

Goddard College

UNDERGRADUATE PROGRAMS CURRICULUM GUIDE

2018/2019

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GODDARD'S MISSION

To advance cultures of rigorous inquiry, collaboration and life-long learning, where individuals take imaginative and responsible action in the world.

A PROGRESSIVE EDUCATION

Progressive educators, including John Dewey, have asserted several principles of *progressive education* that animate Goddard's philosophy and practice. These include:

- A primary focus of education is to address the issues of the world.
- Education is based in a variety of learning experiences and environments.
- Education is a process of meaning making, which has both individual and collective/cultural dimensions. It begins with the student's questions and curiosities, and proceeds to learning in partnership with faculty.
- Education ought to include active participation in the work of the student's community.
- Understanding is an essential component of social change.

Goddard's progressive approach to teaching and learning continues to be based in these principles, and has been further informed by educational philosophers who articulate the notion of an *emancipatory education* that prepares students to participate in positive social change.

A JUST & SUSTAINABLE WORLD

The Goddard undergraduate curriculum is student centered. It begins with you -- your passions, your questions, and your inquiry. In the process of exploring these passions, you will intentionally work toward developing the competencies required to earn a Goddard undergraduate degree.

The curriculum is progressive. It implements the ideas of educational philosophers who argue for an education that prepares people to address the problems of the world, and for a curriculum that fosters change and transformation in its students.

The education is emancipatory. It is intended to help you understand cultural and other biases in your worldview, and facilitate your ability to participate in meaningful social change, based on "an earnest concern for others and the welfare of the earth."

Your full, honest, and earnest participation in this curriculum is required. The faculty will join you in this learning process. You will leave Goddard with the fundamental knowledge, skills, and confidence to help create a socially just and ecologically sustainable world.

AN INTRODUCTION TO THE GODDARD UNDERGRADUATE CURRICULUM

Overview

Goddard's undergraduate curriculum differs from traditional college and university curricula in that it is particular to each student. At a traditional college or university, students typically move through a series of discrete courses delineated by the faculty. Students graduate when they have successfully completed a required series of courses and tasks.

Working within a common program-based framework, students and faculty at Goddard build individual studies into broader understandings. You will collaborate with faculty to plan a course of study that begins with your own interests, passions and questions, and leads to your ability to demonstrate competence in each of the undergraduate degree requirements.

Part of your responsibility in this process is to document how you have changed -- what you have learned, how that is affecting your life and practices in the world. Toward that end, you will gather evidence of those changes through your academic work. You will assemble these documents in a *Learning Portfolio*, which becomes part of a periodic Progress Review (PR) you will undertake with a Progress Review Group (PRG) of undergraduate faculty members.

Finally, you will engage in an intense, yearlong senior study, culminating in a final product and presentation at your graduating residency.

Goddard College Undergraduate Degree Requirements

To earn an undergraduate degree at Goddard, you will:

- Complete 120 credits of undergraduate study, up to 75 of which may be transferred in from other accredited liberal arts undergraduate programs.
- Demonstrate learning in the areas of:
 - Wide Knowledge
 - Positive Self Development
 - Thoughtful Action
- Demonstrate how your learning is informed by a larger social and ecological context
- Demonstrate the skill of engaged critical thinking and writing
- Address additional or focused requirements, if any, particular to your specific undergraduate program (i.e: Health Arts and Sciences; Sustainability; Education and Licensure; Psychology and Counseling; BFA in Creative Writing; BFA in Socially Engaged Art)
- 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* (see page 5) at Goddard. *Semester evaluations* and *progress reviews* offer opportunities for you and the faculty to reflect on and assess your progress toward meeting these requirements.

COMPONENTS OF GODDARD UNDERGRADUATE STUDY

Residencies

Each semester, you will participate in an 8-day residency for your undergraduate program. During the residency, you will collaborate with faculty and student colleagues to develop and steward the learning community of your particular program, and participate in workshops, seminars and mini-courses in a variety of subject and skill areas.

All students participate in residency activities. New students are required to participate in new student orientation as part of their first residency, and all students are required to participate in degree requirement workshops.

An integral part of the residency is the development of your semester study plan, which is undertaken in collaboration with your faculty advisor and student colleagues.

Semester Study Planning

By the close of each residency, you will complete a semester study plan approved by your faculty advisor. The study plan articulates your individual learning objectives, activities, and methods of documentation of learning in the context of your ongoing progress toward meeting the undergraduate degree requirements.

Learning formats will vary widely. Most of your work will be on your own, with others in your home community, or in connection with resources you discover in the larger world. In some cases, your study plan may include engaging in a collective learning experience with other students and faculty in your program.

Semester Packet Work

During the semester, you will implement your study plan, sending documentation of your learning, along with process letters to your faculty advisor in a "packet" every three weeks, to which your advisor responds. You are expected to participate fully in this academic dialog over the course of the semester, and to complete your study plan as originally developed, or amended with your advisor.

