalog for a description of the Academic Programs, including the Goddard College Intensive Residency Model.

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 new students are unable to attend the residency, they will need to postpone enrollment until the following semester.

Continuing students may apply, in writing and well in advance of the residency, to their Program Director for an exemption from attending the entire residency only if:

- The student is academically capable of missing the entire residency, as judged by the Program Director; AND
- The student has documented health problems that make attendance for the entire residency dangerous or impossible.
- Financial hardship, 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 any part 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 with permission to miss residency need to complete registration for the semester by 4:00 p.m. (EST) the business day prior to registration. Refer to the section on "Enrollment Status / Registration" for further details on how to do this.

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 studies 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. Typically, difficulties with travel arrangements, job requirements, and childcare are not grounds for missing portions of a residency. 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 by 4:00 p.m. (EST) the business day prior to registration. Refer to the section on “Enrollment Status / Registration” for further details on how to do this. 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.

Advisor Assignment

Students are assigned an advisor for each semester they are enrolled. 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.

Changing Advisors

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 advisors during a semester creates a 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 Vice President 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 study plan (see Study Plan), 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 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.

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 important 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.

Study Plans

The study plan is a student's official study contract with the college. Writing the semester study plan is one of the main activities of a residency. Students develop their study plans with the feedback and support of the advisors. In the study plan, students describe their learning goals both in terms of the context of the particular semester and their progress towards meeting degree criteria. Students write a new study plan at the beginning of each enrolled semester. The 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.

Each undergraduate program has a unique study plan. The study plan, in addition to requiring students to delineate their learning goals for the semester, may also require students to address the following:

- The **resources** the student plans to draw on including books, journals, tools, settings, attending conferences, etc.)
- The **methodology** the student plans to use (research, interviewing, etc.
- The specific **learning activities** the student will undertake including reading, writing essays, research papers, or annotations, designing a conference, practice interviewing, keeping a journal, etc.
- The **products** the student will produce including academic papers, 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 faculty 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 to the advisor if different from the published packet dates.

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

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 or the Office of the Registrar 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 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 expands in importance and scope. The amended study plan will describe the changes and detail how they will be pursued

Exchanging Packet Work with an Advisor

Each program has established due dates for student work, forms, evaluations, and other materials. These due dates are published in FirstClass > Program Area > Program Calendar. Due dates are **the date by which work should arrive** to the advisor/mentor. A student can negotiate alternative due dates at the residency with their advisor/mentor. Alternative due dates must be included in the semester study plan approved by the advisor. Students should include two copies of all work in their packets/courses unless told otherwise by the advisor or mentor. Work mailed to an advisor or mentor via priority mail, FedEx, etc. must be sent with the delivery confirmation signature waived. Packet/course materials can be exchanged via email with the advisor or mentor's permission.

Domestic Mail

For packet 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 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.

Institutional Review Board (IRB): 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.

Goddard has two levels of Institutional Review Board (IRB) 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 faculty during the residency and also during 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 review board, 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 IRB 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 subjects are protected. A signed informed consent document is evidence that the document has been provided to a prospective subject (and presumably, explained) 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.

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. The forms are reviewed by the Program Director, who follows up on any concerns or potential problems.

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.

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 in FirstClass 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 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 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 academically withdraw the student from the semester based on non-participation. If applicable, a reduction in tuition costs 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.

End-of-Semester Narrative Evaluations

The advisor determines if a semester has been successful with input from the student. This process is accomplished through narrative evaluations written by both the student and the advisor. The student evaluation, using the semester study plan as a basis, describes what learning was accomplished, what resources were used, and what products were produced. The evaluation describes the progress the student made that semester toward meeting degree requirements. A bibliography of all the resources and readings the student used during the semester is included on the evaluation.

The student submits an evaluation to the advisor and to the Office of the Registrar via the Student Information System by 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 the benefit of the student's input.

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 in the study plan, the packet work, the timeliness of the 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. Advisor evaluations are submitted to the student and the Office of the Registrar via the Student Information System generally 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 Appeals Process (see Appeals 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.

Assessment of Prior Learning Credit

Adult students returning to college bring with them a wealth of knowledge grounded in experience. Often this experiential learning constitutes progress toward completion of a student's degree requirements. The Assessment of Prior Learning (APL) process at Goddard acknowledges this fact; it allows adult students to receive advancement (credit) at Goddard for college-equivalent learning gained in non-college settings prior to their enrollment at Goddard.

The process consists of two major phases. The first is the *Petition*, a document that describes the learning that the student proposes to assess, and which makes clear the role that this learning plays in meeting Goddard's degree requirements. This phase involves a Progress Review if the advancement sought would move a student past the point when a Progress Review I or II is due. If the *Petition* is accepted the student then prepares a *Portfolio* that documents the learning claimed and submits it for review.

Some limitations apply to Assessment of Prior Learning:

- Credit is granted only at the undergraduate level, and only up to a maximum of 45 credits. Transfer credit and other advanced standing credit can lessen the number of credits sought via APL.
- APL cannot place a student out of the three-semester minimum enrollment requirement, or out of the requirement to complete a senior study.
- The APL process cannot be used to grant credit for unaccredited course work or workshops done at other institutions. (Evidence of such activity can be used to demonstrate your commitment to learning in a particular field.)
- The learning discussed must have been gained prior to the student's first enrollment at Goddard.

It is important to realize that Goddard grants credit only for prior learning that constitutes advancement toward completion of the Goddard degree requirements. In pursuing Assessment of Prior Learning, a student needs to consider the four years of undergraduate education as a whole and show how APL fits as part of a coherent individualized program designed to fulfill the BA degree requirements. Just as it is possible to have transfer credit that Goddard cannot accept, it is possible to have college-equivalent experiential learning that is not part of an integrated plan to earn Goddard's undergraduate degree.

More detailed information on the APL process is available in the *APL Handbook*, which is posted electronically in FirstClass and available hard copy upon request to the [Academic Services Office](#). For anyone seriously interested in pursuing APL, attendance at the APL informational sessions held every residency is a must. Further questions may be addressed to the Prior Learning Faculty, apl@goddard.edu.

A fee is assessed for Assessment of Prior Learning. Contact the Student Accounts Office (billing@goddard.edu) for current costs.

Please also see the Goddard College Catalog's statements as to APL.

Extra Credit (Sixteen Semester Hour) Semester

Goddard students typically earn fifteen credits per semester. In prescribed circumstances, students can pursue a sixteen-credit semester. Students entering with up to 74 total transfer credits, but who are short *by not more than three semester-hour equivalents* of those required for a particular level of advance standing can, with the advisor's approval, write a study plan for a sixteen semester-hour equivalent semester. The student and advisor work collaboratively during the study planning process to determine how best to fulfill the requirements of a Sixteen Credit Semester.

- During the residency, the student and advisor decide how to best pursue a course of study.
- The 16 credit study plan has two parts: the bulk of the plan describes the fifteen credit work plan of the semester; in addition, an accompanying narrative paragraph independently describes the work to be undertaken for the additional credit.
- The “extra” credit represents an equivalent of one-third of a packet submission--approximately 26 – 40 hours of work.
- Upon completion of a successful semester, the extra credit is granted only on the written recommendation of the student's faculty advisor as part of the End-of-Semester Faculty Transcript Statement or evaluation.
- A student can request permission to pursue up to three sixteen-credit semesters.
- A student's culminating semester may not be planned as a sixteen-credit semester.

Between Semesters Study

Between Semesters Study at other institutions may be pursued in order to address "dangling credit" (typically 8 or more credits). Permission to undertake Between Semesters Study must be obtained from the Program Director and must meet all transfer credit requirements (see Transfer Credits). If the total Between Semesters Study credit and the dangling credit add up to at least fifteen semester hour equivalents, a semester of advancement toward the degree will be granted. Goddard students may earn up to one semester of advancement toward the Goddard BA every two years through formal college studies, relevant to the student's overall educational goals, undertaken between Goddard semesters. No financial aid is available for Between Semesters Study.

