

# Goddard College

## **BA IN HEALTH ARTS & SCIENCES DEGREE TRACK**

Undergraduate Student  
Addendum Handbook

Effective: 2018/19

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# WELCOME

Welcome to the BA in Health Arts & Sciences (BAHAS) Handbook Addendum. This document is an addendum to the Undergraduate Student Handbook and the Undergraduate Curriculum Guide, which all students are expected to be familiar. It provides specific details about the BA in Health Arts & Sciences Degree Track.

## **Note on the BA in Health Arts & Sciences (BAHAS) Handbook Addendum**

As of August 2018, this addendum and the documents to which it refers represent current Goddard policies and procedures specific to the BA in Health Arts & Sciences and supersede policy statements previously distributed by the College. Goddard College reserves the right to revise any policy or procedure in this addendum at any time without written prior notice. This addendum is not written as a contract and is not intended to create contractual rights.

Questions about policies or protocols not addressed in this Addendum, or in the Undergraduate Student Handbook may be referred to the appropriate administrative officials; a list of College officials and their areas of responsibility is available on the Goddard website ([www.goddard.edu](http://www.goddard.edu)).

By accepting admission to Goddard College and completing registration, the student acknowledges the College has provided the student with a Student Handbook and, when appropriate, an electronic version of their degree track-specific Addendum. Print copies are available upon request, email: [academicservices@goddard.edu](mailto:academicservices@goddard.edu).

The Undergraduate Handbook 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, Handbook Addenda, and future revisions.

For assistance or additional information, students should visit the College's website, contact their Program Director, or other College administrators.

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

In keeping with our community values of inclusiveness, this handbook does not use gendered pronouns. Goddard also uses the language of progressive education and has its own language, as explained in the Undergraduate Student Handbook.

## Accreditation and Approvals

### **New England Commission of Higher Education**

Goddard College is accredited on probation by the New England Commission of Higher Education, effective October 10, 2018, because the Commission finds that the institution is in danger of losing its accreditation because it is not in compliance with the Standards for Accreditation. Of concern are accreditation standards 3 (organization and governance) and 7 (institutional resources). A statement providing further information about the probationary status is available on the website of the Commission on Institutions of Higher Education (<https://cihe.neasc.org>).

Accreditation of an institution of higher education by the Commission 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 Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

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

#### **New England Commission of Higher Education**

3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514

(781) 425 7785

E-Mail: [info@neche.org](mailto:info@neche.org)

## OVERVIEW

The Goddard College Bachelor of Arts in Health Arts & Sciences (BAHAS) offers a holistic, interdisciplinary and student-centered approach to learning. Unlike academic programs with prescribed curricula, the BAHAS asks students to be deeply engaged with the process of charting the course of their studies. This helps assure the focus of those studies has enduring meaning for their lives and aspirations.

As part of the BAHAS student-centered approach the students, in consultation with their faculty advisor, design a course of study that takes into consideration their unique learning aspirations, how they learn best, and how both the process and end results of their studies can be a relevant and meaningful experience.

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### Vision

The BAHAS degree track vision is founded on the principle that community health, personal health, and the health of the natural world are three dimensions of the same whole. Health, germane to a whole person, is only possible within the context of nurturing healthy social and natural environments that include one's family, culture, and the ecological region where one lives. The BAHAS helps students develop their wisdom and skills to cultivate well-being within this larger matrix.

The BAHAS invites deep thinking and action by joining an *ethics of care* with an *ethics of justice*. The former considers harmonious relations, context, and human need, while the latter promotes laws, universal principles, and impartiality for fair and equitable treatment. Together they promise a more integrated approach to thinking and engagement. The BAHAS perspective advocates diverse approaches to health, well-being, and care for all, bringing restorative practices to life by means of holistic thinking, practice, advocacy, innovation, and transformation.

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### Themes

The BAHAS vision is based on three themes:

- **Nature:** Study of natural, ecological, and biological health to recognize, understand, and protect the synergistic relationship between human health and so-called natural systems, from the human body to the earth.
- **Culture:** Study of the broader socio-cultural dimension of health and healing, mindful of diverse values, biases, and practices that create healthy cultures and improve social health.
- **Healing:** Study of diverse healing philosophies, theories and practices, enabling an integration of multiple perspectives and approaches with respect for and an understanding of the complexities of practices that flow in and out of cultures in which they developed.

- **Social Justice:** Study of the impact that structural violence, systemic inequalities, oppression, imperialism/colonialism, and micro-aggressions have upon health and well-being.

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## Transfer to BA in Health Arts & Sciences (BAHAS)

### Students Currently Enrolled at Goddard College

Current Goddard students can apply to transfer into the BA in Health Arts & Sciences (BAHAS) degree track at any level of study up to and including level 6. A minimum of three semesters of enrollment in the BAHAS is required even if academic studies on Undergraduate and BAHAS-specific degree requirements were successfully completed prior to admission.