Semesters at Goddard are referred to as "Levels." Level one being the semester in which you earn your first 15 undergraduate credits, and so on. Successful completion of a typical semester study plan results in 15 earned credits, and movement into the next level of undergraduate study. Many students begin their studies with credits transferred from other college.

Semester Evaluations

At the end of each semester, you will reflect on your work in a narrative self-evaluation submitted to your faculty advisor and the records office. The advisor, in turn, reflects on and evaluates your work and learning progress in a comparable written narrative, and reports a successful or unsuccessful semester. The Transcript Statement portion of the faculty evaluation becomes part of your official Goddard transcript.

Senior Study

During levels 7 and 8, you will undertake a focused study, culminating in a final product the fundamentals of which you will present to the community during your graduation residency. You will submit a senior study proposal to the faculty of your program at level 7 in IBA, BAS, BFA, and BAHAS; and at level 8 in EDU.

Examples of each of these components are available on [GoddardNet 2.0](http://gnet.goddard.edu) (<http://gnet.goddard.edu>) in your Program's Resources area.

TURNING A LEARNING PATH INTO AN UNDERGRADUATE DEGREE

Your Learning Portfolio: Documenting Growth and Change

At Goddard, the word “portfolio” is almost a verb as it implies an ongoing process, more than the creation of a single document.

The portfolio provides you an opportunity to gather evidence of your learning, the ways in which that learning has changed you, and present that process to the larger Goddard community. Your learning portfolio contains not only your best work, but also evidence of your transformation through learning, including, perhaps, mistakes and lessons along the way, as well as evidence of the skills and knowledge you've developed.

The continual process of building your portfolio is an opportunity for conscious, intentional reflection: are you addressing questions or issues that matter to you? Are you finding ways to work toward the requirements of the degree through the lens of those passions? Are your studies broad and deep? Are you thinking and writing critically about ideas and insights?

Periodically, at Goddard, you'll take time to reflect on your portfolio in the context of addressing your progress toward meeting the requirements of the undergraduate degree. Those events in the ongoing process of learning and reflection at Goddard are called “progress reviews.”

All students create and develop their portfolios using an on-line platform. Please see the progress review section of the Undergraduate Assessment and Evaluation site for more information: progressreviews.goddard.edu.

The Progress Review Process: An Overview

At a traditional college, your progress toward meeting degree requirements would typically be measured by successful completion of a given number of courses in a given set of academic areas.

At Goddard, the curriculum begins with your interests and passions, and proceeds through inter- or trans-disciplinary (or both) studies rather than completion of a certain number of credits in certain disciplinary areas. For this reason, we have developed a different way of assessing your progress toward the degree -- the Progress Review.

TRADITIONAL COLLEGE	GODDARD COLLEGE
Take required and elective courses developed by faculty.	Develop individual semester study plans, with guidance from your faculty advisors, to address degree requirements through the lens of your interests.
Satisfactory completion of given courses moves you toward earning an undergraduate degree	Portfolio development and review provide feedback and assessment of your progress toward meeting the requirements for earning an undergraduate degree.

The Progress Review (PR) is a two-semester process during which you organize and reflect on and reflect on your portfolio, and send it to a Progress Review Group (PRG) made up of three members of the undergraduate faculty. The PRG then engages in a dialog with you, offering both an assessment of your progress, and suggestions for directions in your studies, including new and creative ways to engage with the degree requirements and/or ways you might deepen your understanding of areas of inquiry that are important to you.

Progress Reviews

There are two opportunities for Progress Review (PR) during a full 8-semester course of study at Goddard: Progress Reviews I and II (PRI and PRII).

Progress reviews begin, in most cases, with a draft of portfolio materials shared between the student and their faculty advisor the semester *before* the portfolio is due, so that the advisor can offer appropriate feedback toward strengthening the portfolio. Your portfolio will be due to the PRG via the *Progress Review Submission Form* the following semester and according to the guidelines set forth below. ***It is the responsibility of the student to submit their portfolio to the PRG on or before the expected due date.***

Progress Review I (PRI): for students who enter at levels 1-3

If you start your studies at Goddard at level 1 or 2, you will submit your completed PR I Portfolio to the PRG at level 3. If you begin your studies at Goddard at L3, you will submit your completed PR I portfolio at L4. *If you enter Goddard with 12 or more dangling credits, please think of yourself as being in the next level and submit accordingly. Example L2 with 12 dangling credits acts like an L3.*

Moving From Traditional to Goddard Curricula:

Transferring Credits to Meet Degree Requirements

Many students begin their undergraduate studies in traditional, course-based programs. The Goddard Curriculum acknowledges learning demonstrated through those kinds of studies through the process of Transfer Credit Assessment, which is undertaken by Program Directors and the college Registrar at the time of transfer. The Transfer Credit Assessment then becomes part of your Learning Portfolio.

Once you have begun your Goddard work, progress toward meeting degree requirements will be demonstrated primarily through packet materials and the reflective writing contained in your portfolio.