Between Semester studies must take place between official semesters dates, i.e. between the end of one semester and the start of the next residency OR between the residency and the packet portion of the semester if there is a scheduled break. All studies must be concluded by the first day of the packet portion of the semester. Between Semester studies cannot be undertaken while a student is on Leave of Absence; students should request a Study Leave if they wish to earn credit while on a Leave of Absence (see Study Leave). Students are responsible to ensure there is adequate time for transcripts of their efforts to be forwarded to Goddard College prior to the onset of their next semester.

A student's culminating semester must be planned and taken as a regular Goddard semester. Thus, credit earned for Between Semesters Study, alone or in combination with

dangling credits, may not transform a current semester into a culminating semester upon acceptance of those transfer credits.

Students who successfully transfer in Between Semesters Study credits that advance them past a level three or level six must complete the appropriate Learning Progress Review the semester upon return to Goddard following the Between Semesters Study, unless otherwise indicated. In some cases, the student may be asked to submit the Progress Review as part of the request for Between Semester Study (see Progress Reviews).

Requests to undertake Between Semesters Study should briefly discuss the number of credits the student hopes to earn, the institution the student wishes to attend, and the classes the student intends to enroll in. The request should also include a brief discussion of how those courses fit into the student's overall educational goals and advance the student toward meeting degree criteria. Included in the request should be the student's level, the number of semesters the student has completed at Goddard, and the advisor's name. The request is sent to the Program Director.

Independent Study Projects

Independent Study Projects (ISP) are suitable only in appropriate contexts. ISP is neither an adjunct to, nor alternative from, traditional intensive residency-based learning that depends on careful personal consultation during the development of study plans. ISP is best suited for advanced students (typically levels 5 – 7) who can demonstrate substantive skills in their intended area of investigation. ISP is pursued typically to add to pre-existing dangling credits.

From the outset, the student and Program Director will consult with the advisor to determine whether this mode of study, and the number of credits to be pursued, are suitable:

- Projects must be approved by the student's Program Director (who may request additional input from the student's advisor and/or a Progress Review Group) prior to beginning the study.
- To earn the available credits, the student must complete an ISP study plan. Once the study is undertaken, renegotiation of the number of credits is not possible.
- Most projects are limited to 1-3 credits. (Students can petition for approval of up to six credits.)
- Projects can begin one week after the end of a fall or spring semester and must conclude one week prior to the beginning of a fall or spring semester. Scheduling an ISP can be contingent upon faculty availability.
- One credit is the equivalent of forty hours of work and proposals can be submitted for any increment of credits up to the maximum allowed.
- If the plan is only partially fulfilled, the student receives *no* credit.
- Tuition is charged for an ISP and there is a \$100 per credit charge if you withdraw from a summer course after the first day of the summer session. It is the student's responsibility to be aware of all charges. Contact the [Student Accounts Office](#) for more information.

Independent Study Project Process

1. After discussion with their advisor and/or in response to the Registrar's announcement of the ISP registration period, the student forwards a brief written note (one half to one page) to the program director detailing interest in pursuing an ISP. If approved for an ISP, the Program Director notifies the student, advisor and Registrar. The student is then billed by the Student Accounts Office and is expected to make payment on or before the first day of the study.
2. The student will consult with approved faculty advisors to draft and submit a study plan via SIS. The study plan should outline study goals; methodology; the product(s); how the work furthers the student's educational goals; how it satisfies degree criteria; credits sought; the project's time frame; and also includes a bibliography.
3. After completing the study, the student submits an evaluation via the SIS to the study advisor and the Office of the Registrar.
4. The study advisor also submits an evaluation to the student and the Office of the Registrar, indicating if the study was successful.
5. Contact the Registrar no later than one week prior to the end of the summer term if your plans change and wish to withdraw from your summer independent study project.

Study Leave

Study Leaves are an opportunity for students to receive specialized training or instruction that is necessary to their studies but impossible to achieve within the framework of their Goddard program. Study Leaves must take place at a fully accredited institution (see Transfer Credit Policy). Study Leaves can be approved for one semester or a full academic year. A Study Leave cannot overlap with an on-going Goddard semester for which the student is enrolled. Students who enroll at Goddard with less than 45 transfer credits may undertake two Study Leaves while enrolled, and students who enroll with more than 45 transfer credits may take one Study Leave while enrolled.

In effect, a student on an approved Study Leave transfers to another institution for a semester (or in the case of a full year leave, two semesters). At the end of the study leave, the student requests an official transcript of their studies is sent to the Goddard Office of the Registrar from the institution they attend. To be accepted by Goddard, the studies must be graded C or above, or the equivalent. This transcript, like other approved transfer credit, is how Goddard accounts for the Study Leave in the student's academic record..

Goddard credit for each approved semester of a Study Leave may be for less than a full semester if:

- The transcript shows less than satisfactory performance in any of the studies undertaken; or
- Enrollment was for less than a full semester, as defined by the institution attended.

Students considering a Study Leave must have been enrolled at Goddard for at least one semester. Credit earned on a Study Leave and transferred into Goddard cannot advance a

student past Level 7. A student who does the Level 6 semester as a Study Leave may be asked to do a Level 6 Progress Review II during the Level 5 semester as part of their Request for a Study Leave. Students approved for a Study Leave do not attend the program residency during their Study Leave semester.

How to Apply for a Study Leave:

Study Leaves are approved by the Program Director, in consultation with the academic advisor and the Registrar (if necessary). To apply for a Study Leave, the student submits a written Study Leave request to the Program Director. In the request, the student indicates the dates of the proposed Study Leave, the student's goals for the study leave, why the student cannot achieve those goals through regular Goddard study, and how those goals are relevant to their overall educational aims. Included in the request should be information about the institution and program the student wants to attend, as well as proof that the institution is fully accredited. Program Director will notify the student of their decision after reviewing the request.

Study Leave Fees

The Goddard fee for a Study Leave covers the prior planning, record-keeping, and continued access to FirstClass and Goddard email. No library services are available to students on Study Leave. The Study Leave student is responsible for fees due to the institution they attend and for getting official transcripts of the studies carried out there sent to the Goddard Office of the Registrar as soon as the studies at that institution are completed.

Note: A student who has been certified as eligible for certain kinds of financial aid may have that eligibility transferred to the institution the student will attend on an approved Study Leave, if the institution is one approved for financial aid by federal, state, or other agencies granting the aid. Such transfer of eligibility requires a statement from the student's Program Director making clear the appropriateness of the proposed Study Leave. The Program Director's statement should deal with:

- The educational needs of the student that cannot be met at Goddard;
- Why the particular institution chosen is a suitable setting for meeting those needs;
- The nature of the studies to be undertaken at the Study Leave institution; and
- The relevance of the Study Leave to the student's long-term plan for their Goddard education.

The statement, signed by the Program Director, is sent to the Registrar. On the basis of this statement, the Registrar will send the Financial Aid Office a certificate stating that the college will accept toward the Goddard undergraduate degree up to 18 semester-hour equivalents of credit (36 if the Study Leave is planned for a full academic year) for studies satisfactorily completed (see above) at the Study Leave institution during the Study Leave period and presented on an official transcript from the Study Leave institution. Goddard may accept less than that number if the Study Leave institution indicates that fewer semester-hour equivalents were satisfactorily completed.

Financial Aid may be available for approved study leaves. Please contact financialaid@goddard.edu to determine what types of aid you may be eligible for.

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 a 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 a minimum of nine weeks of work during the immediate semester. A student's written request for an extension must include verification by an appropriate specialist (an M.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. Students do not need to submit interim evaluations.

