

Goddard College

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PSYCHOLOGY & COUNSELING PROGRAM:

BA in Psychology Degree

Undergraduate Student Handbook Addendum

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WELCOME

The Goddard Psychology and Counseling (P&C) Program offers a Bachelors of Arts and Masters of Arts (BA/MA) fast track degree. As of March 2018, this addendum and the documents to which it refers represent current Goddard policies and procedures *specific to the P&C BA/MA*, and supersede policy statements about these matters previously distributed by the College.

Purpose

The Psychology and Counseling BA/MA Program is an accelerated degree program that affords learners a seamless path to obtain their professional education over a shorter period. Opportunities in the field of counseling are requiring heightened qualifications that demand persons entering or seeking promotions to hold higher academic credentials. Our program meets the need for higher academic credentials through an innovative educational approach for learning skill development more efficiently, while meeting national demands for qualified psychologists and counselors. The final undergraduate semester, 15 credits, will contribute 12 graduate credits to pursuit of the P&C MA, if a student wishes to pursue the graduate degree and is approved for that program. Undergraduate BA/MA students who decide not (or are not approved) to continue into the P&C MA programs, may complete their BA degree in the P&C Program, and graduate from that degree program.

Mission Statement

Our programs are devoted to progressive education, student-directed learning, and the dignity, worth, and potential of all individuals. We nurture learners in the development of their identity as professionals, counselors, and psychologists, and to embrace the roles and responsibilities that such identities claim. Issues of social justice are essential to success in our program and we prepare diverse learners to make a difference in the communities in which they live and work. We use diverse ways of learning to help our students reach professional levels of competency. Students develop skills in practice, communication, personal development, professional development, and research. Issues of social justice and an understanding of social contexts are essential to our program.

(Approved by the Psychology and Counseling Faculty on August 2, 2011.)

Notes on Policies

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. Policies or protocols not addressed here or in the Undergraduate Student Handbook may be referred to the appropriate administrative official(s). Refer to the College website (www.goddard.edu) for a list of College officers and their areas of responsibility.

By accepting admission to Goddard College and completing registration, the student acknowledges that the College has provided the student with a Student Handbook and, when appropriate, a Program-specific Addendum through electronic means; print copies are available upon request from the Academic Services Office (academicervices@goddard.edu).

The Undergraduate Student 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, Program-specific Addendums, and future revisions. Students understand that if they have questions about the program's policies and/or procedures, they should check the College's intranet site (<https://sites.google.com/a/goddard.edu/psychology-counseling/>) to review the current version of the Handbook and addenda. Students can also contact their Program Chair or College administrators for assistance.

A Note about Language

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

Nondiscrimination Statement

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

Accreditation and Approvals

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

The MA Psychology Counseling Program is a member of the Council of Applied Master's Programs in Psychology (CAMPP).

Philosophy of the P&C BA/MA Program

The P&C BA/MA degree criteria and practices have been developed using the progressive principles long held at the College and by professional psychology. The P&C Program draws on many traditions and current movements to define the principles and learning goals relevant to its undergraduate degree requirements. We incorporate most immediately the long history of Goddard College and its commitment to the progressive combination of the concepts: Wide Knowledge, Thoughtful Action, and Positive Self-Development, Articulating a Social and Ecological Context, and Engaged Critical Thinking. We draw from the American Psychological Association guidelines for undergraduate programs and other relevant disciplinary movements to align the program with the best practices in the field.

Program and Degree Evaluations

There are three primary modes of evaluation: evaluation of students, student evaluation of faculty, and overall review of the degree programs.

Students are evaluated in ongoing and systematic processes. Course work is evaluated by the mentor for each course through narrative evaluations and granting of credit as documented in the Student Information System (SIS). Advisors write summary narrative evaluations at the conclusion of each semester. At that time, student learning and performance is evaluated through the review of students' work toward Degree Competencies (see [Competencies](#) section). When students are in Practicum experiences, their site supervisors provide written evaluation of students at the culmination of each experience (see [Practicum](#) section below). Competencies, combined with progress through academic courses, allow for systematic developmental assessment of each student throughout the program.

Faculty, in their roles of Academic Advisor and Course Mentor will evaluate a student's academic work and progress toward achieving the Program Competencies. The site supervisor evaluates a student's practicum. The faculty engages in continuous systematic evaluation of the degree indicating how the mission, objectives, and student learning outcomes are measured and met. At the beginning of each residency, faculty members have a retreat during which key parts of this evaluation occur including program and curricular offerings.

This Addendum is reviewed for needed changes on an ongoing basis and revisions are made annually with approval of the administration.

The BA degree itself undergoes annual evaluation by the faculty and the Chief Academic Officer or designee. Every three to five years, the P&C program undergoes a full evaluation which includes assessment by an External Reviewer, hired by the Chief Academic Officer or designee. Students are encouraged to give input to the program's evaluations.

As part of our commitment to progressive education, students play an important part in the evaluation process of every aspect of our program. In addition to evaluating the residencies, students evaluate their course Mentors and Academic Advisors, their own course work, and their practicum work. The Academic Services Office conducts student evaluations of faculty, both in the role of course Mentor and Academic Advisor, at the conclusion of each semester. Students provide both numeric ratings and narrative evaluations. These evaluations are provided to P&C Program Chair and faculty; and are archived. More informal evaluation opportunities are provided to students at each residency. Graduating students are invited to spend time with all program faculty members, at their final residency, during which their feedback about the program is directly solicited.