At PR I, the PRG will respond with an assessment of your progress toward meeting degree requirements, along with general feedback on your work and suggestions for future focus of study planning. Resubmissions will not be required except where substantive issues of academic progress are in question.

If you begin your studies at level 4 or higher you are not required to submit a PR I. The transcript review will provide a preliminary assessment of your progress toward meeting degree requirements. (See side box on previous page.)

See the Appendix for Contents and Submissions requirements for the PR I draft and Portfolio.

Progress Review II (PRII): for all students

All students engage in a PR II, and will submit their progress review at level 6 or 7, depending on what level transfer to Goddard College occurred. If you transfer to Goddard at L5 or below, you will submit your completed PR II portfolio to the PRG at L6. If you enter at L6, you will submit your completed PR II portfolio at L7. *If you enter Goddard with 12 or more dangling credits, please consider yourself to be at the next level and submit accordingly. (For example, L5 with 12 dangling credits acts as an L6.)*

At PR II, the PRG is looking for evidence that you have completed the requirements for the degree, except the senior study. They will respond to your portfolio with that assessment, often asking for revisions or additional information, as well as with suggestions for future learning. While the PRII will assess how you have met requirements for graduation, we also encourage students to pursue holistic learning across degree requirements throughout the final year.

See also the Appendix for Contents and Submissions requirements for the PR II draft and Portfolio.

Entering the final semester (Level 8)

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. In addition, students should communicate precisely with the progress review group to make sure they understand exactly what is needed for them to complete the progress review. In some instances, students may need only to clarify or revise existing work.

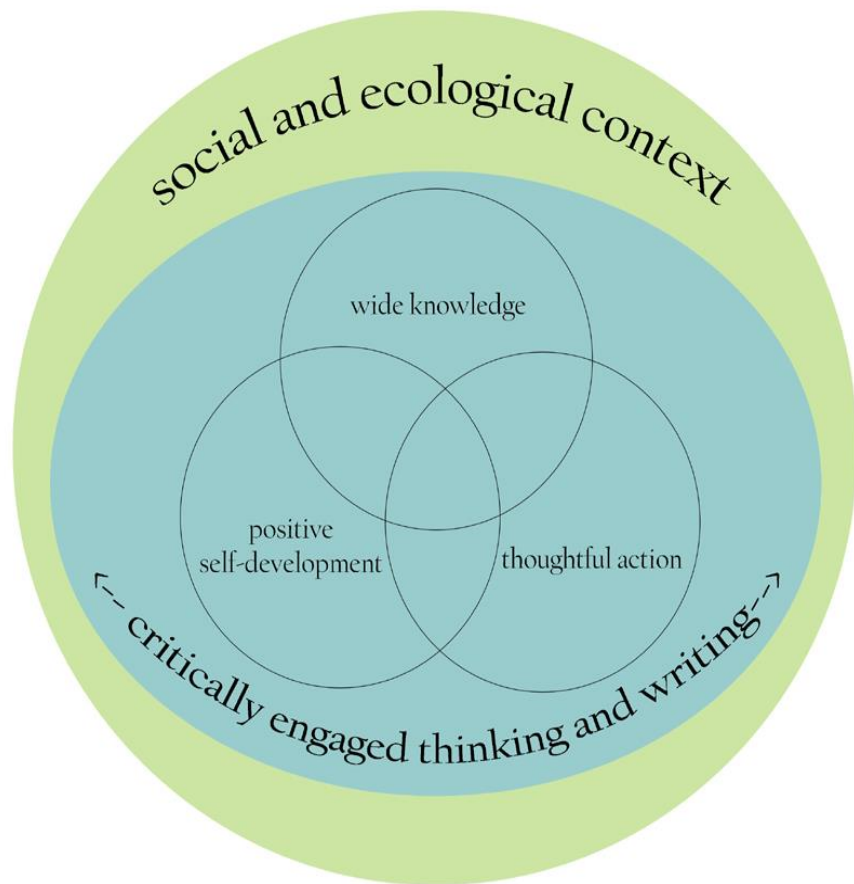
More often, students need to undertake additional study. If time permits between semesters, they may either complete a between semester or an independent study, and then submit documentation of that learning to a Special PRG before the start of level 8.

Finally, in some instances, student may need to take a leave of absence to address requirements, and submit documentation of that learning by packet four of the semester on which they are on leave or to a Special PRG before the start of level 8.

In either case, the student will be charged a special review fee.

For detailed guidelines, deadlines, samples, and requirements for progress reviews, go to the following site:progressreviews.goddard.edu

DEGREE REQUIREMENTS – A HOLISTIC MODEL OF LEARNING



Goddard degree requirements are interrelated aspects of a holistic model of learning. In order to understand these degree requirements, it is helpful to understand how they work together.

At the center of Goddard's undergraduate curriculum are Knowing, Being and Doing: core requirements known as **Wide Knowledge, Positive Self-Development and Thoughtful Action**. They form the basis of Goddard's progressive education.