Requests to transfer degree tracks are to be sent in writing to the Program Director. The Program Director will determine the student's eligibility and readiness to transfer. The Program Director will communicate an approved student's transfer into the BAHAS degree track to the Registrar, who will notify the enrollment staff.

*NOTE: Degree track transfers should be made before the start of the program's residency and cannot be made after the residency concludes.*

### Students Seeking Admission to Goddard College and the BAHAS

New students seeking admission to Goddard College and the BAHAS degree track may enter at any level, either as a lower (Level 1-4) or upper (Level 5-6) division student. New BAHAS students may include transfer credit from professional health training schools (based on BAHAS transfer credit policies and current Memorandum's of Understanding between Goddard College and its learning partners, refer to the listing available online at <http://www.goddard.edu/admissions/partnerships/>).

No more than 75 transferable semester-hour transfer credits can be applied to the 120 required for the degree. A minimum of three semesters of enrollment in the BAHAS degree track is required for graduation.

New students enrolling at Goddard at Levels 1-4 may begin addressing their Wide Knowledge and other undergraduate degree requirement in addition to, and in conjunction with, BAHAS degree track requirements.

To apply to the BAHAS, new students complete an application and essay, submit official transcripts from all prior colleges attended (and in some cases, official transcripts and/or letters of attendance from professional health training schools), and three letters of recommendation; an application fee is required. For additional information, please contact the undergraduate admissions counselor, [admissions@goddard.edu](mailto:admissions@goddard.edu).

## UNDERGRADUATE DEGREE REQUIREMENTS

To earn a bachelor's degree at Goddard, students must fulfill the requirements for an undergraduate degree as described in the Undergraduate Student Handbook and the Undergraduate Curriculum Guide. Undergraduate students are required to complete 120 credits of undergraduate study, up to 75 credits of which may be transferred in from other accredited liberal arts undergraduate programs or learning partnerships. In the completion of those credits, all undergraduate students will demonstrate learning in the following areas described in the Undergraduate Curriculum Guide:

- Wide Knowledge
- Positive Self-Development
- Thoughtful Action
- Social and Ecological Context
- Engaged Critical Thinking

## BA IN HEALTH ARTS & SCIENCES REQUIREMENTS

BAHAS students must complete both Undergraduate degree **and** BAHAS specific degree track requirements to obtain Bachelor's degree in Health Arts & Sciences.

Since the general Undergraduate degree requirements are, in some cases, aligned with the BAHAS-specific degree track requirements, a student can simultaneously address the Undergraduate and BAHAS-specific degree track requirements. Whenever possible, students are advised to complete Undergraduate and BAHAS degree requirements simultaneously.

Possibilities for completing Undergraduate and BAHAS degree track requirements are indicated in the description of each BAHAS degree track requirement and in the [Table 1](#). There are five (5) BAHAS degree track requirements as follows:

### 1) Health Philosophy

*What do you believe about health, healing, and well-being and how have you arrived at your present worldview?*

The health philosophy requirement asks students to write a reflective essay about their personal health philosophy. Is the philosophy they hold now the same as the one(s) in which they were raised? If their philosophy includes beliefs, concepts and attitudes other than those with which they were raised, or other than, those generally accepted in the dominant culture in what they grew up, what experiences, encounters or events shaped or shifted their philosophy? Have their perspectives been affected or influenced by who they are and the culture in which they were raised? If so, how have they experienced and how do they now understand those influences?

**Timing:** This essay is due in Packet 1 of the first semester.

The BAHAS Health Philosophy degree requirement concurrently addresses the general undergraduate degree requirements of Positive Self-Development and, depending on the content of the essay; it may address the Wide Knowledge Degree Requirement in Humanities.

### 2) Community Health Practices/Modalities

*In the context of your particular area of study, what thoughtful action can you employ that contributes to the well-being of others in community? What does your learning call you to do? How do you enact your vision and thinking to make a beneficial contribution to community?*

The Community Health Practices/Modalities degree requirement invites students to engage their learning in community through at least one of two ways:

1. Learning firsthand from people already involved in such work by becoming an active observer of their wisdom, skills, and engagement. In this case, the student would submit reflective writing as part of their packet work or Senior Study that describes what they have learned about creating well-being from the people they observed and what they as a student learned from this experience. Or,

2. Engaging in a health education or creative outreach project related to their area of study accompanied a context paper reflecting on the process and context of that work. Such a project could be a health education workshop on paper, a practicum, an applied health modality, or the creation of health education forums, workshops, lectures or demonstrations.