The Extenuating Circumstances Extension study begins on the first day of the packet/course portion of the semester that follows the semester for which the extension has been granted. A student may not begin a new semester of study until the beginning of the semester following that in which the Extenuating Circumstances Extension is completed, although an Independent Study Project (which takes place between semesters) or Between Semesters Study is permitted with the approval of the program director; see Independent Study Projects for more details. 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, or all, of the residency, 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. If the advisor judges that the work has not been fully and satisfactorily completed by the end of the extension, the semester is recorded as unsuccessful and does not advance the student one semester toward the minimum number of semesters required to complete the program course work or individual program requirements that were successfully completed may still be counted toward overall degree completion.

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 product¹ or
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.

¹ 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 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.

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) 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.

ENROLLMENT STATUS

Transfer Credit Policy

Goddard College accepts up to 75 semester hours of transfer credit toward the Bachelor of Arts and, therefore, requires three semesters of full-time enrollment. However, not all credits presented on transcripts from other institutions can be accepted.

If you wish to have transfer credit applied toward your Goddard degree, the Admissions Office must receive official copies of all transcripts carrying possible transfer credit by the final day of your first residency. Exceptions may be made when the transcripts are from foreign colleges or universities or from institutions that are no longer in existence, or when other factors over which the student has no control make it difficult to obtain transcripts promptly. The inability to secure transcripts due to an open balance at a previous school does not constitute an exception to the deadline. This deadline is in place to ensure proper academic advising and a correct financial aid assessment. There is no fee for review of transfer credit.

The Registrar and Program Directors consider the following criteria in deciding which credits will be accepted:

- In accepting credits for transfer, a full semester of undergraduate study (unless otherwise defined on a transcript) is understood as 15 semester hours, or the equivalent for institutions that count credit in a manner other than semester hours.
- Credits must be from a regionally accredited college or university, or a program for which a regionally accredited college or university offers semester-hour credits or their equivalent, and presented on an official transcript from the college or university that is sent directly to the Admissions Office at Goddard College. The college or university issuing the transcript must be accredited by one of the following regional accrediting bodies (or a 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
- To learn more about accreditation in the U.S. and abroad, visit the U.S. Department of Education's web page:
 - <http://www.ed.gov/admins/finaid/accred/index.html>
- The student's current educational aims and goals, Goddard College undergraduate degree and program-specific degree criteria are all taken into account in deciding whether to accept transfer credits. As a result, a student may have 75 credits of acceptable transfer credit but could still be required to matriculate for four semesters.

- Students in the Health Arts & Sciences program may have transfer credit accepted from non-regionally accredited schools (e.g., professionally accredited therapeutic massage schools, hospital-based R.N. training programs) with the Program Director's review and approval.
- In rare circumstances, an undergraduate program will accept 90 semester hours of transfer credit and, therefore, only require two semesters of full-time enrollment. A review of the prospective student's transcript(s) must show that a minimum of 15 semester hours of upper-division study (most often assigned a 300 or 400 level course number) must have been completed; often this work will need to have been completed in the area of study the student is considering for their senior study. In these cases, a review of the student's admissions materials will be conducted by the program director and a progress review committee chair (or designee) to ascertain whether the student is judged to be likely to pass a Progress Review II during their level seven semester and also well positioned to undertake a senior study. A recommendation will be made to the Academic Vice President who will make the final determination. The student must initiate this process no later than one month prior to the residency.
- If the college or university makes use of grades, credits for studies graded C or above, or P meaning Pass, will be **considered** for transfer. If the college or university does not make use of grades, attention will be paid to other indications of satisfactory completion of studies. (NOTE: This means that having earned an A.A. or A.S. degree does not guarantee acceptance of two years of transfer credit, if some courses received grades lower than C or Pass.)
- The following formula is used to convert quarter hours into semester hours: Divide the total quarter hours by three and multiply that number by two; e.g., 145 quarter hours is equivalent to 97 semester hours. Semester hour conversions are rounded to the nearest whole number.
- A maximum of two semester hours of Physical Education credits are accepted in transfer, and only when they were for courses whose credits counted toward the undergraduate degree.
- One academic year of undergraduate credit is granted for a successfully completed nursing program leading to an R.N., unless greater credit (to a maximum of two academic years) appears appropriate in light of the student's current educational aims and/or progress toward meeting Goddard's BA degree requirements. Postsecondary college-level training programs for other vocations (e.g., computer programming) may be evaluated individually, in relation to aims, degree criteria, and what the training institution can tell Goddard about the "college equivalency" of the training. An attempt will be made to evaluate the college equivalency of thoroughly documented industrial, military, or other training programs.
- No credit is accepted toward the Goddard degree for studies pursued at other institutions concurrently with a student's Goddard semester. Between Semesters Study is permitted (see Between Semesters Study), as well as Study Leave study, but both count towards the total permitted for transfer credits.

- Currently enrolled undergraduate students, including upper-level students (level five and up), may take lower-division coursework that addresses Goddard College degree requirements at another institution between Goddard semesters. The credits from this course work may be transferred with the permission of the Program Director.
- Credits presented on a college or university transcript for life-experience learning, learning on the job, demonstrated competencies, and similar non-college but demonstrably college-level learning, involving both theoretical and practical knowledge, may be accepted up to a total of 45 semester-hour equivalents. The college may, however, ask for a careful and thorough assessment of that learning (for instance, a copy of the portfolio or other documentation submitted to the credentialing institution), and may require the applicant to show how the assessed prior learning is equivalent to college study, and how it is related to her or his current educational aims and/or the Goddard degree requirements. **Note:** Such credit for non-college learning credentialed by another institution is counted only in determining level at entrance, and *must have occurred and been credentialed prior to the student's enrollment at Goddard.*
- Goddard College does accept transfer credits from work done in dual high school/associate's degree programs provided it meets the college's minimum requirements for transfer.
- Transfer credits that appear to duplicate other transfer credits will not be accepted. For example, a student who has taken basic courses in English at two institutions may expect to have only one of the courses accepted, and a student who has studied Introduction to Business in one college and also been credentialed for their skills in Introductory Business by another institution may expect to have credit for either the course or the skills denied.
- Advanced Placement test scores may be accepted for transfer credit if they appear on a transcript from another institution of higher education and if the transcript includes the AP examination score; if it is not, the student is required to have the score report sent from the College Board to the Admissions Office. Credit for Advanced Placement (AP) examinations is accepted up to a maximum of 15 semester-hours. Scores of three or higher are required for transfer and if the transcript includes the AP examination score; if it is not, the student is required to have the score report sent from the College Board to the Admissions Office.
- Credits for remedial courses indicated by a college or university as not applicable toward its degree, or for other studies not at the postsecondary level, will not be accepted.
- "Continuing Education Units" are not accepted for transfer.
- A maximum of 15 credits from CLEP examinations can be accepted as advanced standing. Credit may be granted for scores above the median on College Level Examination Program (CLEP) *exams*. A maximum of 15 credits from CLEP examinations can be accepted as advanced standing.
- It is important to note that:

- 1) CLEP credit cannot duplicate any previously accepted transfer credit, work completed or in progress during a Goddard semester, or for which credit was granted through an Assessment of Prior Learning (APL) **and**
 - 2) CLEP credit offsets the maximum number of possible transfer or APL credit.
- 15 credits may be transferred from American Council on Education (ACE) work to students who enter with less than a year's worth of credit (30 semester-hour equivalents). In order for this work to transfer, the ACE recommendation must be for a lower-division baccalaureate or associate's degree equivalent. Vocational training is not transferable.
 - 15 credits of advanced standing will be awarded for students completing the full International Baccalaureate Diploma. Individual Higher Level (HL) exams with a score of 5 to 7 will be accepted in transfer, with three semester hour credits granted for each exam. To be considered, students must submit their official IB transcripts with their admission application. No credit will be received for Standard Level courses
 - 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 American 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
 Phone: 414-289-3400
www.ece.org

World Education Services

Bowling Green Station
 P.O. Box 5087
 New York, NY 10274-5087
 phone: 212-966-6311
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
 Phone: 202-296-3359
<http://www.aacrao.org/>

Finally, it is important to say that no college - including Goddard - is required 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 Goddard College catalog for information regarding Transfer Credits.