For Goddard students, knowing, doing and being inform, influence and involve each other. Our learning changes us and shapes what we do. Our practices and our identities also shape our learning. In these ways, Wide

Knowledge, Thoughtful Action and Positive Self-Development are interdependent parts of one learning experience.

This holistic learning experience is itself embedded in larger worlds – communities, cultures and ecosystems. Knowing, being and doing are in this way all contained in a **Social and Ecological Context**. Through this degree requirement, students are asked to understand and articulate their relationship to the social and ecological worlds in which they live.

Critically engaged thinking and writing skills help deepen learning across all degree guidelines. Through critical thinking and writing students learn to question ideas and engage conversations from multiple viewpoints.

Throughout this curriculum guide, the degree requirements will be explained in great detail. While focusing on particulars, it is important not to lose sight of the learning process as a holistic, lived experience.

See your particular program addendum (BFA, BAHAS, BAS or BA psych) to see how these degree requirements relate to program specific requirements. In some cases, requirements may overlap.

DEGREE REQUIREMENTS *UNPACKED*

Wide Knowledge

At Goddard we believe that we engage with the world most fully when we can apply various kinds of questions, ways of knowing, and ways of organizing information, practices and ideas. Each of the following areas provides a different lens for viewing and/or interacting with the world. These areas of wide knowledge can be studied one at a time, or in relationship with each other. How you approach this depends on your individual course of study.

Arts & Creative Expression

The study and practice of any of the arts, which might include visual arts, expressive arts, creative writing, dance, music and performance, etc.

Humanities

The study of human constructs, human experiences and human concerns, which can include philosophy, history, literature, religion and contemplative studies among others.

Mathematics as a Lived Experience

The study of abstract concepts such as quantity, structure, space, and change; mathematics is a tool for making informed judgments and decisions regarding issues that involve quantitative reasoning, which can include statistics, ratios, percentages and probabilities.

Natural and Life Sciences

Any systematic study of the structure, function and/or behavior of a natural phenomenon, and the development and testing of theories to describe these findings. These studies might include the sciences of climate change, biology, anatomy, nutrition, geology, astronomy, physics, chemistry, etc.

Social Sciences

The study of human behavior and cultures, including the study of sociology, anthropology, psychology and economics, among others, etc.

Demonstration of learning in Wide Knowledge can also be shown through transfer credits, APL credits or packet work. See pages 18-20 for more about demonstrations of learning.

Also note the following may apply for completing degree requirements:

- Courses from other institutions with a grade of C or better will fulfill Wide Knowledge requirements.
- To fulfill requirements in Math and Science, 9 credits total are required, with a minimum of 3 credits each in Math and Science. (The remaining 6 credits can be in Math or Science.)
- To fulfill requirements in Arts, Humanities, and Social Sciences, 6 credits are required in each area.

- To fulfill Arts and Creative Expression through packet work, evidence of creative work plus a context paper is required.

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 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 thoughtfulness, conviction and commitment.
- ✓ Implement or try out strategies for addressing concerns, problems or goals.
- ✓ Reflect on your actions, including their impact on you and others, their effectiveness, and lessons learned toward future action.

Positive Self-Development

As you develop broad knowledge, engage in thoughtful action and deepen your awareness of our shared social and ecological contexts, you will change and grow. The degree to which you engage that process intentionally and reflect on that change in yourself is demonstrated in the ways you:

- Engage in a conscious process of personal growth and self-awareness in response to learning, life experiences and relationships.
- Develop and articulate an awareness of your social identity in relationship to other identities and experiences.
- Integrate learning into who you are, who you want to be, and how you are growing.

Demonstration of learning in Thoughtful Action and Positive Self-Development can be shown through prior learning (APL), packet work, or as part of the reflective essay in the progress review portfolio. See pages 18-20 for more information on demonstrations of learning.

Social and Ecological Context

The Social and Ecological Context degree requirement asks that you reflect on the ways that your learning and growth involve a developing awareness of social and ecological systems as a context for personal, community and planetary well-being. Through awareness of these large-scale systems and their dynamics, you will be better positioned to effectively transform yourself and your community into places with greater creativity, equality, positive social connection, and ecological health.

A variety of people—including Goddard students—have developed divergent perspectives on social and ecological dynamics and approaches. We welcome variety and diversity in the choice of perspectives, frameworks or concepts you use to articulate your understanding of the social and ecological context for *being, knowing & doing* in the world.

The Social and Ecological Context can involve awareness of:

- *The social construction of knowledge* – the understanding that what we know or take to be true is shaped by varying social, historical and cultural conditions.
- *Human social systems* – understanding various forms of systemic oppression, such as classism, racism, sexism, and other forms of identity-based discrimination as well as individual and systemic theory and efforts to pursue justice and equity.
- *Natural and domesticated ecosystems* – becoming aware of the effects of the globalized integration of consumerism, industrialization agriculture and natural resources on the planet’s peoples and ecosystems as well as various approaches to ecological and economic sustainability through public policy and community and individual choices.
- *Social and Ecological Justice*– recognizing the integral and fluid connections between human social systems, natural ecosystems, and domesticated ecosystems and understanding the dynamic relationships between social and environmental well-being.
- Efforts to transform social systems to promote well-being and equity for all people.
- Efforts to improve the ecological health of natural and domesticated ecosystems.