Community outreach may include places such as wellness programs, community health centers, hospitals, support groups, hospices, youth programs, cooperatives, religious/spiritual centers, the business world, teen groups, homeless shelters, battered women shelters, prisons, reservations, factories, or environmental centers.

When working in communities a student may engage in a variety of roles that could include community health educator or facilitator, advocate, activist, counselor, writer, coach, doula, midwife, nurse, leader, organizer, herbalist, artist, acupuncturist, therapeutic massage practitioner, etc.

**Timing:** The timing for completion of the Community Health Practices/Modalities Degree Requirement is variable. It depends upon whether the student's engagement with this Degree Requirement happens as part of their Level 5 and/or Level 6 studies or whether it is an integral part of their Senior Study at Levels 7 and 8.

The BAHAS Community Health Practices/Modalities Degree Requirement concurrently addresses the general undergraduate degree requirement of Thoughtful Action.

### 3) Broader Social and Ecological Context of Health

*The Broader Context enables students to explore liberatory and oppressive social systems and the natural environment as they influence human health.*

Human and ecological systems create the context and foundation of health and wellness. They have an impact upon the quality of health and wellness that people experience. They also structure the way people understand, define, and measure health, illness, and wellness.

Effective practice in the field of health and well-being impels HAS practitioner-scholars to have an understanding of the impact social and natural systems have upon health and wellness.

- The social context can be defined in terms of the material foundations of health and illness - the underlying social and economic conditions necessary for well-being.
- The ecological context can be defined as the integral identity, relationships, and interdependence among humans and the living systems of which we are a part.

This degree criterion invites students to explore questions such as:

- How does the social and ecological context affect your particular study of human health?

- How could you deepen your analysis of past, present, or future oppressive and/or liberatory systems to inform your area of inquiry?

For the Broader Social and Ecological Context degree requirement students engage their learning in at least one of two ways.

1. Create a project in their community that is accompanied by a context paper, OR
2. Write a critical paper that examines some aspect of the social and ecological context.

Below is a listing of possible example topics that previous students have explored and may assist in forming a particular inquiry. Many other topics are possible.

- Age and differing abilities
- Challenges and opportunities posed by capitalism to optimal health
- Counter hegemonic and revolutionary health projects (e.g., Black Panther Party Health Clinics, Young Lords Lead Testing Program, Boston Women's Health Book Collective, ACT-UP, Body Electric, etc.)
- Environmental racism and health
- Environmental degradation, toxins and health
- Food security, sovereignty and health
- Gender/sexual identity
- Global warming as a public health issue
- Health care as a human right
- Health inequalities/disparities
- How to create a healthy and just community
- Immigration and refugee health
- The medicalization of birthing
- Power, privilege, access and health outcomes (e.g., could include looking at alternative medicine in the context of a dominant conventional medical model and vice versa)
- Religious orientation and its potential appropriation
- Social justice activism as a health modality
- Social ties, social support and health
- Spirituality and health
- The impact of post-industrial civilization/globalization
- The politics, ethics, and history of appropriating healing knowledge and resources from other cultures (e.g., ethnopharmacology, yoga, ayurveda, acupuncture)
- Theories of ideology and social change
- Trauma and PTSD as a public health issue
- Violence and war as a public health issue
- White supremacy, imperialism and colonialism as public health issues
- Women's, men's and children's health

**Timing:** The timing for completion of the Broader Social and Ecological Context of Health degree requirement is variable. It depends upon whether the student's engagement with this degree requirement happens as part of their Level 5 and/or Level 6 studies or whether it is an integral part of their Senior Study at Levels 7 and 8.

The BAHAS Broader Social and Ecological Context of Health degree requirement may concurrently address the general undergraduate degree requirement of Social and Ecological Context.

#### 4) Life Sciences

*How does science explore the theoretical basis of your particular field of inquiry?*

To fulfill this degree requirement students seek to understand and discuss an aspect of their study area through a scientific lens. The Life Sciences degree requirement asks the student to identify sciences that are fundamental to their inquiry (such as botany, neurobiology, anatomy, chemistry, physiology, nutrition, pharmacology, physics, environmental science and ecology, the science of climate change, genetics, quantum physics, etc.) and then locate their specific interests in those sciences through thoughtful examination. Examples might be the neurobiology of trauma; how particular nutritional supplements impact the health of the elderly, for example, calcium and the stability of bones; the physiology of sound healing; the links between neurobiology and empathy; changes in physiology brought about by meditation; the neuro-cognitive science of community; etc..

The student develops a reading list and pursues appropriate scientific resources, including conventional scientific literature, peer-reviewed primary source literature, textbooks, work books and, as beneficial, related popular science literature. Evidence of their evolving familiarity with the theories, trends, and on-going dialog in the sciences that inform their area of study might be documented through submitting book annotations, a critical paper, research paper or a literature review.