Faculty Review of Student Progress

The faculty reviews the progress of all students regularly and gives special attention to the skills necessary for Psychology students to advance in the program. The faculty reserves the right to recommend removal of a student from the program for lack of sufficient progress towards satisfying competency requirements, for a failed practicum, or other behaviors inconsistent with current American Psychological Association (APA) or American Counseling Association (ACA) ethical codes.

BAP Program Leadership

While the BAP, as all degree programs in the P&C are led by the Program Chair and faculty members, there is a BAP Lead Faculty Member who oversees general activities for undergraduates in the P&C program. The BAP Lead works closely with the P&C Chair to review and present to the program faculty policies issues and revisions and other issues that arise. It is important for students to first take questions and concerns about their program to their Academic Advisor and approach the BAP Lead Faculty as a resource.

LEARNING IN THE P&C BA

Overview of P&C BA/MA Degree Requirements

There are five general areas of undergraduate learning for BA students at Goddard: Wide Knowledge, Thoughtful Action, Engaged Critical Thinking, Positive Self-Development, and Ethical Social Context. P&C BA/MA students work in these areas influenced by the professional demands of the field which prepares undergraduate students to be eligible to go on to graduate study in Psychology or Counseling, as presented in the American Psychological Association's Guidelines for undergraduate psychology. The P&C BA/MA program adds the discipline-specific area of knowledge of psychology, Specific Knowledge.

Wide Knowledge

Students learn how to productively frame, consider, and construct solutions for complex problems overlapping issues in arts, humanities, mathematics, and social, natural, and technical sciences. Such work incorporates skills learned and demonstrated in the other areas of undergraduate learning.

Specific Knowledge: Psychology

Students learn the history, language, methods, and ethics of psychology, as well as the other areas of undergraduate learning, to complete a variety of products, as defined in their course contracts, which are the syllabi students and mentors create together. These products will examine complex issues in the field and allow the student to demonstrate their ability to critically evaluate psychological literature and research, analyze concepts from differing perspectives in psychology and other fields, and create a capstone experience that reflects their own special interests in the field.

Thoughtful Action

Students appropriately combine theory and practice in action. Students demonstrate the use of psychological principles and research results through work with others. Students reflect their understanding of new ideas by taking their course work into the world through their projects and practicum.

Engaged Critical Thinking

Students appropriately use others' work in research and theory to differentiate and evaluate approaches to complex problems in a variety of fields (analytical inquiry and use of information). Students explore and incorporate a variety of diverse perspectives relevant to the issues in their studies, particularly as those perspectives differ in their assumptions about ethics, methods, and resources (diversity in perspectives). Students interpret and create mathematical arguments representing quantifiable data, appropriate to psychology (quantitative fluency). Students effectively present their ideas through written products, using

APA style as appropriate, oral presentations, and the use of relevant technologies (communications fluency).

Positive Self-Development

Students reflect on prior learning in the context of new ideas, research, and personal experiences. Students use their undergraduate experiences to better understand their own development, personally and academically. Students understand their own and others' application of ethics, metacognition, measurement and research, and technology in individual and group problem solving. Students examine their social and cultural identity development as it relates to each of these study areas.

Ethical Social Context (Social and Ecological Context)

Students competently and ethically engage others in academic and applied settings. Students apply professional ethics, history, and practice to issues of research, authorship, and community action. Students apply their understanding of their own psychological and cultural origins to improve their effectiveness in their interactions with others' communities and within their own. Students reflect on the ecological context of their work as psychologists.

The Social and Ecological Context degree requirement asks students to reflect on the ways that their 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, students will be better positioned to effectively transform yourself and your community into places with greater creativity, equality, positive social connection, and ecological health.

Credits and Distributive Requirements

To earn a bachelor's degree, students must successfully fulfill the requirements for an undergraduate degree at Goddard College as indicated in the Undergraduate Student Handbook and the Undergraduate Curriculum Guide. Undergraduate students are required to complete a minimum of 120 credits of undergraduate study, up to 75 credits of which may be transferred in from other accredited liberal arts undergraduate programs.

P&C BA/MA students will be expected to address the same distributive degree requirements as all undergraduate students at the College, either through transfer credits or through study at Goddard. In addition, P&C BA/MA students will meet program-specific, psychology requirements described in the following pages.

See [the BAP and General Undergraduate Distributive Requirements chart](#) in the Appendix.

Courses that are not in psychology and credits earned through the Assessment of Prior Learning [APL] process (in 3-credit units) will be considered for the undergraduate distributive requirements and evaluated in the Progress Review as described in the Undergraduate Student Handbook and the Undergraduate Curriculum Guide. All other distributive requirements will be met through course work in the P&C BA/MA program.

APL credits may not be applied towards psychology course requirements in the P&C BA/MA program.