The Social and Ecological Context can be engaged through Knowing (Wide Knowledge), Being (Positive Self Development), and Doing (Thoughtful Action). Here are some examples of what that could look like:

Knowing SEC:

- Engaging social theories, social justice traditions, and feminisms.
- Studying various ecological, environmental and sustainability-based theories, practices and perspectives.
- Understanding how knowledge traditions and perspectives (personal, institutional, etc.) are socially constructed.
- Exploring a particular kind of situated or local knowledge.
- *Students may use any of the Wide Knowledge areas to understand and articulate the **Social and Ecological Context** of their learning.*

Being SEC:

- Exploring where you are located as a person in relationship to multiple social/class positions or identities.
- Reflecting on your journey of understanding and growth. What is challenging? Where is there ease?
- Locating yourself in relationship to the earth and her peoples including ecologies, the environment and sense of place, etc.
- Articulating where/what you define as “home?” What do you consider to be your bioregion – urban, rural, or otherwise? How does this influence your views and actions in the world?

Doing SEC:

- Understand how the social and ecological context influences what you do. This might include an exploration of ethics, cultural competence or work with the IRB.
- Organize an anti-oppression workshop.
- Participate in (or critique) the Occupy movement.
- Engage in ecological restoration projects with your local watershed group; promote sustainable practices by businesses; organize to improve governmental regulations; organize a community garden to provide healthy food choices; encourage a business to purchase local, organic foods.
- Giving a talk on environmental justice at a conference, community group or school.

To demonstrate learning in a Social and Ecological Context, describe explicitly how your work at Goddard has engaged social and ecological systems or dynamics, and discuss the development of your knowledge, self-awareness, and practice in this area.

Fulfillment of the SEC degree requirement will be evaluated using a *process-based assessment*. This means that the focus is on the development of your awareness – your process of change and growth – rather than on your arrival at a particular awareness or understanding. From this perspective, reflect on the directions and development of your learning, growth and change in relationship to our shared social and ecological context. This can involve:

- Establish a “start”--perhaps when you arrived at Goddard—in order to articulate a baseline orientation toward SEC.
- Articulate your current awareness.
- Discuss the formative experiences that helped move you forward on your own path.
- Describe how you constructively integrated challenging experiences into your world and views.
- Reflect on where you tend to get stuck and what helps you move forward to greater clarity and place in the world.
- Articulate where you want to move in the future and how you want to challenge yourself to grow.

Engaged Critical Thinking

Critical thinking includes:

- Curiosity and openness to ideas, perspectives and information beyond one’s own experience or ideas, and reflection on one’s own biases and perspectives.
- Gathering information and ideas from a number of diverse sources.
- Assessing the authenticity and credibility of information.
- Raising and exploring questions about and problems with ideas and information.

- Attributing ideas and information to their sources
- Well-reasoned conclusions and solutions

While critical thinking happens in a variety of learning experiences, including visual, oral, movement and written work, all students are required to document competency with engaged critical writing in order to meet this degree requirement.

Students must submit at least a 6-10 page Engaged Critical Paper by Level 3, and a 10-15 page paper by level 6 or 7.

Students are encouraged to work into a fully engaged critical paper by engaging in a variety of writing practices, including writing research summaries, annotations, annotated bibliographies, literature reviews, exploratory essays and contextualized personal narratives. Working with different kinds of writing will allow you to develop greater familiarity with your chosen topic, with your own ways of thinking, and with your voice as a writer.

For more information about the process of writing a critical paper, see the **Writing Resources** and supplemental materials available on your program's site that can be accessed through GoddardNet (<https://sites.google.com/a/goddard.edu/gnet-2017/academic-programs-gnet>).

The Engaged Critical Paper:

- ✍ Demonstrates engaged critical thinking
- ✍ Has an organizing question or theme
- ✍ Includes information and ideas from multiple and various sources (i.e. not just internet and popular sources)
- ✍ Examines several perspectives on the subject, in addition to the writer's own
- ✍ Synthesizes and organizes information in a way that supports clarity and understanding
- ✍ Includes a strong sense of who the writer is, and how they relate to and analyze the information and ideas presented
- ✍ Demonstrates an awareness of the writer's personal biases and perspectives on the subject
- ✍ Documents information and ideas using a recognized citation and bibliography system (APA, MLA, Chicago)
- ✍ Uses accepted writing mechanics: sentence structure, punctuation, capitalization, transitions, etc. (except for clearly stylistic purposes)

GUIDELINES FOR FULFILLING GODDARD UNDERGRADUATE DEGREE REQUIREMENTS

Progress Review Groups (PRGs) take a holistic approach to your portfolio, looking for evidence of the ways you have met degree requirements and the ways you have grown and changed through your learning. As part of this process, the PRGs use assessment guidelines in the form of rubrics, which help them see the various ways you may be approaching, meeting or doing advanced work to meet your requirements. These guidelines are intended to be used by you as you work with your advisor, design study plans, write packets and self-assess your learning from semester to semester. As we all operate within a progressive and innovative learning environment, the rubrics give us some support to create transparency and consistency in our assessment practices. The PR faculty holds them as one tool in a larger context of seeing the whole learner. These guidelines can be found in the progress review resource section of the Undergraduate Assessment and Evaluation site: progressreviews.goddard.edu.