**Timing:** The timing for completion of the Life Sciences degree requirement is variable. It depends upon whether the students engagement with this degree requirement happens as part of their Level 5 and/or Level 6 studies or whether it is an integral part of their Senior Study at Levels 7 and 8.

The BAHAS Life Science degree requirement concurrently addresses the Wide Knowledge degree requirement of Natural and Life Sciences.

#### 5) Self-Care, Resilience, and Renewal

*Since you are embedded in community, how can your own self-care directly enhance the well-being of yourself and your community?*

The practice of self-care is the most intimate and local form of care, and it models the personal level how one practices caring within an interconnected community. The student engages in self-care practices, documents their engagement with their chosen

practice(s), and communicates their observations and reflections of their experiences by submitting a personal practice log, journal, or summary describing their self-care practice(s) and related experiences and transformation.

**Timing:** This degree requirement should take up to no more than 20% of the student's overall studies. The student submits their practice log each semester or includes discussion of their self-care practice as part of the cover letters to their advisors that accompany each packet.

The BAHAS degree requirement of Self-Care, Resilience, and Renewal concurrently address the general undergraduate degree requirement of Positive Self-Development.

**Table 1**

Please refer to the Table below to view how Undergraduate and BAHAS-specific degree requirements correlate.

<b>Undergraduate Degree Requirements</b>	<b>BAHAS Degree Track Requirements</b>
<b>Wide Knowledge:</b> <ul style="list-style-type: none"> <li>• Natural and Life Science</li> <li>• Humanities</li> </ul>	Life Sciences Health Philosophy
<b>Thoughtful Action</b>	Community Health Practices/Modalities
<b>Positive Self-Development</b>	Self-Care, Resilience and Renewal
<b>Social and Ecological Context</b>	Broader Social and Ecological Context of Health
<b>Engaged Critical Thinking</b>	Engaged Critical Thinking

Students use the BAHAS degree track requirements to help them think comprehensively about their Bachelor of Arts in Health Arts and Sciences (BAHAS) plan of study for each semester as well as their inquiry as a whole.

## PROGRESSING THROUGH BAHAS

The steps below outline how students generally work on their own and in partnership with faculty and peers, to fulfill degree requirements and develop their semester Study Plans and Senior Study.

### Students will:

- Define their topic of inquiry; identify the written and community resources most relevant to their semester Study Plan.
- Define how they engage with the Undergraduate and Health Arts & Sciences degree track requirements each semester.
- Successfully complete a Progress Review I at Level 3 or Level 4 and/or successfully complete a Progress Review II at Level 6 or Level 7. See [Undergraduate Programs Curriculum Guide](#) for more details. This involves being familiar with and successfully addressing the Undergraduate degree requirements and demonstrating how specific learning in areas such as critical thinking and writing has been integrated in their academic studies.
- During the Level 7 residency, establish the preliminary content and format for their Senior Study project and submit a Senior Study Proposal for faculty review.
- Over the course of the Level 7 semester, work with their advisor to develop a more specific outline for their Senior Study.
- Complete their Senior Study during the Level 8 semester.
- Submit their final Senior Study product to the faculty advisor and second reader for approval before the Commencement Residency.
- Present their Senior Study during the Commencement Residency.

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### Residencies

Each semester, students participate in an 8-day residency, with the exception of the Commencement Residency. All students participate in residency activities. New students participate in new student orientation as part of their first residency.

During residency, students collaborate with faculty and student colleagues to develop and steward the residency learning community; participate in workshops, seminars and mini-courses in a variety of subject and skill areas; and create their Study Plan for the semester, which is an integral part of the residency. See the [Study Plan](#) section in this addendum for further information. BAHAS students are not limited to working with faculty specific to BAHAS degree track. All undergraduate program faculty members are available as advisors to BAHAS students. A list of available faculty and their specific content areas is available online: <http://www.goddard.edu/academics/ba/ba-health-arts-and-sciences/>.

At the residency, all BAHAS students meet with their advisor both individually and in a peer-group advising sessions. When participating in group advising sessions, students have the

opportunity to collaborate with a rich mix of peers whose unique experiences provide inspiration. As students design their semester studies, they can benefit from the wide array of resources and feedback of their peer-advising group. The support of peers is important as the semester gets underway, providing a community that understands the joys, tribulations, and packet deadlines of a Goddard semester.

### **Semester Study Planning/Study Plan**

By the close of each residency, students complete a semester Study Plan. The Study Plan must be submitted electronically via Student Information System (SIS) and approved by the faculty advisor before the end of residency.

The Study Plan articulates the student's individual learning objectives, learning activities and methods of documenting learning in the context of their goals and plans for fulfilling Undergraduate and BAHAS degree requirements.