P&C BA/MA Degree Requirements

Enrollment

P&C BA/MA students may enroll for full-time study (five 3-credit courses) or part-time study (three 3-credit courses). Enrollment status is determined by progress made in the program as described in this Addendum and the Undergraduate Student Handbook. Students interested in learning about topics such as progress reviews, academic probation, leaves of absence, extensions, etc. should read the Undergraduate Student Handbook and the Undergraduate Curriculum Guide. Enrollment in the P&C program requires all students to read and follow the Program Addendum as well as the College Handbooks and Guides.

Earning Credit

Credit is earned per course successfully completed. All courses are worth three semester hour credits. No more than 15 undergraduate credits may be earned in one semester. In the BA/MA transition semester (level 8) no more than 12 graduate credits may be earned in the four 500-level courses identified for transition into the MA programs. For each course a student successfully completes, three semester credits are awarded. A semester is considered unsuccessful if the student earns less than 12 undergraduate credits, for full-time study, or nine credits, for part-time study. Students who do not meet this expectation are placed on academic probation for the following semester.

Courses successfully completed in a semester that is ultimately determined to be unsuccessful may earn credits that count toward the completion of required course work, provided the course was appropriately evaluated by the student and the Course Mentor, and the semester was evaluated by the Academic Advisor.

There is no partial credit (i.e., semester credit earned in units less than three) given for work done in courses only partially completed.

Residency

Residencies provide students with many academic and personal opportunities, for exploration and growth. While there are many optional workshops and other academic events during the residency, participation in the following is required:

- Advising Groups
- Undergraduate Academic Skills in Psychology Seminar
- Opening and Closing Program Meetings
- Progress Review Mechanics Meeting
- Orientation Meeting for all new BA students.

- Level 8 students, approved to enroll in the BA/MA fast track, should attend the Basic Skills Workshop

Optional Attendance:

- A question and answer meeting for all returning BA students is scheduled for each residency
- Returning BA students who have not completed their Progress Review are recommended to attend the Progress Review Mechanics Meeting

All academic events are listed with descriptions in the Residency Schedule. Undergraduate P&C students are expected to participate in as many of the optional academic events (e.g., faculty seminars, student-led workshops, alumni presentations, etc.) as they are able. Students should consult with their Academic Advisor about which events are most relevant to their objectives for the semester and their long-term personal and professional goals. Active participation in the residency is expected of all students.

The College provides many supports for academic and personal growth on campus during residencies (through the Library, Student Services, Writing Center, etc.) and all students are encouraged to avail themselves of these services. Most of these services are available to students during the semester, from a distance. It's highly recommended that students attend orientation during the residency to familiarize themselves with the services and understand how to access the services during the semester after they have returned home.

Because the P&C has graduate and undergraduate programs attending their residencies at the same time, there is some opportunity of overlap in scheduled activities. **In general, undergraduate students should attend all residency events specified for them and only attend open events specific to graduate studies in consultation with their Academic Advisor, and with the permission of the graduate event presenter.** Events open to the entire program, as well as those open to the College community and the public, should be enjoyed as time and interest permit.

Semester Study Plans

Each semester the undergraduate P&C student should identify goals for their learning and work with their Academic Advisor to determine the methods by which those goals will be achieved. Semester goals should include meeting one or more competencies required by the program, through specific courses, practicum work, and other appropriate activities.

For P&C students, the written study plan for their semester is the combination of the course contracts and documents related to a practicum, if it's to be done during the term. Course contracts are negotiated with the Course Mentors and should specifically identify which competencies are being addressed, as well as any personal and professional goals appropriately included. A course contract is the syllabus, which defines the expectations of the student and the mentor, including resources to be used, products and their due dates, the nature and frequency of communications, and evaluation rubrics.

Each semester P&C students will have at least one course with their Academic Advisor, so the Advisor can closely track academic, personal, and professional development.

Competencies

The undergraduate competencies are central to the P&C BA/MA program. Every academic activity serves to advance and reinforce these skill sets. Undergraduate Competencies will be demonstrated as the student progresses through their program. The competencies are degree requirements that reflect the skills necessary to demonstrate a student's ability to put their learning into practice. These skills reflect the common needs of typical employers of psychology BA graduates and of graduate programs of psychology and related fields evaluating candidates. These skills sets are aligned with the guidelines for undergraduate programs of the American Psychological Association.

Academic Advisors determine satisfaction/demonstration of competencies in the student's final year. Success in a particular course or courses does not itself guarantee satisfaction of a competency.

Communication: Written and presentation skills effectively used to convey varied and complex information to a variety of audiences.

- Oral and written products demonstrate the ability to construct coherent and organized expression that applies the basic mechanics of language (syntax, grammar, punctuation, and spelling).
- Oral and written products demonstrate clear goals and support those goals appropriately (e.g., evidence from literature in the field, etc.).
- Oral and written products demonstrate an awareness of and sensitivity towards the intended audience.
- Written products demonstrate appropriate use of the APA Style.

Information Literacy and Computer Usage: Contemporary technology is used effectively to find pertinent information, which is then appropriately used to communicate.

- Judge relevance and authority of sources of information
- Discriminate between germane and irrelevant data
- Appropriately record information for proper citation in original work
- Navigate a variety of information systems (electronically supported and otherwise) effectively and use internet resources in completing course work, projects, and in communicating with others. (Other specific technology may be used as relevant to specific projects.)