While packet work is assessed using Goddard's assessment guidelines, Wide Knowledge requirements can be addressed or met directly through transfer credits. This will be noted registrar on your transcript credit evaluation as part of your admission materials when you enter Goddard.

If you have transfer credits that you believe may meet Wide Knowledge requirements (such as a course in physics meeting a math requirement, or a course in engineering meeting a science requirement) you may note this in the Description of Learning by Degree Requirement section of your e-portfolio. Contact the Undergraduate Assessment Coordinator for more information.

SAMPLE DEMONSTRATIONS OF INTERDISCIPLINARY LEARNING

	Humanities	Arts and creative expression	Math	Natural and Life Science	Social Science	Thoughtful Action	Positive Self Development	Social and Ecological Context
Humanities	An essay exploring the historical context of 12 th century women writers	A performative reinterpretation of a piece of literature with a context paper	An analytic essay that illustrates some mathematical concepts in sacred geometry	A exploratory essay using Quantum Physics to understand energy medicine	A critical reflective essay on Taoism as it relates to the historical foundations of Chinese medicine	Creating a first nations history project at a local high school with photo-essay documentation	An autobiographical essay on personal faith	An essay comparing the principles of Buddhism, Deep Ecology and critical pedagogy.
Arts and creative expression	An essay that explores the historical influences on one's own art	Samples of original poetry and process paper that explores the craft	An essay analyzing the mathematical foundations of music theory	Artwork that demonstrates principles of botany and botanical drawing	A critical essay examining cultural appropriation in the arts	Public art project memorializing a community or historic event with photo essay	A reflective essay on learning to play the fiddle	An eco-art installation that teaches about the social impacts of climate change
Math	Research paper on computing the Golden Mean and its use in the architecture of gothic cathedrals	Mathematical analysis of dance forms as a metaphor for patterns of embryonic development.	Essay describing the development of a prime number theory	An exploration of the mathematical structure of natural forms.	Statistical exploration of immigration and awareness	Using statistics in a community education project around clean energy	A thoughtful reflection on the confrontation of a fear of math	An analysis of the biocapacity of your local region
Natural and life Science	Critical exploration and comparative paper of evolution and intelligent design theories	Study of anatomy as it relates to various movement modalities-submit portfolio of drawings to document learning	An essay offering a mathematical perspective on biodiversity	Learning journal on a the study of diabetes patho-physiology	Research and project on environmental racism-submit process paper	Teaching children in a nature center-submit notes with photo-essay	Personal journal of a solo wilderness trip to collect and identify plant specimens	Critical paper exploring the relationship between climate change and biodiversity

	Humanities	Arts and creative expression	Math	Natural and Life Science	Social Science	Thoughtful Action	Positive Self Development	Social and Ecological Context
Social Science	A critical paper on the impact of religious thought on the Chinese pro democracy movement	A PowerPoint presentation on activist art in the 20 th century	An essay describing a concrete implementation of ethno-mathematics in secondary education	A paper with a statistical analysis of the science of breast cancer and its prevalence in African American women	Critical paper comparing of theories of race identity development	Mapping social capital in one's own community	Journal reflections with thoughtful confrontation of one's own social identity and privilege	A critical essay on biopiracy
Thoughtful Action	Creating and presenting a documentary about the history of the peace movement	Developing a puppet show on non-violent communication	A PowerPoint presentation that uses statistics to influence consumers to support sustainable food systems	Tutoring children around issues of physiology and nutritional health-submit tutoring plan and reflections on results	Creating a blog about ongoing efforts to address injustice in the wake of a natural disaster	Organizing a response to lack of access for people with disabilities-write process paper on experience	Developing a contemplative practice to better support your activism and submit journal reflections on practice	Participate in an organized demonstration against a new coal plant in your area and reflective essay of experience
Positive Self Development	Develop and document an oral history of your family	Learning how to draw	Calculate your own carbon footprint and show your work	Begin a research based strength training program	Learn a somatic technique for working with traumatic memories	Organize a support group as part of a healing practice	Thoughtful reflection in PR portfolio on personal change	Become an ally for social justice
Social and Ecological Context	Comparative paper on Thoreau and Snyder for their ability to inspire an ecological awareness	Use art as a vehicle for exploring issues of social identity	An essay using statistics to analyze the impacts of the meat industry on climate change	Write a paper on developmental toxicology	Write a critical paper on the notion of economic justice	Promote food citizenship in your local community	Reduce your carbon footprint	A critical essay describing how social and ecological factors cause asthma

WHAT DOES IT MEAN TO DEMONSTRATE LEARNING?