Learning formats will vary widely. Students work in their communities or in connection with resources they discover in the larger world. In some cases, the Study Plan may include engagement in collective learning experiences with other students and faculty.

The Study Plan is a place for students to elaborate upon the following:

- What they plan to study, write, explore and create for the semester and why they plan to do this.
- How the semester's work will reflect the BAHAS degree requirements and how the student will demonstrate capacity in meeting Undergraduate degree requirements.
- How the student plans to do this work.
- Resources the student plans to use (a bibliography) to support their work.
- If intended, what are proposed Course Equivalents.
- How the student will assess the results of their work at the end of the semester.
- Whether they will be preparing a Progress Review portfolio (I or II) as part of their semester's studies.

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### **Semester Packet Work**

Every three weeks during the semester students send their faculty advisor a 'packet' that contains a cover letter and the documentation of their learning over the previous three weeks. The faculty advisor responds to each student's packet with thoughtful feedback and suggestions.

Students are expected to fully participate in this academic dialog over the course of the semester and to complete their Study Plan as originally developed, or amended, with their advisor.

## Semester Evaluations

### Student Self-Evaluation

At the end of each semester, students reflect on their work in a narrative self-evaluation submitted via SIS to their faculty advisor. Evaluations refer to the Study Plan created during the residency and executed through the course of the semester. Student's self-evaluations are comprised of the following components:

- A **reflection** of how the student was able to complete their Study Plan through the creation of their learning process and packets.
- A **summary** of the work the student completed and their reflections on how well they fulfilled their Study Plan goals and the quality of their learning over the semester.
- The **resource section** of the evaluation is a listing of the source materials the student used during their studies for the semester. Source materials include books, articles from professional journals, materials found on the Internet, etc. and should be provided in APA format.

*NOTE: The content of self-evaluations becomes a permanent part of the student's record. It cannot be changed. It will be part of the material included in the student's transcript.*

### Advisor End of Semester Evaluation

The faculty advisor evaluates the student's work and learning progress in a comparable written narrative, and reports a successful or unsuccessful semester.

The Transcript Statement (a separate section of the faculty evaluation) becomes part of the student's official Goddard transcript.

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## Progress Review

The Progress Review provides an opportunity for students to demonstrate how they have completed core areas of Goddard's educational requirements.

The Progress Review asks students to document how they have progressed toward fulfilling Undergraduate degree requirements, BAHAS degree track requirements, and their educational goals. Students will submit an essay reflecting on what they learned about the focus area of their studies, their self, and their future.

If students start their studies at Goddard at level 1 or 2, a completed PR I Portfolio will be submitted at level 3. If a student begins studies at Goddard at level 3, a completed PR I portfolio will be submitted at level 4.

Progress Review II must be completed by the end of Level 7. Successful completion of the Progress Review II is an important step in demonstrating preparedness to undertake the Senior Study. Students may not enter Level 8 until they have completed Progress Review II.

For more information, refer to the sections on Progress Review in the Undergraduate Student Handbook and the Undergraduate Programs Curriculum Guide posted in the Academic Center area on Gnet: [http://gnet.goddard.edu/student\\_handbooks](http://gnet.goddard.edu/student_handbooks).

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## Senior Study Proposal

During Levels 7 and 8, students undertake a Senior Study. This focused study represents the culmination of their undergraduate studies and is a unique demonstration of what they have learned.

Students begin the process of narrowing in on the topic of their Senior Study during the Level 6 semester when they share ideas for their Senior Study with their faculty advisor. These ideas often flow naturally from the reflection inherent in the Progress Review process.

A clear and detailed Senior Study Proposal is an important step in indicating the student's readiness to undertake their Senior Study. In preparation for embarking on the Senior Study, students submit a Senior Study Proposal for faculty review and feedback during the Level 7 residency. Faculty feedback may contain specific suggestions for the student to better prepare themselves, in terms of skills or background, for the proposed senior study, recommendations regarding research method(s), or suggestions for additional resources.

Once approved, the Senior Study proposal becomes a central element of the student's semester Study Plan for both Level 7 and Level 8.

During the Level 8 residency students submit, as part of their Study Plan, a revised Senior Study Proposal to their faculty advisor and Second Reader.

The Senior Study Proposal should address all of the following elements:

- The central question or issue that will be examined in the Senior Study.
- The Senior Study format (Research Paper or Creative Product with Context Paper).
- The audience being addressed.
- Personal viewpoints or biases the student brings to their study and which influence their viewpoint or approach.
- The theoretical perspectives influencing their work.
- The method of research being used.
- An outline of the Senior Study work that will be done at Level 7 and at Level 8.
- An initial Bibliography of sources to be used.