Ethical and Professional Behavior: Ethical standards in psychology are understood in the context of one's own values system and our shared responsibilities to each other and the public good.

- Demonstrate an awareness of one's professional strengths and weaknesses, as scholars and citizens.
- Demonstrate an awareness of the personal issues related to one's strengths and weaknesses, and improvement in areas of challenge.
- Demonstrate the ability to make changes in one's life and communicate reflections on such evolution. (This should involve evidence of the ability to work with others.)
- Apply current standards of academic integrity to one's own work and that of others.
- Demonstrate an understanding of the history of social justice advocacy in psychology and one's relation to it.

Critical and Creative Thinking: Evaluate and interpret information from varied sources to synthesize complementary and conflicting perspectives, in service of an original argument.

- Demonstrate awareness of and improvement in their academic skills over the course of the program.
- Demonstrates an understanding and appropriate use of basic math and statistical applications appropriate to evaluating the work of others and to explaining one's own work.
- Demonstrates the ability to find, cull, and organize information from a variety of relevant sources; and then use the information in an exploration of questions of personal and professional importance.
- Demonstrates the ability to evaluate different evidence-based perspectives in the formulation and analysis of a problem or question, and support a position with appropriate evidence.
- Demonstrates the ability to apply a creative process to explore an issue using imagination, intuition, and analytical methods by integrating one's own ideas with those of others to address an issue.
- Demonstrates an awareness of appropriate methodological strategies for problem solving in general and for research in psychology.

Interdisciplinary Action: Apply knowledge in and across different fields of study, using multiple perspectives, paradigms, and frameworks to problems, topics, and issues.

- Demonstrates the ability to identify the scope and goals of a project in relation to the most relevant fields of knowledge and sources of experience.
- Demonstrates the ability to plan necessary steps and progress-monitoring functions.
- Demonstrates the ability to gather and organize resources necessary to execute, involve and collaborate with others as appropriate.
- Demonstrates the ability to follow a plan of execution with appropriate flexibility and to evaluate concurrent results.

- Demonstrates the ability to use ongoing evaluation to make adaptations during the execution of a project.
- Demonstrates the ability to report the outcomes of a project from the perspectives appropriate to the origins of and participants in the project.

Competency Progress Concerns and Withdrawal

Appropriate progress on competencies is expected of students each semester, whether or not they satisfy any particular competency. The Academic Advisor and the Program Chair may counsel students who are demonstrating repeated difficulty in maintaining progress on competencies, particularly those related to personal and professional development. Students will be given specific opportunities to demonstrate their learning in the problem areas.

At the determination of the Academic Advisor or the Program Chair appropriate college staff members may be asked to play a part in supporting the student in such tasks. Failure to adequately address concerns documented by the Academic Advisor and shared with the student, written in a plan for improvement, can lead to a student being withdrawn from the program. Failure to address competency progress concerns, as outlined in such a plan, will be reviewed by the faculty, at the Advisor or Program Chair's request. The faculty will make a recommendation to the Program Chair about the student's continuation in the program. In consultation with the Academic Dean, a decision will be made and the Program Chair will communicate the decision to the student, the Academic Advisor, the Dean, and the Records Office. Students wishing to appeal a decision regarding their practicum can do so by following the Appeals Process as outlined in the Undergraduate Student Handbook.

Courses

Within the traditions mentioned and with our understanding of current movements in the best practices in the field, a set of core courses are required for the P&C BA/MA. Course descriptions reflect the relevant content goals for undergraduate students studying psychology in the P&C program. These course descriptions represent the minimum foundation upon which each student's individualized study for the course will be built. In each course students will work with the Faculty Mentor to add to the foundation those resources, activities, and products that reflect the personal interests and professional goals of the student.

Course rubrics, defined in the course contract, are used to inform students and others about how student learning is measured, and to guide faculty members in their course planning and evaluations. These rubrics address the specific learning requirements relevant to the foundational content of the course, as well as the personal learning goals of the student. Course rubrics address evaluations of specific kinds of products included in the course contract, as well as the skills and broad learning goals described above.

Core Course Progression

P&C BA core courses should be taken in numeric order as much as possible to develop a progressively advanced understanding of the field. The student's Academic Advisor will counsel the student on how to group these courses in successive semesters.

Psychology Core Courses

PSY 100 Introduction to Psychology

This course explores the history of psychology as a discipline, and the impact that these traditions have on contemporary psychology. Learners examine the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and the confluence of those ideas into the various systems we have today. Learners examine the lives and works of the men and women whose work created psychology's foundation. This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

PSY 210 Writing in Psychology

This course focuses on the writing skills and traditions relevant to psychology, in terms of critical analysis and argumentative essays. Contemporary and historical original sources will be used to practice APA style and the intellectual skills relevant to program competencies. This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

PSY 220 Scientific Methods

Learners explore traditions and methods of inquiry in the context of social and cultural differences and historical developments. Classical and progressive scientific trends will be explored through evaluation of published research in areas of interest to the learner. This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

PSY 315 Statistical Methods

Learners are introduced to and practice applying a variety of statistical analyses to data types commonly encountered in the social sciences. Learners examine current statistical practices in psychology through lenses of mathematics as well as those of scientific philosophies and cultural traditions relevant to data sets of interest to the student. This course satisfies the equivalent of three credits toward the mathematics wide knowledge requirement.