There are many ways to demonstrate college level learning. The following are a few suggestions that may help you decide what to include in your portfolio for the progress review.

SHOW US THE PROCESS

When you demonstrate learning, you are showing us that you understand how to work with or use a particular idea or concept. You are showing us *how* you work with knowledge, and not simply *that* you worked with knowledge. You are showing us your learning process and not simply the end result of that process. For instance:

If you want to demonstrate learning in math by building a chair, you cannot simply send us a picture of the chair and say, "I used geometry". We want to know *how* you used geometry to create that chair.

Similarly, if you want to demonstrate learning in science by working with herbal medicine, you cannot simply assert that medicine is science. We want to know how specific scientific learning helped you better understand some aspect of the practice of herbal medicine.

TEACH US

You might find it helpful to think of yourself as teaching your committee what it is you know.

What are the vectors of force on a chair when you sit in it? What do we need to understand about physics to answer this question and to build a solid chair?

Why does a particular herb treat a particular condition? What do we need to know about pathophysiology and pharmacology in order to understand the effect of herbs on the body?

BE AWARE OF YOUR LENS

Wide knowledge areas can be seen as lenses for looking at a particular topic in different ways. Keep in mind that it is possible to look at a natural science topic, such as chemical toxins, through a social science lens, such as public policy. This would demonstrate learning in social sciences. In order to demonstrate learning in natural sciences, you need to use that lens.

BE AWARE OF YOUR AUDIENCE

Remember your committee is in search of your success in the review process. We need explanations and clarity from you regarding your work. A preface indicating how a sample of your work addresses specific degree criteria is extremely helpful.

APPENDIX 1: INFORMATION FOR HEALTH ARTS AND SCIENCES STUDENTS

While Health Arts and Sciences students engage their five BAHAS degree requirements within the BAHAS degree track, in most cases the BAHAS degree requirements are refinements of the general undergraduate curriculum requirements. They are adapted to the knowledge areas, language, practices, and values of the Health Arts track. As such, BAHAS students will likely meet the general undergraduate curriculum requirements concurrently while they engage their own degree track's degree requirements.

BAHAS student will complete the requirements of the PR2 by the end of level 7 but they will expand upon their own BAHAS degree requirements throughout the end of level 8.

The following chart suggests the possible correlation between HAS guidelines and general BA degree requirements.

HAS Degree Guideline Terminology	Undergraduate Requirements Terminology
Health Philosophy	Positive Self-Development
Life Sciences	Wide Knowledge: Natural and Life Sciences
Community Health Practices/Modalities	Thoughtful Action Wide Knowledge: Natural and Life Sciences, with an emphasis on the theoretical basis that informs your action.
Broader Context of Health	Social and Ecological Context and as embedded in Wide Knowledge, Thoughtful Action, and Positive Self-Development.
Self-Care, Resilience Renewal	Positive Self-Development

APPENDIX 2: INFORMATION FOR BFA-CW STUDENTS

BFA-CW students will demonstrate, in particular, competency in the Arts and Humanities as follows:

- a. Reading across genres, cultures and eras
- b. Literary Criticism – Critical thinking and writing about literature
- c. Reading as a writer – Articulating how and how well craft is applied in others' work
- d. Development of Craft – Demonstrating the use of craft, and articulation of one's application of craft, including commitment to revision

BFA students have other requirements in terms of residency work, group and senior studies. Refer to the BFA Addendum to the Undergraduate Student Handbook, or to your BFA faculty advisor or program director for details.

APPENDIX 3: INFORMATION FOR EDUCATION AND LICENSURE STUDENTS

There are three study options for those students who graduate with a BA in Education.

I. BA in Education for students who are studying education from their own individual focus. To earn the BA in education, they will have met three requirements in addition to those describe in this Guide:

1. Gained an understanding of, and actualized the essential concepts of progressive education, namely inquiry based learning, reflection and critical thinking, and student-focused curriculum.
2. Prepared to work toward the creation of a more just, humane, democratic, and sustainable world.
3. Produced a culminating project in the form of a Senior Study in an area of interest relative to Education, for example: curriculum development, multicultural education, alternative education, environmental education, critical pedagogy, democratic schooling, collaborative teaching, feminist theories of education, or authentic assessment.

II. BA in Education with a concentration Community Education. BA Community Education students meet the following additional requirements:

1. Demonstrated an understanding of the philosophy and history of progressive and community education
2. Acquired a critical awareness about community education process, including: community and family involvement; partnerships and collaboration; building and supporting sustainable programs.
3. Conveyed an understanding of how community education is related to political context with regard to school, family connection, community action, advocacy, social justice and diverse communities.
4. Completed a field experience and documented the skills and knowledge to plan and implement program and curriculum development in a community context: such as, out of school time programming; place based education and service learning; expanded learning opportunities during and after school.
5. Articulated an autobiographical understanding of one's relationship and experience in community education.
6. Produced a culminating project in an area of interest in community education in which there is integration and application of theory and practice.