Complete guidelines for creating a Senior Study Proposal are in the Undergraduate Student Handbook, available online at [http://gnet.goddard.edu/student\\_handbooks](http://gnet.goddard.edu/student_handbooks).

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## Senior Study

The work of the Senior Study should integrate the work the student has engaged in up until their final (Level 8) semester and any refinements made to the Senior Study Proposal, submitted

at Level 7, should be documented in the Level 8 Study Plan. The Senior Study may serve as a bridge between the student's academic work and community health education, outreach and/or health activism. The Senior Study helps students to deeply integrate their knowledge and practice, and be able to substantiate and communicate their work to a wide range of community members, from health professionals, clients, and peers to the public-at-large. The outcomes of the student's undergraduate Senior Study is made available to others.

The Senior Study may take the form of a creative product with a context paper OR the traditional research and writing that constitutes a research paper. Whatever the form, the Senior Study is written according to APA style (see the *Publication Manual of the American Psychological Association*) and is accompanied by both a full bibliography and a brief annotated bibliography of key books or other resource materials. Refer to the [Senior Study Format](#) section in this addendum for further details.

When completed, the Senior Study is submitted electronically through the Student Information System (SIS) at <https://sis.goddard.edu>. For more information, refer to the Undergraduate Student Handbook.

As the BAHAS is oriented towards community, all students are asked to present their findings from their Senior Study as part of their Graduating Student Presentation. This presentation takes place during the Commencement Residency.

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## Commencement Residency

Graduating students attend a three-day Commencement Residency following their final (Level 8) semester. At this residency, each student shares what they have learned in a Graduating Student Presentation and participates in the Commencement Ceremony.

Prior to the Commencement Residency, students submit a completed Graduating Student Presentation Form to the Academic Services Office. The Academic Service Office ([academicservices@goddard.edu](mailto:academicservices@goddard.edu)) will notify students when this form is due.

### Graduating Student Documents

Final academic requirements are due by the date and time specified in the residency schedule. Each of the items listed in the Undergraduate Student Handbook in the Graduation Policy must be on file in the Student Information System (SIS), in order for the diploma to be received at graduation.

### Graduating Student Presentation

All graduating students present their Senior Study to the Goddard community at their Commencement Residency. These 30-45 minute presentations may take whatever form the student determines best communicates the spirit of their Senior Study, including reading from their work, hands-on workshops, etc. Such a presentation gives students experience, or more experience, in presenting their academic work to an audience. This is particularly pertinent for students who plan to pursue graduate studies and/or present their work at conferences in the future. The presentation is an exciting opportunity for students to share with their peers,

faculty, staff, friends, and family the essence of their work, and in turn, to contribute something of their work to the community.

## TIMELINE AND KEY TASKS FOR THE BAHAS

The table below lays out the timeline for key BAHAS tasks for students .

<p><b>Levels 1-5</b></p>	<p><b>Pre-Residency:</b>                  Become familiar with the Undergraduate Student Handbook, Undergraduate Curriculum Guide, and BAHAS Addendum. These documents are available at:  <a href="http://gnet.goddard.edu/student_handbooks">http://gnet.goddard.edu/student_handbooks</a></p> <p><b>Residency:</b>                  Design Study Plan to include:</p> <ul style="list-style-type: none"> <li>➤ Work towards completion of Undergraduate degree requirements.</li> <li>➤ Work towards completion of BAHAS degree track requirements including submission of Health Philosophy during first Level.</li> <li>➤ Become familiar with Progress Review I and/or II. (For more information, refer to the Undergraduate Curriculum Guide).</li> </ul> <p>Participate in residency workshops, including PR Workshop.</p> <p><b>Semester</b>                  Submit Packet and, if applicable, Progress Review Materials</p> <p><b>End of Semester:</b>                  Submit self-evaluation.</p>
<p><b>Level 6</b></p>	<p><b>Residency:</b>                  Design Study Plan to include:</p> <ul style="list-style-type: none"> <li>➤ Complete any remaining Undergraduate degree requirements including Progress Review II portfolio.</li> <li>➤ Work toward completion of BAHAS degree track requirements.</li> <li>➤ By the end of the semester, articulate a possible guiding question/issue and the format for the Senior Study.</li> </ul> <p>Participate in residency workshops.</p> <p><b>Semester</b>                  Submit Packet and Progress Review II Materials</p> <p><b>End of Semester:</b>                  Submit self-evaluation.</p>