College-Level Examination Program (CLEP)

Level 1 and 2 Students

CLEP tests can be utilized by first and second semester students to address dangling credit and/or to expedite their program of study by up to one semester. A maximum of 15 semester-hour credits of CLEP credit can be applied to a Level 1 or 2 student's academic record.

Level 3 Students

CLEP tests can be utilized by third semester students to address dangling credits. No more than 12 semester-hour credits can be applied to a student's record at Level 3.

Level 4 and 5 Students

CLEP tests can be utilized by students in levels 4 and 5 only to address dangling credits. No more than 6 semester-hour CLEP credits can be applied to a student's record at Level 4 and 5.

Level 6, 7, and 8 Students

CLEP tests can only be utilized to demonstrate competency in unmet Goddard College undergraduate degree requirement areas for final year students. No credit is added to the student's record.

Exam Selection, Approval, and Required Scoring

Students can take any CLEP examination, but all examinations must be reviewed and approved by the Program Director as consistent with the student's study goals, academic record, and college degree criteria prior to being taken by the student. Scores at or above the ACE recommended score are required for credit to be posted to the student's record.

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.

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., and 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.

Letter of Intent to Enroll

The Letter of Intent to Enroll asks continuing students to indicate their enrollment plans 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.

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.

Once students have reserved space in their programs, they enroll by registering for the semester on the first day of their program's residency. Each student's account for the current semester must be paid in full before the student can complete registration and enroll for that semester. Students will proceed quickly through registration if all financial requirements are met by the pre-residency 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.

Student I.D. Cards

A current Goddard College Student Identification Card is required to receive residency meals, to withdraw resources from the library, and to sign out recreational equipment and videos/DVDs 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.

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 Vice President and the Director of Human Resources prior to the student's first residency, so that conflicts of interest can be avoided.

Duplicate Studies/Concurrent Enrollment

Goddard neither grants 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. Concurrent enrollment in Goddard and study toward a certificate or degree in another academic program is not permitted.

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. 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.

Course Equivalents

Course equivalents can be developed as part of the study planning or evaluation processes to organize the semester into more traditional class-like areas of study with corresponding course titles and semester hour equivalents. *If you anticipate that you may apply for some type of professional licensure or to a graduate program with specific prerequisites, you should give serious consideration to employing course equivalents, as they become a part of your permanent academic record and are listed on your transcript.* In addition, students may also find that they provide a useful way to plan a semester.

Course equivalents should be outlined in a student's study plan and approved by the advisor. In the study plan, it's best to keep these equivalents fairly broad in scope and title (e.g. *Introduction to Philosophy*) in order to allow for flexibility and development in content over the course of a semester.

At the conclusion of the semester or degree the student submits proposed course equivalents to the advisor for review via the Student Information System. Note: semester hour credits must total 15 or 16 semester hours, which is the equivalent of full-time undergraduate study.

Infrequently, students are unaware of the need to convey work completed at Goddard in a course equivalent format until they near completion of their degree (i.e.: students may pursue graduate work where traditional course equivalents are expected) Students should

then consult with their advisor and program director to consider the viability of *retroactive* course equivalents. **Permission to undertake retroactive course equivalents is contingent on Program Director approval and will not be considered without ample documentation including faculty evaluations**, annotations, critical papers, bibliographies, etc. Moreover equivalents will faithfully reflect the work completed at Goddard (often transdisciplinary in nature) rather than the course requirements (often disciplinary-based) of other institutions. (In Health Arts and Science students must establish course equivalents on a semester-by-semester course basis only)

Finally, it is vital to note that course **equivalents cannot be retroactively assigned after a student graduates or leaves the college**. Students should speak with their advisor or program director each semester while study planning to discuss the advantages and disadvantages of course equivalents and whether doing them is appropriate to the student's academic purposes, both long- and short-term.

Transcripts

A transcript is issued by the Office of the Registrar at the written request of the student. Students may request that an "interim" 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. Contact the [Office of the Registrar](#) for further information.

Materials included in a transcript will be photocopied, scanned, or printed as they stand, so students and faculty should ensure all materials submitted to the Office of the Registrar are clearly and accurately typed and/or printed with a dark, readable typeface.

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 the required paperwork with appropriate signatures on file with the Office of the Registrar before a diploma or transcripts will be issued.

Transcript Format

Undergraduate student transcripts contain all faculty evaluations from successfully completed semesters and the second reader's report.

Note: All transcripts include an explanatory cover sheet (including dates of enrollment, degree earned or pursued, area of study, transfer credit accepted, course equivalents if available, and a statement regarding the absence of letter grades).

Length of Enrollment

At the undergraduate level, Goddard College is a four-year, eight-semester college. Students who have not completed the requirements for the granting of the Bachelor of Arts degree or Bachelor of Fine Arts degree by the end of their tenth undergraduate semester or its equivalent (including study elsewhere) may be withdrawn if the Program Director, in consultation with the advisor and the Academic Vice President (or designee), determines the student is not making good use of the college and/or is not making sufficient progress toward fulfilling the degree requirements.

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.

Leave of Absence (LOA)

One approved Leave of Absence, of no longer than six months in duration, is permitted within any twelve-month period. Students 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.

Transferring Between Goddard Programs

Occasionally, students find their educational goals will be better served in a different Goddard program can petition to transfer programs. This is especially true for students who are interested in pursuing Teacher Licensure. A faculty advisor may also initiate discussion regarding a program transfer with a student, if the advisor believes such a change would be appropriate.

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.

A student may not request permission to transfer in to a program whose residency for that particular semester has already taken place.

Applying for a Program Transfer

To be eligible for a Program Transfer students must:

- Have a minimum of 60 credits. If students have less than 60 credits, permission of the Academic Vice President is required.
- Discuss changing programs with their advisor and/or Program Director.
- Contact the [Admissions Office](#) and complete paperwork that outlines how their educational goals have shifted and why they feel they will be better met in a different program. This request should include the student's level, advisor's name, and the number of semesters the student has been enrolled at Goddard.

Students requesting transfer to the Education program to pursue Teacher Licensure must also include:

- A "Call to Teach" essay;
- (Passing) Praxis I Exam scores or SAT scores;
- Two letters of recommendation about your work with children in or out of school;
- Evidence of a solid academic foundation in the liberal arts and a focused area of study in your endorsement area. (Contact the Admissions Office for further information about these requirements).

Requests to transfer programs are reviewed by the student's current Program Director and the Program Director for the program the student wishes to transfer to, in consultation with the student's advisor and/or a Progress Review Group. The Admissions Office will notify the student about a decision.

Withdrawals

A student who withdraws, or is administratively withdrawn, from Goddard may not make 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. 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 permanently, 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. 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, including but not limited to:

- 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 College Catalog.
- Other instances of academic withdrawal as provided for in this Handbook or the College Catalog.

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:

- **The Office of the Registrar** will withdraw a student (notifying the student in writing) 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.
- **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.

- **The President and the Vice Presidents** may initiate withdrawal of a student (notifying the student, Program Director, advisor, 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.

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. The Program Director of the program the student wishes to reenter will make the final decision. 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 to the Academic Vice President (or designee) and the student's Program Director to be allowed to apply for early readmission. The Academic Vice President (or designee) 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 Academic Vice President and Program Director jointly review these petitions to determine whether the exception is warranted.