III. BA in Teacher Licensure. Students need to address all of the requirements in the Licensure Endorsement Handbook to attain this degree.

APPENDIX 4: REQUIREMENTS FOR PROGRESS REVIEW DRAFTS AND PORTFOLIO SUBMISSIONS

	Due Date	Contents	Share with	Type of Response
PR I Draft	Level 2, packet 4	ePortfolio, without additional evidence	Semester Advisor	Feedback & suggestions from advisor
PR I Portfolio	Level 3 or 4 ¹ , packet 3	Completed ePortfolio with: 2-3 samples Engaged Critical Paper (7-10 pages)	Progress Review Group (PRG) via submission form	Feedback & suggestions from PRG via response in SIS record
PR II Draft	Level 5 or 6 ² , packet 4	ePortfolio, without additional evidence	Semester advisor	Feedback & suggestions
PR II Portfolio	Level 6 or 7, Packet 2	Completed ePortfolio with: 2-3 Samples Engaged Critical paper (10-15 pages) APL Petition, if required	Progress Review Group (PRG) via submission form	Assessment of successful or incomplete review – response in SIS record Possible request for resubmission*

** Reminder: You must have completed a successful PR II before entering level 8.*

NOTE: All students with 12 or more dangling credits should consider themselves at the next level and submit accordingly.

¹ Students who transfer in at level 3 will submit a draft that semester and a portfolio in the next. These students should complete a progress review worksheet with their advisor at the first (level 3) semester.

² Students who transfer in at level 6 will submit a draft that semester and a portfolio the next. These students should complete a progress review worksheet with their advisor at the first (level 6) residency, so that they may effectively plan to address outstanding degree requirements.

Progress Review ePortfolio Submission

All progress reviews must be submitted using the *Undergraduate ePortfolio Template*. You can find detailed technical information, as well as instructional videos to assist you in the creation of your eportfolio on the Undergraduate Assessment & Evaluation website. Go to progressreviews.goddard.edu for more information.

Once your eportfolio site has been completed, you will submit your eportfolio to the progress review group by completing the "Progress Review Submission Form". This form can be found under the "Student Forms" tab on your program site. **Your portfolio will not be reviewed until your form has been submitted.** Please do not make any changes to your portfolio while it is under review.

Please contact progressreviews@goddard.edu if you need assistance with creating or submitting your eportfolio.

Submission Due Dates

All portfolios are due by the date established in your Program's Academic Calendar. These dates can also be found on the Undergraduate Assessment & Evaluation site: progressreviews.goddard.edu. In general:

- ❖ P_{RII} portfolios are due on or before the Packet 2 due date.
- ❖ P_{RI} portfolios are due on or before the Packet 3 due date.
- ❖ Resubmissions are due on or before the resubmission date established by the PRG. (See the PRG Response in SIS for more details).

Please Note: Missing these due dates may incur a late fee, which will be billed to your Student Account.

APPENDIX 5: RESOURCES

Resources are available on-line (progressreviews.goddard.edu) to help you as you engage in study planning and portfolio development. Here, you will find materials related to Mathematics, Natural Science, Critical Thinking, and Writing including:

- Self-assessment guidelines (rubrics) for all degree requirements;
- Information on how to prepare your PR portfolio on the on-line platform;
- Information on how to approach the study of Natural Science and Mathematics and how to show evidence of learning in Science and Math in your portfolio;
- Extensive suggested readings in Mathematics, including resources related to basic math, ethnomathematics, math anxiety, mathematical philosophy, music and math, number mysticism and sacred geometry, math and social justice and statistics;
- Strategies for developing critical thinking skills and writing critical essays;
- Samples of student work.

If, after examining these resources, you have questions related to your progress review, please contact the assessment coordinator, Sarah Van Hoy, at sarah.vanhoy@goddard.edu.

If your questions are related to the logistics of the PR process, please contact studentservices@goddard.edu

This Guide is a result of many years of evolution and conversation on the part of the Goddard College Faculty. In the fall of 2004, the Dean of Academic Programs charged a small group of BA faculty members with evaluating and making recommendations for changes in the Undergraduate Progress Review Structure.

The resulting changes included the birth of the Progress Review Coordinating Committee, the membership of which consists of PRG Chairs, and Program Directors of all undergraduate programs. 05-06 PRCC deliberations, continuing the work of refining and clarifying the undergraduate curriculum, led to the creation of the Guide.

The first edition of the Goddard College Undergraduate Programs Curriculum Guide was developed by the 2005-06 PRCC, reviewed by the College Faculty Council and approved by Dean of Academic Programs.

Revisions of the Guide and any collateral documents in the future will be drafted by the sitting PRCC with a review by the Faculty Council and approval by the Dean of Academic Programs.

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