<p><b>Level 7</b></p>	<p><b>Residency:</b>                  Submit a draft of the Senior Study Proposal.                  Design Study Plan to include:</p> <ul style="list-style-type: none"> <li>➤ Work on Senior Study.</li> <li>➤ Complete Undergraduate degree requirements.</li> <li>➤ Complete any remaining Undergraduate Progress Review II requirements.</li> <li>➤ For students who enrolled at Level 6, complete and submit Progress Review II materials.</li> </ul> <p>Participate in residency workshops.</p> <p><b>Semester:</b>                  Submit Packet and PR Materials</p> <p><b>End of Semester:</b>                  Submit self-evaluation.</p>
<p><b>Level 8</b></p>	<p><b>Residency:</b>                  Request Second Reader.</p> <ul style="list-style-type: none"> <li>➤ Meet with the Second Reader about final semester plans and make arrangements for the Second Reader to receive the first draft of the Senior Study.</li> </ul> <p>Design Study Plan to include</p> <ul style="list-style-type: none"> <li>➤ Complete work on Senior Study.</li> <li>➤ Packet 3: Draft of Senior Study to advisor and Second Reader.</li> <li>➤ Packet 4: Completed final draft of Senior Study (that includes advisor and Second Reader feedback), to advisor and Second Reader.</li> </ul> <p>Participate in residency workshops, including the Senior Study and the Culminating Semester workshops.</p> <p><b>Semester</b>                  Submit Packet Materials to first and second reader, and complete final draft of senior study.</p> <p><b>End of Semester:</b>                  Submit self-evaluation.</p>
<p><b>Commencement Residency</b></p>	<p><b>Prior to Commencement Residency</b>                  Prepare components of Senior Study for submission.                  Submit Graduating Student Presentation Form to the Academic Services Office.</p> <p><b>At Commencement Residency</b>                  Submit digital version of Senior Study via Student Information System (SIS).</p>

## RESEARCH

Research is the process of asking questions, searching for answers and arriving at conclusions and/or new questions or ideas through a variety of methodologies, strategies, tools and practices. But first, research requires students to develop an inquiry that defines the core elements of their targeted search. Although it may change as the process evolves, how students frame their inquiry will help give their research the map by which they gain knowledge and understanding. Additionally, the research process helps students practice and enlarges their skills of critical thinking and writing.

Throughout the residency and in the process of completing their Study Plan, students receive guidance and explore ideas with their advisor, other faculty, and student peers.

Consult the Undergraduate Curriculum Guide and other online resources at <http://gnet.goddard.edu/> for more information about research tools and approaches.

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### Tools of the Trade

- A writing style handbook, *Harbrace College Handbook*, is suggested
- To help with writing, *The Elements of Style* by Strunk & White
- To guide formatting, use of quotations, creation of entries on a bibliography, etc., an APA Stylebook, *Publication Manual of the American Psychological Association* (Note: The Senior Study is written in APA style).
- A dictionary and thesaurus
- Use of a word processing program for spell and grammar checking
- Friends to act as readers
- A proofreader (friend/colleague)

## PLANNING THE LEVEL 7 AND 8 SEMESTERS

The Level 7 and Level 8 semesters function as a whole unit. The work of the Level 7 semester should be focused on doing research for the Senior Study and gaining the needed skills **BEFORE** the student enters the Level 8 semester.

Level 8 is about putting together the Senior Study. A first draft of the entire Senior Study is due to the faculty advisor and Second Reader at Packet 3 of Level 8. Planning for the Senior Study should start no later than the residency of Level 7 semester.

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### Level 7 Semester

At the residency, a Level 7 student can expect to build a Study Plan that includes background skills and research needed to begin work on the Senior Study.

- Level 7 students should plan to turn in a draft of their Senior Study Proposal to faculty during their Level 7 residency. They will continue to work with their faculty advisor throughout their Level 7 packet portion of the semester to refine their plans for their Senior Study as well as undertake the actual work of their Senior Study.
- Level 7 students submit their Progress Review II portfolio at Packet 2 if they have not yet successfully completed the review at Level 6.

### *Logistical Tasks at Level 7 Semester*

1. Has Progress Review been successfully completed?
2. Has a draft of the Senior Study Proposal been submitted to faculty during the Level 7 residency?
3. Are all records complete at the Registrar's Office?
4. Has the Level 7/Level 8 workshop been attended at residency?

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## **Level 8 Semester**

At the residency, a Level 8 student can expect their advisor to help confirm plans for any revisions that might be needed to the Senior Study Proposal.

- The revised Senior Study Proposal, as part of the Level 8 Study Plan, is submitted to the faculty advisor and Second Reader during the Level 8 residency. The student will receive the faculty advisor and Second Reader feedback at residency and use it to finalize planning for their Senior Study.
- During residency, the Second Reader and student discuss the student's final semester plans and coordinate arrangements for the Second Reader's receipt of the Senior Study.
- A first draft of the Senior Study is submitted to both the faculty advisor and Second Reader by Packet 3.