PSY 320 Social Science Research

Learners gain a basic knowledge of research concepts, focusing on the natures of and differences between quantitative and qualitative methods. Learners examine how

these systematic procedures have been applied in the social sciences, with an emphasis on ethical and practical considerations. This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

PSY 330 Cognitive Neuroscience

Learners examine a broad overview of the biological bases of psychological phenomena and behavior. They will learn how the contributions of basic sciences (neuroanatomy, neurophysiology, neurochemistry, and neuropharmacology) lead to an understanding of behavior and behavioral disorders. Important psychiatric disorders are explored, primarily from the viewpoint of their biological aspects. This course satisfies the equivalent of three credits toward the natural science wide knowledge requirement.

PSY 340 Learning and Memory

Learners study basic models of cognition and the research on which they are based. Learning theory and research are surveyed with emphasis on applications in education, social justice, and community evolution. This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

PSY 350 Developmental Psychology

This course focuses on the concept of the stage theory of human development, its early theorists and those who built on these ideas. Specific lenses include psychosocial, psychosexual, personality, cognitive, behavioral developmental trajectories. Notions of optimal family and individual development are central to this course. This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

PSY 360 Social and Cultural Psychology

Learners study a broad overview of social forces as they relate to human behavior. The overview includes examining a range of social norms and institutions, and the ramifications these have for psychological functioning. Variations in social forces across various cultures are explored. This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

PSY 370 Personality and Affective Science

Learners will survey selected theories of personality. Attention is paid to the way in which personalities have been classified (personality types) and defined (personality traits). Learners also familiarize themselves with theoretical approaches to understanding personality development. This course provides a foundation for subsequent study of psychopathology, human development, and psychotherapy.

This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

PSY 380 Abnormal Psychology

Learners explore concepts of normality and optimal psychological functioning. Learners examine biological, social, familial, and environmental causes for abnormal human behavior. Issues of nature versus nurture are explored. This course satisfies the equivalent of three credits toward the social science wide knowledge requirement.

Elective Courses

In addition to the core P&C BA/MA courses, students may work with Course Mentors to create elective courses. Elective courses may serve to advance the student's study of psychology, but may not replace core courses. Elective courses may be created to satisfy distributive degree requirements (300-level) and serve as Capstone courses (500-level).

Care should be taken by students and Mentors to use the same titles and descriptions in the elective course contracts and the course evaluations.

Distributive Requirements and Courses

All distributive requirements outside psychology must be satisfied before a student begins the final semester, Level 8. BA students are required to undertake their Progress Review 2 at Level 6, unless they enter the College at Level 6, in which case they submit in Level 7. BA students cannot register for Level 8 until their Progress Review 2 has been successfully completed. Students needing more time to meet distributive requirements may enroll for additional terms and/or complete BSS courses until those requirements are satisfied.

Students needing additional semesters to complete distributive degree requirements will be able to complete the Psychology BA in the P&C program, but will have to apply to the MA program without the benefit of the Fast Track option (i.e., without the opportunity to have four 500-level transition courses considered part of the MA degree).

The College's distributive learning requirements are described in both the Undergraduate Student Handbook and the Undergraduate Programs Curriculum Guide, and should be reviewed by the P&C undergraduate student each semester. Those requirements describe disciplinary content and demonstrated skills. The required content areas are described in the sections on Wide Knowledge and include: Arts & Creative Expression, Humanities, Mathematics, Natural Sciences, and Social Sciences. The required skills sets are described in the sections: Thoughtful Action; Positive Self-Development; Social and Ecological Context; and Engaged Critical Thinking.

To assure coverage of the content areas required by the College's description of Wide Knowledge, the following distributive requirements are part of the P&C BA/MA degree requirements:

Humanities and Arts & Creative Expression

Students will successfully complete a minimum of four courses (12 credits) in arts and the humanities, **at least two in each.**

Science and Math

Students will successfully complete a minimum of four courses (12 credits) in science and math courses, **at least one of each.** While nine credits of math and science are required by the general undergraduate wide knowledge policies, three additional math or science credits are required for the BA in Psychology. The additional three credits will be earned through an elective course.

Psychology Core Courses

Students will successfully complete the core psychology courses (33 credits), the Practicum (one 3-credit course), and the Capstones (two courses, 6 credits). **While core psychology courses may be transferred in, the Practicum Course and the two Capstone Project courses must be completed with the P&C Faculty.**

Capstone Courses

Two Capstone Courses must be completed with the assigned Academic Faculty Advisor during the final semester. Capstone courses (500-level) will be electives designed to meet graduate program requirements for breadth and depth of knowledge, as well as serving the developmental needs of the student. Capstone courses will serve as two of the four transition courses for student in the BA/MA Fast Track program. Capstone courses will be completed at Level 8 and the 12 credit senior study completed over Levels 7 and 8.

Note: Senior Study courses cannot serve as Capstone courses.