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 Academic Vice President and Program Director generally jointly review these petitions to determine whether an exception to the two-semester requirement is warranted.

Student Right-to-Know

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

Additionally, in compliance with The Student Right to Know Act, Goddard College makes available to enrolled and prospective students, on request, an annual security report as well as information about financial assistance available to students enrolled in the College. Students who wish to request the annual security report or information about financial assistance available to Goddard students, should contact the Director of Student Services or the Director of Financial Aid, as the case may be.

Veteran Student Services

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/>. Eligible students should 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.

STUDENT ACCOUNTS

The Student Accounts Office (billing@goddard.edu) 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.

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 a student opts to decline or reduce financial aid payments after registration, but before the payments arrive, the resulting balance on the student account is due at the time of the decision. If payment is not immediately forthcoming, the late payment fee will be applied.

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

Returning 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 \$100 late payment fee & interest of 12% per annum. Any account that remains unpaid after a period of six months will be referred to a collection agency. Any resulting collections fees will be borne by the student.

Bad Check Policy

All checks returned from our bank unpaid will result in a \$20.00 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, that account will be charged the \$100 late payment fee.

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

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.

GRADUATING

Graduation Policy

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 the final product. Students who do not complete the final product in that time frame are academically withdrawn and must sit out for two semesters before being eligible to apply for readmission.

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, charges for prior transcript requests, 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).

A student's diploma and final transcript will be withheld if any of the necessary final paperwork, including the final product, has not been turned in to the Office of the Registrar. Students have a one-year grace period in which to turn in any, or 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 senior study).

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.

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 Program 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 (senior study) requires expertise that cannot be met by their program faculty can petition for a second reader from outside the faculty. Second readers chosen 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 submits an evaluative report on the final product via SIS 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.

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.

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.

Commencement Residency

Graduating students are expected to attend a three-day Commencement Residency following the final semester. At the Commencement Residency, graduating students 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.

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.

If, in the rare circumstances a graduating student is granted permission to miss the Commencement Residency, the student must do an off-site presentation/reading most typically under the auspices of a sponsoring institution (bookstore, library, community center, etc.). The student must provide documentation of this presentation/reading to the Program Director. For further details refer to the Program Handbook Addendum.

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.
- Senior Study as outlined in Assembling the Final Product Binder

Diploma

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

Final Product Extension

A final product extension is available only to culminating students whose graduating committee has determined that the student's final product has not been completed by the last day of the semester. Depending on the status of the final product, the advisor or thesis mentor, in consultation with second reader recommends either a four-week or eight-week extension. In addition, program directors should be consulted as needed. 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.

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.

Assembling the Final Product Binder

Purchasing the Binder

You may purchase a final product binder from Goddard's Office of the Registrar. Binders are also available during the semester by emailing the Office of the Registrar (records@goddard.edu) or during a residency in person from the Office of the Registrar. The staff in the Registrar's office can help you determine what size binder is appropriate. The college only requires you to submit one bound Final Product to the Office of the Registrar, although many students opt to purchase a binder for their own copy of their final product.

Order of Documents

There is no official order for the required contents of your final product binder, although the first three items should be the abstract, title/signature page, and table of contents. The following is a sample order:

- Title/Signature page (see below for instructions on creating)
- Abstract and keywords (see below for instructions on creating)
- Acknowledgements (optional)

- Table of Contents
- Senior Study or Creative Project
- Process Paper (accompanies creative projects)
- Annotated Bibliography (see below)
- General Bibliography

Title/Signature Page

The title/signature page is the first page of the final product binder. Students create the title page themselves. The title page contains the title of your manuscript, your name, your advisor's name, your second reader's name, and a line for each to sign and date. A sample title page is online. You need to create the title/signature page and get the necessary signatures before you hand in your final product binder to the Office of the Registrar.

Formatting Instructions

- All documents must be printed on 8.5 x 11 white paper of at least 20lb. weight.
- The left-hand margin must be a minimum of 1.5 inches and the right-hand margin must be at least one inch. For documents more than 200 pages, a margin of 1.75 inches will make the text more readable once it is inserted in the binder.
- The written components of the Final Product (i.e., everything but the title page, table of contents, and bibliographies) should be double-spaced. Poems may be submitted in a format aesthetically appropriate to the poetry.
- Text, with the exception of the title page and poetry, must be left-justified.
- Your final product must be paginated. Start on page one with your thesis and number all following documents consecutively. For example, if your thesis is 151 pages, the first page of your annotated resources list will be page 152.

Abstract

This should be less than a single spaced page (no more than 250 words) summary of your final product. Its main purpose is to alert a potential reader to the focus and themes of your study. It is best written last and with very careful drafting; it is often difficult to encompass the whole with few words but repays the effort in making your work accessible to others.

Keywords

Select the 3-5 key words that encapsulate the subject(s) of your final product. It might help to imagine that people with related interests are looking for good resources. How would they know that yours was relevant to them? Chose your key words accordingly.

Annotated Bibliography

All final products contain an Annotated Bibliography of the major works used. The purpose of the Annotated Bibliography is to provide an easily accessible list of the major influences for your work, and to help future students with interests similar to your own. Each of your 10-20 major resources should include a 3-4-sentence annotation indicating

in what way the source was important to your work, the significance of the source in relation to others in its field, and an evaluative statement about the relevance of the source for related studies.

Inserting Documents into the Binder

Bend both covers back so that they are touching and either press them between your knees or have someone hold them open for you. The binding will open wide enough for you to place your documents in the binder. When you release the covers, the clamp in the spine will close on your pages.

Life After Graduation

Everyone who graduates from Goddard immediately joins the larger family of Goddard alumni, 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 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 alumni publication, *Clockworks*, which features stories, alumni and faculty notes, campus updates, and calendar of events
- Questionnaires, sent to all new graduates, that collect information on volunteer opportunities and alumni activities
- Regional Gatherings (primarily on the east coast) hosted by alums who want to meet Goddard College students living nearby
- Annual Fall Foliage Retreat weekend, an all-college and all-program reunion featuring a variety of activities
- Alumni Community on the Web, which currently includes electronic updates and alumni notes. This will be expanded to provide vehicles for keeping in touch and making networks
- Alumni Council, which is part of Goddard's governance structure
- An on-line Goddard store (<http://store.goddard.edu/>) which sells college merchandise
- A new toll-free number for all alumni: 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, it is the student's responsibility to make this complaint known first to the advisor or mentor, then to the Program Director, and if that doesn't resolve the issue, finally, to the Academic Vice President.

Other student rights include:

- Appropriate and necessary access to College faculty and administrators.
- Individual consideration of financial and other problems.
- A voice in policy making as outlined in the Goddard Governance Plan.
- The right to appeal decisions made about 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,
- Rights established by the Student Right to Know Act (see Student Right to Know section of this Handbook).

Student Grievance Process For Non-Academic Complaints

Decisions made or actions taken by Goddard authorities, faculty, Program Director, advisor, mentors or staff, and having significant impact on a student's life, may be grieved at the next level of administrative authority. A student wishing to grieve a non-academic decision may do so under the following conditions:

- If the student affected by the decision believes that the decision was made by a substantial departure from the College's articulated policy or procedure.
- If the student believes that the decision was made by unreasonable application of standards significantly different from the application of those for other similarly situated students.
- If the student believes 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, or disability.
- If the student believes that their particular individual circumstances justify an exception to an existing College policy.
- If a student believes that a member of the Goddard College community has violated the College's Community Life Agreements.

The student must notify the person who made the decision or took the action of the intention to appeal. The grievance, in writing, should be made to the next level of authority: a staff member's decision should be appealed to their supervisor, a faculty member's decision should be appealed to the appropriate program director, etc. A final appeal may be made to the Academic Vice President (if the grievance involves the

Academic Vice President, then the appeal should be made to the President). The decision of the Academic Vice President is final.