### *Logistical Tasks at Level 8 Semester*

1. Are all records complete at the Registrar's Office?
2. Has the Senior Study workshop been attended at residency?
3. Has the student met with the faculty advisor and Second Reader at residency to discuss the Level 8 Study Plan? Has a discussion been included of what the Second Reader can expect from the student?

### **Working with the Second Reader**

At the student's final residency the Program Director or College's designee assigns a Second Reader from among the faculty to each culminating student. The Second Reader serves a dual function. The first is to provide the student with another critical eye by reviewing and commenting on the Senior Study. The second is to provide an additional faculty assessment of the student's work.

The Senior Study is due to the Second Reader twice during the final semester.

- The **first submission occurs at Packet 3**. While not as extensive as the feedback received from the advisor, the Second Reader provides feedback via, a critical overview that is conveyed, in writing to the advisor.
- The **second submission occurs at Packet 4**. With the second submission, the student includes a letter that describes any revisions that have been made to the draft of the Senior Study that was submitted at Packet 3. In the letter the student specifies where the text that has been revised, if necessary, by page number.

### **Second Reader Evaluation**

Following this second review, the Second Reader writes a Second Reader's Evaluation and submits it in SIS. The Second Reader's Evaluation is a descriptive review of the Senior Study that supplements the advisor's Faculty Transcript Statement.

The Second Reader also approves the digital submission of the student's Senior Study. The Second Reader's Evaluation is part of the required final graduating student paperwork due before the student can graduate.

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### **Final Semester Tips**

- Have copies (electronic or printed) of all graduation requirement descriptions and handbooks.
- At the Level 8 residency, talk to graduating students, attend Graduating Student Presentations, and review some of the Senior Studies of recent BAHAS graduates.
- At the Level 8 residency, coordinate efforts related to review of the Senior Study by meeting at the same time with the advisor and Second Reader. It is particularly important to talk with the Second Reader if the student has not worked with this faculty member before.
- Use the time before the first packet is due (the gap between the end of residency and when the packet portion of the semester begins) to work on the first draft of the Senior Study. A strong and polished (as much as possible) first draft helps the rest of the semester go much smoother.
- Work on the annotated bibliography a little at a time. Identify all 10-20 books that are to be included and write the descriptions for two or three of them at a time. Use the annotations written about these books to develop the three to four sentences that make up each entry of the annotated bibliography.
- Ask someone to proofread your Senior Study.

## APPENDIX

### Senior Study Formats

There are two possible formats for the Senior Study:

#### 1. **Research Paper:**

This option is an in-depth, research-based paper that examines a central question or issue.

Two examples of a Senior Study done in this format are:

- A social and cultural history of birth since the 1950's, each chapter discussing one decade's cultural and technical trends in relationship to medicine, plus alternative practices that entered to resist/complement the technological trends of modern medicine over the last century (100 pages).
- A study with five chapters (75 pages) on the psychology and pedagogy behind how children with ADHD learn best, plus an appendix with the design for a holistic summer camp for children with ADHD (20 pages).

#### 2. **Creative Product with Context Paper**

This option is a creative project accompanied by a context paper. The context paper presents the personal, theoretical, historical and other relevant foundations that have informed the creative endeavor and product.

A few examples of a Senior Study done in this format are:

- A context paper including a critical introduction on art therapy, patterns of recovery for victims of incest, and appropriate art therapy for victims of incest (30 pages) plus a memoir (100 pages) of the student's incest recovery through studying and creating art; plus an appendix with photography of the student's art and brief process notes.
- A 30 minute film, accompanying audiotape with journal entries, and context paper (50 pages) on how to use Tai Chi and Chi Kung as a therapeutic intervention with five disabled women. The context paper included a background on the tradition of Asian healing.
- A tape of a dozen original songs about environmental health issues and a context paper exploring the contributions made by expressive arts to address ecological health issues in the last forty years (50 pages).
- A 20 minute choreographed dance (on video), plus a context paper (sixty pages) of how subtle energy work and massage can enable dancers a fuller range of motion over a longer lifespan.
- A context paper outlining the history of midwifery resources in a particular region plus a curriculum for training midwives to work effectively with lesbian

clients in that region (60 pages) along with a series of non-fiction portraits of midwives effectively working with lesbian clients (20 pages).

Examples of previous Senior Studies are available online (<http://www.goddard.edu/lits/research/>) and in the Elliot Pratt Library. For example, undergraduate students working in health arts and sciences have completed Senior Studies in areas such as:

- Art therapy
- Tai Chi as a therapeutic intervention
- Ecological health issues
- Midwifery in Haiti
- Ethnobotany in Polynesia
- Racism and heart disease
- Drumming for health
- Herbal medicine for the child-bearing years
- Acupuncture for recovery of PTSD
- Nutrition to support the immune system
- Yoga and body image
- Spirituality and hospice
- Epidemiology of childhood obesity

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