Senior Study

A senior study is a final project that represents the culmination of a student's undergraduate program. Typically, the senior study develops a focused area of inquiry explored in previous semesters. Students should plan their study as a yearlong undertaking and consult with their Academic Faculty Advisor, completing the first half (6 credits) during Level 7 and the second half (6 credits) during Level 8.

All P&C undergraduate senior studies are worth 12 semester credits and are 400-level courses. Students needing more than two semesters to complete their senior studies may do so by adding semesters or working between terms, and such students may complete the BA Psychology degree, but they will not be eligible to use transition courses towards the BA/MA

Fast Track option. A Senior Study may be mentored by the advisor for all semesters, but can also be mentored by others aside from the advisor.

Students should contact faculty members during their Level 6 term about serving as First and Second Readers. Following approval of their proposal by their First and Second Readers, students should begin work following the outline and timeline that will have been approved as parts of the senior study proposal. First and Second Readers continue with the student regardless of the time it may take (i.e., additional terms) to complete the project. Any desire to change a First or Second Reader must be discussed with the current Readers before being brought to the Program Chair for consideration.

Academic Skills Demonstrated in a Senior Study

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

- The ability to identify and develop solutions to a specific problem/question, or set of problems/questions, or to engage in sustained inquiry about a central issue, idea, or concern;
- The ability to plan and execute this complex project in a timely manner;
- The ability to integrate and document personal experience and social/cultural knowledge;
- The awareness of the history, theories, ethical issues, controversies and, when appropriate, aesthetic concerns of their area of inquiry;
- The ability to present the results of the study in APA style.

Senior Study Proposal

Students will submit a senior study proposal to their selected First Reader and Second Reader at the Level 7 residency, though they may base the proposal on course work done earlier. The First Reader will meet with students after the review to discuss the proposal. (See the Residency Schedule for times the proposal is due).

The Senior Study Proposal addresses the following components, in a well-organized presentation:

1. Thesis question and focus, goals and objectives.
2. Outline and timeline.
3. Personal perspectives and biases brought into the study that influence approach and analysis.
4. Theoretical perspectives/influences in the work. (What ideas, theories, field, or authors have inspired and shaped the work?)

5. Scholarly Development (How has this work grown out of the undergraduate experience of the student?)
6. Methods: What types of research will be undertaken? Why? (e.g., review of literature, qualitative or quantitative methods.) How will data be analyzed?
7. Structure of the Senior Study: Describe the framework or structure to be utilized (e.g., chapters or connected essays, a creative work and a context paper, etc.).
8. Bibliography of research sources to be used and cited as required by APA style.

Research Involving Human Subjects

Students who plan to interview, record responses (printed, audiovisual), survey, or otherwise treat and/or experimentally interact with children, youth or adults as part of their Senior Study, are required to consult with their First and Second Readers during the level 7 residency (or earlier). The consultation with the First and Second Readers is to ensure the student has the adequate background, training, and needed documentation to undertake these activities. Students must consult with their Program IRB as directed by the First and Second Readers to understand and meet their ethical and legal obligations. Further information about this is available in the student handbook under "Academic Policies and Procedures / Institutional Review Board (IRB)."

Structure of a Senior Study

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

- **Written, Research-based Products:** The central component is an extended research essay comparable in format and academic elements to conventional research papers or projects.
- **Artistic/Creative Products:** Many students have an artistic or creative product as the centerpiece of their senior study. (Written, research-based products, while creative in character, typically assume more traditional forms.) Artistic/creative products often take innovative forms. Past products have included artwork, curriculum guides, manuscripts, films, videotapes, manuals, handbooks, and more. Whatever their form, all artistic/creative products are influenced by students' research, demonstrate depth and expertise, and contribute to a field or community.
 - **Context Paper:** All artistic/creative projects are accompanied by a written context paper, which examines the aesthetic, philosophical, and historical foundations of the student's work through discussion of key influential artists and thinkers. Artistic/creative decisions, for example, draw upon multidimensional influences including intuition, aesthetic theory, technical considerations, ethical principles, changing theories, and more. The context paper, then, demonstrates how you (the artist) know what you know and practice what/how you do. Moreover, the context paper also describes why and how the creative project was planned and

carried out, revealing and reflecting upon the study's character, form, purpose and usefulness, both to the student and the community at large. It is an opportunity for students to reflect on their creative decisions, strategies and goals.

Common Elements of a Senior Study

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

- **Abstract:** A concise synopsis of the senior study, no more than one hundred and fifty words in length.
- **Keywords:** 3 - 5 words that would lead a researcher to the senior study in a database search.
- **Bibliography:** lists both cited and influential sources, and are organized in a format appropriate to the area of inquiry.

Senior Study Presentation

Students presenting final products to the community during the Commencement Residency are a highlight of the residency. All graduating students will prepare a 10 – 15 minute presentation of their senior study.

Transition Courses for the BA/MA Fast Track

In addition to the two Capstone courses, two courses will be identified as transition courses that will serve both the undergraduate degree and the P&C MA for students pursuing the BA/MA Fast Track. These may be elective courses or Core courses within the MA program. (Core courses serving as transition courses will have their course numbers changed to 500-level by the Records Office, students and Advisers need not worry that the courses initially appear in SIS as 300-level cores.). All four transition courses will be 500-level courses. In the case that any BA core course requirements are met by one or two graduate level transition courses, then the BA content and descriptions will be changed to reflect the MA advanced nature of courses.