The grievance letter must present clearly the circumstances of the decision or action that was made, as well as detailed reasons why the grievant maintains the decision or action as inappropriate.

The first step of a grievance must be initiated within 15 work- days of an action or decision or, in situations involving a student's entire semester (again non-academic in nature), no later than three weeks following the last day of the semester.

The grievance will be responded to within 15 workdays of receipt, unless an extension is required and then it will be established in writing. That decision will be sent to the parties involved.

The non-academic grievance process is not available for issues related to financial aid decisions. Please refer to the Financial Aid Decision Appeal Process.

Financial Aid

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.

Your legal name must be used consistently on all Goddard College documents. Use of a name other than your legal name on paperwork may delay processing of your financial aid and any potential refund checks, as well as payments or communications received in a name other than your 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 located on the Internet at www.fafsa.ed.gov. An award will not be made until all requested documents have been 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. Students are encouraged to apply early—as soon as one's tax return has been filed—in order to maximize their chances for receiving financial aid.

Academic Progress

The awarding of financial aid is contingent upon the demonstration of financial need and the 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.

All students graduating, transferring, or withdrawing from the College are required to complete a loan exit form – either in person at the Commencement Residency (for graduating students) or by mail (for students withdrawing or transferring). Students will be informed of their loan debt while at Goddard College, of their repayment obligations, their eligibility for loan deferments, and their rights while in repayment.

Overpayment of Financial Aid Funds--Refund Checks

If a student is eligible and the paperwork is complete, the refund check will be available the last day of the residency from the Student Accounts Office for students attending a Plainfield based residency and mailed on the last day of the residency from the Student Accounts Office for students attending the Port Townsend or any other off-site based residency. Eligible students who complete their Financial Aid paperwork **after** enrolling will be mailed their refund checks.

Appeal of a Financial Aid Decision

A student who wishes to appeal a decision of the Director of Financial Aid may do so by writing to the Director. A student appealing such a decision must do so in writing, by listing the points of contention and supplying the documents that support the student's claim. The Director of Financial Aid will respond to the appeal within 30 days of receipt of all required documents. A student may appeal the decision of the Financial Aid Director to the Dean of the College for Enrollment. The dean will respond to the appeal within 30 days; that decision is final.

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 Vice President (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. The student will have access to his/her education records within 45 days of the date of his/her 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 Trustees; 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. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the responsibilities of his or her position at the College.

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
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.

Crime Awareness & Campus Security Act of 1990

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

As part of the requirement of this law, you are reminded of our Alcohol and Substance Use Policy. Refer to it in the section on Community Life.

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

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.

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 and 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 or disability aides. Students may appeal to the Director of Student Services or the Dean of the College for Community Life and Student Services 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 Director of Student Services, Security Staff, Academic Vice President 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 Vermont 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 Director of Student Services in consultation with the Program Director will, in a manner appropriate for each program, ensure that students summarize the Community Life Agreements for students and faculty.

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.

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 Director of Student Services either in person, through a phone call, pager, or through the residency help desk, Community members are strongly encouraged to speak directly to the Director of Student Services, 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 Director of Student Services 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 Director of Student Services 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 Academic Vice President (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 Director of Student Services member on duty in consultation with other staff as appropriate. The Academic Vice President, or

designee, reviews 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 Director of Student Services or Academic Vice President will convene a CLA Committee only in the event of the potential for consequences beyond a warning or community service. The Director of Student Services will invite volunteers to serve on a CLA committee for that residency for the purpose of consulting with the Director of Student Services and D Academic Vice President in 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 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 and President will be notified immediately.

Consequences

Consequences of violations will be determined by the Director of Student Services (or designee), the Academic Vice President (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 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.

Appeals of CLA Decisions

Community members who face consequences may appeal decisions as follows: appeals of decisions made by the Director of Student Services are submitted to the Academic Vice President (or designee). Appeals of decisions made by the Academic Vice President or by the CLA Committee are submitted to the President (or designee).

- Appeals are made either by writing a letter or requesting a meeting with the appropriate administrator.
- The community member facing consequences of the decision must initiate an appeal within one week of receipt of the decision.
- The Academic Vice President (or designee) or President (or designee) will respond to the community member's appeal within three weeks and that communication will be confidential with the limits of FERPA.
- Decisions of the Academic Vice President (or designee) or President (or designee) are final.

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, outlined in this Handbook in the Section on Student Rights. Students may request assistance from the Director of Student Services or Dean of the College for Community Life in making such grievances.

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.

Harassment on the Basis of Protected Class

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 occurs when an individual's behavior (e.g., sending messages with content related to the protected classification, offensive or degrading comments or physical conduct including mocking expressions, offensive gestures) creates an offensive environment that has the purpose or effect of interfering with another individual's academic or professional performance. Harassment of this type is typified by repetitive behavior of a personally offensive or unwelcome nature. It does not result from reasonable social interaction or substantive discussion.

Sexual Harassment

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 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 of a personally offensive or unwelcome nature. 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 his or her 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.

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. 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.

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 full consent. It is characterized by a degree of 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.

In the Goddard community, sexual assault, as defined above, includes but is not limited to:

- **Acquaintance Or Date Rape**, in which the assailant and the victim know one another and engage in sexual intercourse against the victim's will or without the victim's consent. This includes, but is not limited to, vaginal penetration, anal penetration, and/or oral sex. In acquaintance or date rape, the word "acquaintance" describes this association and does not imply a less serious form of rape. The key is consent. Without mutual consent, sex is rape.
- **Unwanted Sexual Contact**, such as touching or caressing of the buttocks, genitals, breasts, or groin area.

Under no circumstances will a victim's behavior be construed as so provocative as to justify sexual assault. 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 have sex.

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.

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 Director of Student Services and/or Academic Vice President will provide forums through which these discussions can occur. 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 Director of Student Services.)

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 or other substances 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;
 - Selling or possessing with intent to sell alcoholic beverages without a license;
 - Possessing, selling, cultivating, or manufacturing controlled substances, including but not limited to marijuana, cocaine, LSD, heroin, depressant, stimulant, narcotic, and hallucinogenic drugs.

Violation of these laws is grounds for action per the Community Life Agreements.

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.

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.

Employees and students are encouraged to call the State Police if they witness a crime being committed and are unable to 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.

Camping

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

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.

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.

Weapons

Guns, knives and any other type of weapons are not permitted on campus, except in cases where the College requests a Vermont State Trooper's assistance. The trooper would, by Vermont Law, continue to wear a handgun 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 the Director of Student Services or to Campus Security.

STUDENT AFFAIRS

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 college supports 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.

Personal Support During the Residency

The Director of Student Services 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, the Director of Student Services is available to offer support and to facilitate accessing resources in the students' home area.

Crisis Intervention

During the residencies, the Director of Student Services, Help Desk staff and college personnel are available 24 hours a day to respond to students with health and mental health crises, and link students to area resources.

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 Director of Student Services will help coordinate these meetings.

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 Director of Student Services for assistance with their ideas.

Lifework Career Support

The Director of Student Services is 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.

ACCOMMODATIONS FOR DISABILITIES

In keeping with Goddard's tradition of individualized learning, Goddard College is committed to equal access for qualified students with disabilities, according to the requirements of the Americans with Disabilities Act of 1990 (ADA) 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 & Disabilities Support (ADS) Office** is the designated

office to evaluate disability documentation, determine eligibility, and plan accommodations, establish reasonable accommodations for students enrolled 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.

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 – i.e., a person with a physical, psychological or cognitive 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. Additionally, this qualified student with a disability must be in need of an accommodation.

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, *in advance of need*, as accommodations cannot be retroactive.