Practicum

The Undergraduate Practicum allows students to apply their learning in their communities in ways that are significant to them. **The Practicum is completed in the context of the Practicum Course and before Level 8.** All students will be required to work with the Program's BAP Lead Faculty to secure a practical field experience appropriate to their personal learning goals and offers opportunities to develop relevant skills. The practicum allows students to work in their local communities on psychological issues related to their learning and to create change in their communities. The practicum allows students to work in their local communities on projects that may include artistic and scientific activities. The practicum requires students to apply psychological theory and research in ethical practice, and to reflect on their experiences in their

concurrent Practicum Course work. Practicum work cannot be counted for a student's regular job, but could be appropriately completed in the same institution, in a different department and with a different supervisor.

Learners will be required to use their practicum experience as an opportunity to apply knowledge, skills, and leadership for social action. Reflecting on this action will be an essential ingredient to a successful practicum experience. The Practicum Course will be completed with the Academic Advisor.

Students will complete a practicum (minimum of 50 hours) in a community based organization, such as a community mental health center, an inpatient unit, a human services agency, a school, or a private non-profit. Depending on a student's prior life, professional experiences, and life situation, the practicum could be: (a) orientation to the profession of counseling (e.g., shadowing); (b) volunteering in a private non-profit (e.g., a milieu worker in a shelter); (c) being a paid or volunteer research assistant. There are some jobs in psychology that do not require a BA but seek only an empathic and intelligent adult. Such jobs include one-on-one life skills development with someone who is developmentally delayed or has persistent and chronic mental illness, crisis counseling in drug and alcohol emergency shelters, and other human service situations. These types of jobs would be considered suitable for a practicum.

Students in a practicum will have an on-site supervisor, with appropriate educational and employment history, to oversee the work of the practicum. The supervisor will work with the student to create a practicum agreement that will be reviewed and approved by the BAP Lead Faculty in consultation with the student's advisor. BAP Lead Faculty orients the site supervisor to the program and its expectations for supervision. The supervisor will participate in a written evaluation of the student's performance in the practicum. The student will complete a self-evaluation at the conclusion of the practicum. The practicum agreement and both evaluations will be included in the student's portfolio and program record. All forms are electronic and available on Google Drive and from the BAP Lead Faculty. The practicum will have an academic component, a three credit Practicum Course with academic assignments, and will be mentored by the student's Academic Advisor. In situations where the student's practicum is in an area in which the advisor has no expertise (for example, an art project with the elderly), another advisor who has expertise, can be the academic mentor.

Students should plan to complete the practicum prior to Level 8 but not in the first semester, without permission of the Program Chair. The practicum course may be completed as a Between Semester Study (BSS) course.

BAP Practicum Paperwork

There are three required forms (available online through the program portal) for the practicum experience. Complete and submit these forms electronically so that they are legible and accessible online.

- Once you have gotten permission for the site and supervisor from the BAP Lead Faculty, complete the Practicum Agreement form and submit with your and your supervisor's signatures BEFORE you begin any practicum hours.
- At the conclusion of the practicum experience submit signed copies of the Practicum Supervisor Evaluation form and the Practicum Student Evaluation form.

Again, fill in and submit these forms electronically. Please direct any questions to the BAP Lead Faculty.

BAP Lead Faculty Roles and Responsibilities:

- Offering a workshop during the residency on how to find a practicum.
- Ensuring proper paperwork has been submitted by the student and the site supervisor.
- Orienting the site supervisor to the Program's orientation and requirements.
- Trouble-shooting, in consultation with the Adviser, any problems which arise on site.
- Keeping a database of student practicum sites for use for future students.
- Substituting for the student's adviser if the practicum starts in the middle of a semester.

Student Learner's Roles and Responsibilities:

- Attending at least one residency workshop on finding a practicum site.
- Finding and/or creating a practicum.
- Acting professionally while engaging with the site, i.e., coming on time, cordial relations with other staff, dressing appropriately.
- Ensuring all paperwork is submitted properly to the BAP Lead Faculty.
- Communicating with the BAP Lead Faculty and Adviser when appropriate.
- Completing a three credit academic course relevant to the practicum.

Adviser and/or Mentor Roles and Responsibilities:

- Creating and completing a suitable academic course with the student.
- Coordinating and consulting with the BAP Lead Faculty and the student should problems arise.
- Assessing and approving the appropriateness of the site and supervisor.

Unsuccessful Practicums and Possible Academic Withdrawal

The practicum provides an opportunity for learning and service in a psychological setting. Thus, there exists the possibility of learning a great deal and helping others, but there also exists the possibility that a student can do harm. In the event that a student's behavior in their

practicum is so egregious that the practicum is prematurely terminated by the site, then the program faculty will review the situation and decide whether the possibility exists for the student to learn from their experience and continue in the program (under specific guidelines) or if a recommendation of withdrawal from the program is appropriate. In such instances, the student and the site supervisor will be asked to write independent summaries of the events leading to the practicum termination.