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. It is the student’s responsibility to establish eligibility for reasonable accommodations by filing a Request for Accommodations and documentation of a disability with the Academic and Disabilities Support Coordinator.

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

Step 1: Student Reporting

Upon acceptance to any Goddard program, the student will receive the Academic & Disabilities Support Survey for New Students with their admissions materials. A student may report a disability by completing this disclosure form and returning it to the ADS Office, or by calling or emailing the ADS Coordinator at any time. A student who reports verbally to faculty or other Goddard staff will be encouraged to contact the ADS Coordinator. Faculty cannot make accommodations unless the ADS Coordinator has prepared an Educational Profile stating accommodations. 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.

Step 2: Request for Documentation Guidelines

When a student discloses a disability to the ADS Coordinator, the ADS Coordinator will provide the student with an Accommodations Request form and the appropriate

guidelines for documenting the student's specific disability. Goddard may request current documentation of a disability. However, if a student has an obvious disability, e.g., uses a wheelchair or is blind or deaf, the ADS Coordinator may decide that:

1. No further documentation is required.
2. Ask for documentation, not to establish the existence of the disability, but rather to assist with the planning of accommodations.

For students with hidden disabilities, however, such as learning disabilities, psychiatric disabilities or a chronic health impairment, generally, Goddard will request documentation to establish the validity of the request for accommodations and to help identify what accommodations are required. It is important that the student first obtain the guidelines for documenting his/her specific disability before attempting to procure documentation, as the ADS Coordinator needs specific information to determine effective accommodations.

Step 3: Obtaining Documentation

If the student wishes to pursue accommodations, the student should then take the guidelines for documentation to a professional who is an expert in the area of the disability and who is familiar with the student. Experts must be approved of by Goddard College, and, for professionals requiring licensure, currently hold such licensure.

The student will need to fill out the Request for Accommodations form and follow up with the approved professional to ensure that the professional has prepared documentation according to the guidelines for the specific disability. Both the Request for Accommodations form and the documentation should be mailed as soon as possible to: the Academic & Disabilities Support Office, Goddard College, 123 Pitkin Road, Plainfield, Vermont 05667.

Step 4: Upon Receipt of Documentation

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 prepare an Educational Profile ("EP"). An EP outlines accommodations for the student's disability. It does not list the disability. The ADS Coordinator may call or email the student to further discuss accommodations during this process.

Step 5: Review of Accommodations and Release of Information

When the Educational Profile is drafted, the ADS Coordinator will email or mail it to the student for review. The student can request changes, additions, or subtractions to accommodations at this time, or at any other time during their program at Goddard. These requests must be made through the ADS Coordinator, not faculty or other staff. The ADS Coordinator may ask for additional documentation for certain requested changes to proposed accommodations. The student will also be sent a Release Form with the EP, which should be filled out and returned as soon as possible. Goddard College maintains confidentiality surrounding disabilities, and EPs are released to those who have a need to know. By filling out the Release Form, the student authorizes the ADS

Coordinator to select the Goddard personnel who will receive the EP in order to provide accommodations to the student.

Step 6: Implementing Accommodations

Upon written release by the student, the EP is provided to university personnel who have a need to know, especially faculty, Program Directors, and pertinent residency staff. The student is encouraged to communicate with their advisor as soon as possible to develop a semester plan for accommodation. The student and advisor should communicate any proposed revisions to the EP to the ADS Coordinator. Decisions about changes to the specific accommodations in the EP can only be made by the ADS Coordinator in consultation with the student or advisor. The student should also contact the ADS Coordinator if they encounter any difficulty or other concern with 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.

Documentation

In order for the ADS Coordinator to determine effective accommodations, disability documentation must both establish disability and **provide adequate information on the functional impact of the disability**. Documentation should explain how the current impact of the disability is expected to interact with the educational requirements of Goddard's programs.

If you plan to submit documentation of a disability and request accommodations, **please contact the Academic and Disabilities Support Coordinator for guidelines specific to your disability**.

In addition to the guidelines for a specific disability, quality documentation must meet the following *general guidelines*:

- Generated by an approved professional with all required licensure in the area of your disability (e.g., a physician or psychologist. Refer to specific guidelines.).
- Includes a clear diagnostic statement and describes diagnostic procedures. It should describe symptoms, assessment methods/instruments, and current functional limitations (particularly in a learning environment or with respect to mobility). It should detail the typical progression or prognosis of the condition, current medications, and any adverse side effects expected from medications.
- Provides clear recommendations for accommodations and describes how the accommodations will address specific functional limitations. Includes 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.
- Current: generally within the last three years. (May vary with disability; refer to specific guidelines.)

Personal Care Aides for Students with Disabilities

Goddard College does not pay for personal aides; however, we welcome the attendance of personal aides as required by students with disabilities. Students with established needs for personal care are expected to 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. Aides will be charged the full room and board fee for each day of the residency they attend. Students who require a personal attendant and plan to stay on campus must include requests for housing for their attendant when requesting accommodations for the semester from the Academic and Disabilities Support Coordinator and also identify this need on their housing form. Please refer to the Accommodating Disabilities section of this Handbook for the process of requesting and obtaining reasonable accommodations related to a disability. All aides are also expected to abide by the Community Life Agreements. A person serving as an aide to a disabled student who violates these agreements may be asked to leave the campus.

Service Animal

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.

Types of Service Dogs

- *Guide Dog* – trained to serve as a travel tool by persons with low vision, severe visual impairments, or who are blind.
- *Hearing Dog* – trained to alert a person with significant hearing loss, or who is deaf, when a sound, such as a knock on the door, occurs.
- *Service Dog* – trained to assist a person who has a mobility or health impairment. This dog may perform duties such as carrying, fetching, opening doors, ringing doorbells, or steadying a person while walking.
- *SSig Dog* – social signal dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, such as hand flapping, allowing the person to stop the movement. Also assists partner with sensory input, such as steering around a puddle or recognizing a familiar person in a crowd.
- *Seizure Response Dog* – trained to assist a person with a seizure disorder. May stand guard over the person having a seizure or go for help.

Dogs not considered service animals:

- *Pet* - domestic animal kept for pleasure or companionship.

- *Therapy Animal* - An animal with good temperament and disposition, which has reliable, predictable behavior, selected to visit people with disabilities or the elderly as a therapy tool. Though the animal may be incorporated as an integral part of a treatment process, the therapy animal does not assist the individual in the activities of daily living.

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 Accommodations Request form to the Academic and Disabilities Support (ADS) Coordinator, and must follow through the accommodations procedure well in advance of need. The person will need to provide documentation of disability and need for a service animal from an approved **professional**. The person 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 then work with the Help Desk/Residency Office to provide campus housing convenient to a relief area for the animal, as well as consider the needs of persons with relevant allergies.

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 keep the dog on a leash at all times, 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. If this means that the animal must be placed in a local animal boarding service until the end of residency, the student is responsible for such arrangements and cost of boarding.

- *Disruption* – repetitive unruly or disruptive behavior such as barking, whining, running around unleashed, being aggressive towards others, or otherwise bringing attention to itself. (Barking or whining as a means of service to alert the partner/handler of a situation is acceptable.)
- *Ill Health* – Service animals that are ill should not be taken into public areas for the safety of the animal itself and other animals.
- *Uncleanliness* – consistently unclean or bedraggled; or repeated elimination in inappropriate areas such as a dorm or well-traveled pathways or areas. Occasional uncleanliness from exposure to weather such as mud or rain is to be

expected. The partner/handler should wipe the animal down before re-entering buildings if the animal is wet, muddy or otherwise unclean.

Guidelines for Students, Faculty and Staff 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 distracting 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.

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 Office.

To be eligible to undertake Extended Time, a student must be in possession of an Educational Profile (EP) that has been prepared by the Academic & Disabilities Support Coordinator, and the EP must list "reasonable extensions of time" as an accommodation. It is also recommended that a student must have completed 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). 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.

A student with reasonable extensions of time as an approved ADA accommodation on their EP can request Extended Time from the advisor or Program Director or this may be formally requested later in the semester if a need is identified that is related to the Student's disability. Advisors and Program Directors should also have copies of the EP, provided the student signed a release of information form with the Academic & Disabilities Support Office.

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 all of the 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 & 2. If appropriate, students can negotiate alternative work deadlines with their advisor or course mentor prior to the Extended Time beginning. 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.

Relocation Policy

In the event that a student with a documented disability, who has reasonable accommodations in place, cannot access the space in which an activity is held, the Academic & Disabilities Support (ADS) Coordinator may first work with the student, as appropriate, to determine if additional reasonable accommodations can make the space accessible. If additional accommodations cannot make the space accessible, the ADS Coordinator will work with the appropriate staff to find an appropriate available alternative location for the activity in question, except in those unusual instances where accessibility cannot be provided without a fundamental alteration to the program or an undue burden.

The ADS Coordinator is responsible for determining the best accommodations in advance of need based on the documentation provided by the student's medical practitioner and the student's input. It thus is important that communication between the student and the ADS coordinator is timely and consistent regarding accessibility issues. If the student finds that during the residency that current accommodations do not address the accessibility of a particular space, the student should contact the ADS Coordinator immediately by phone or email (802-454-8311, ext. 238 or kyle.cushman@goddard.edu) to see if additional accommodations or relocation is possible. Students may also contact the Director of Student Services, Bobby Buchanan at ext. 237 or robert.buchanan@goddard.edu. If relocation is necessary, the ADS Coordinator will alert the appropriate personnel and amend the student's accommodations listed in the EP to include the required relocation.

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 & Disabilities Support (ADS) Coordinator *in advance of arrival to campus* to request accommodation for a disability. The ADS Coordinator will inform the appropriate staff of the evacuation assistance need in advance of the residency. Individuals who pre-arrange emergency evacuation needs with the ADS Coordinator, by requesting accommodations, 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. During an emergency communication between the student and emergency personnel is of utmost importance.

Means of Evacuation

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-hour Staff Pager or Park Security (for Port Townsend residencies) and state room their location.

In addition, persons on the scene who are not disabled, and not incapacitated by the emergency, are encouraged to immediately assist disabled individuals to evacuate by guiding them to the nearest exit. Individuals who need assistance are encouraged to work with the Help Desk in Plainfield or the Student Affairs Coordinator in Port Townsend to identify and discuss with someone in advance who might assist them in leaving the building and/or who will inform emergency personnel of their presence, location, and needs so further assistance can be provided as soon as possible.

Section 504/ADA Grievance Procedure:

As set out below, a student may file a complaint with the Academic & Disabilities Support (ADS) Coordinator if the student believes that Goddard College has inadequately applied the principles and/or regulations of Section 504 or the ADA in some way, or in some manner has been discriminated against on the basis of a disability. All grievances must be filed within 30 days of the event or action-giving rise to the student's complaint.

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.

Informal Grievance Procedure

Students must first use the informal grievance procedure before proceeding to the formal grievance procedure unless a student has the ADS Coordinator's written agreement to skip this step.

The student who believes they have a valid basis for complaint shall discuss the concern by scheduling an appointment to meet with the Academic & Disabilities Support Coordinator either in person or by phone. Or, the student can discuss the complaint with the ADS Coordinator by email at any time. The ADS Coordinator will, in turn, investigate the complaint and reply to the complaint in writing within 5 business days, barring any situation in which the Coordinator is on extended absence. If the ADS Coordinator is unavailable, students may begin the process by contacting the Director of Student Services, who will respond in writing within 5 business days. A reasonable

extension of the response timeline may be established when necessary by the ADS Coordinator or Director of Student Services.

When relevant, the ADS Coordinator may request additional medical documentation or an independent medical opinion on the request for accommodation, or gather any additional information required to consider the request.

If the reply of the ADS Coordinator is not acceptable to the student, they may initiate formal procedures according to the steps listed in number 2.

Formal Grievance Procedure

Step 1: A written statement of the grievance shall be prepared by the student and signed. This grievance shall be filed with the ADS Coordinator within 10 days of student receipt of the written reply to the student's informal complaint. The ADS Coordinator will bring the issue to the ADA Grievance Committee, which will review the matter of the grievance and conduct any investigation it considers to be appropriate. The ADA Grievance Committee will consist of 3 individuals knowledgeable in the area related to the disability and grievance. The Committee will reply in writing within 10 business days. A reasonable extension of the response timeline may be established when necessary by the ADA Grievance Committee.

Step 2: If the student wishes to appeal the decision of the ADA Grievance Committee, the student may submit a signed statement of appeal to the Academic Vice President within 5 business days after receipt of the ADA Grievance Committee response to the grievance. The Academic Vice President shall confer with all parties involved, formulate a conclusion, and respond in writing to the grievance within 10 business days. A reasonable extension of the response timeline may be established when necessary by the Academic Vice President.

Step 3: If the response at Step 2 is not acceptable to the student, the student may submit a signed statement of appeal within 5 business days to the President of Goddard College. The President will respond in writing to the grievance within 10 business days and this decision will be final. A reasonable extension of the response timeline may be established when necessary by the President.

No Retaliation

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

Confidentiality

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

Grievance Involving Actions of the ADS Coordinator

Should a student have a grievance involving the actions of the ADS Coordinator, the student should follow instructions for the **Student Grievance Process for Non-Academic Complaints** in the student handbook.

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.

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 Vice President of the College for Finance and Institutional Advancement (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.

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.

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.

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.

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 Director of the Information Technology.

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 Director of Information 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 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 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 Director of Information Services.

APPENDIX: GLOSSARY OF TERMS

ADVISOR: Every semester, students are assigned an 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 the Commencement Residency, three days of the residency following their final semester during which a graduating student meets with their advisor, makes a graduating student presentation or reading, submits their final paperwork to the Office of the Registrar, participates in a Financial Aid Exit Session (when appropriate), and attends commencement (optional).

END-OF-SEMESTER EVALUATION: At the end of each enrolled 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.

LEVELS: Goddard calls each semester of study a level. For example, level 1 refers to a first-semester BA student.

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 process letter and a bibliography of resources. Depending on a student's program, a packet cycle is three or four weeks and a student will send their advisor five or four packets a semester.

PROGRESS REVIEW GROUP: A progress review group (PRG) reviews students' Progress 1 and Progress II Reviews. PRGs are composed of faculty and staff who work with the undergraduate degree programs.

PROGRAM DIRECTOR: Each program has a Director who, in addition to teaching and advising responsibilities, reviews applications, responds to student concerns, supervises the program faculty, develops, administers, and evaluates their program, in consultation with the Academic Vice President.

RESIDENCY: Each semester begins with a required, intensive stay on campus, typically eight days, with the other students and faculty members in the program. The purpose of the residency is for the student to meet with their advisor 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 time together as a learning community in a program that is otherwise devoted to independent study.

SECOND READER: A Second Reader is part of a student graduating committee, advises the student on the development of their senior 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 senior study

itself. Generally, a Second Reader is a member of the student's program faculty.

STUDENTS:

- **New Student** -- refers to students who are entering their first semester at Goddard, who are re-enrolling after an absence, who are transferring between programs or who are enrolling in one of the graduate programs after completing a Goddard undergraduate program.
- **Continuing or Returning Student** -- used interchangeably, refers to students who are in the second semester or higher and are working towards their final semester.
- **Culminating or Final Semester Student** – used interchangeably, refers to students in the semester in which they anticipate completing a senior study 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.

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