Capstones

The P&C BA/MA program offers an individualized, culminating academic experience in which students acquire a deep and well-explored understanding of their own growth across the journey of their undergraduate program. The Capstone Process allows all BA students, working with their Academic Advisor, to reflect on their undergraduate experience and to create work which best demonstrates their understanding of their personal and scholarly development. At the completion of the program students have the opportunity to present their Capstone work, in conjunction with their senior study presentation, thereby demonstrating some of the academic and personal growth they have made during the program. The Capstone serves as an important milestone between the completion of the BA requirements and the beginning of the MA program.

The Capstone Process consists of two, 500-level courses completed in the final semester with the Academic Advisor, which are designed to focus the student's memory, analysis, and creativity on their growth; one course on their personal growth and the other on their scholarly development. These courses will also include an academic content area of the student's choosing that is relevant to their understanding of their growth.

For example, the title of one Capstone course might be "Race and Ethnicity" and some of the work would reflect that content, but additional work would focus on the personal development related to the student's own identity formation. Similarly, the other Capstone course might focus on scholarly development related to the student's original ideas concerning the study of "Race and Ethnicity." Both courses could be linked in terms of each contributing to a large product, but each would have its own course contract so that work completing one course would earn credit even if the other course were not completed.

Credit earned for the capstone courses will be undergraduate credit for students who are not matriculating into the P&C MA program.

Student Learning Outcomes

Each course is evaluated based on the specific content and skills the student has put into the course contract negotiated with the Faculty Mentor. In addition to the specific outcomes identified as strengths and challenges at the end of each course, there are several other kinds of learning outcomes recorded for each P&C BA/MA student.

Demonstration of learning in the BA skills sets will normally be completed through a combination of all of the following opportunities and activities:

- Satisfying program competencies
- Participation in residencies
- Successful course work (including writing, special project reports, multimedia presentations, online activities, and dialectics with Faculty Mentors)
- Undergraduate progress review
- Practicum
- Capstone courses
- Senior Study

Undergraduate Progress Review Process

The Goddard Progress Review is an interaction between three undergraduate faculty members and the student, to assess academic and personal progress, and to provide creative feedback about the student's trajectory of learning. The details of this process are described in the Undergraduate Student Handbook and the Undergraduate Programs Curriculum Guide.

P&C Undergraduate Portfolio

Development of a portfolio archiving the student products that satisfy the required program competencies and include the evaluations from the practicum continues during the student's time in the program. The portfolio will be reviewed by the Advisor as each competency is satisfied and at the end of each semester.

While the work added to the portfolio may come from courses completed, it is a separate product demonstrating the progress of development of the student. Its review by the Advisor each term ensures a close understanding of the student's evolving strengths and challenges. A full review of the portfolio by the Advisor and the student will occur during the final term, as part of the Capstone Process.

The portfolio will serve the College's Undergraduate Progress Review Process, in addition to other required products for that review.

Student Self-Evaluation

An important component of student learning outcomes is self-assessment. In the P&C BA/MA program this happens in each course, as competency requirements are targeted in course contracts and as students reflect on their work at the end of the semester. It also happens as students choose course products to archive in their portfolio. Self-evaluation is also recorded during the Progress Review Process. It is recorded in the self-assessment done at the completion of the Practicum. Finally, student self-evaluation is at the center of the Capstone courses, which focus the learner's reflection on their personal and scholarly development over the entirety of their program.

Academic Integrity

Academic honesty is at the center of the expectations scholars and psychologists hold for themselves, and so students are required to be aware of the College policies as presented in the Undergraduate Student Handbook and the ethical codes of the American Psychological Association and the American Counseling Association. Students will naturally find these resources as part of their core course work, but gaining familiarity with these expectations (College and professional) and following their expectations is the responsibility of each student at all times.

Institutional Review Board

The Institutional Review Board (IRB) process offers the student feedback on all research project proposals. This not only improves the chances of successfully completing the project, it also serves the public good by allowing faculty to review the project's potential for harm to participants. The Faculty Mentor for the course project will explain to the student the IRB process as it relates to the specific project for the course. The course Mentor will decide if the project proposal needs to go through the Program IRB process and the College IRB process.

At the time of review, the faculty members designated as the Program IRB Group confer until they reach a consensus decision on what feedback to give the student. Program IRB Group feedback is given to the course Mentor to share with the student.

In addition to methodological fit and thoroughness, ethical considerations are addressed in every research proposal review. Proposals must include adequate coverage of all ethical concerns raised by the research question, sample, and methods.

The feedback given by the IRB is presented by the Mentor to the student who then revises the proposal and resubmits it to the Mentor, who must approve the plans before the student may begin work on the project.

Any questions about methodology that involve participants who cannot give informed consent or where the Program IRB wants feedback from an outside source will be forwarded to the College IRB Committee. Refer to the Institutional Review Board policy in the Undergraduate Student Handbook and on the College Intranet (GNet).

No contact with potential participants is possible until the Faculty Mentor has given their approval of the methods and ethical considerations, and the proposal has been approved by the appropriate IRB(s), as needed.

BA/MA Fast Track Policies

The P&C BA/MA Fast Track option allows students to complete the undergraduate program with a minimum of 105 credits (in addition to the 15 undergraduate credits from the transition semester, for an undergraduate total of 120 credits), and then matriculate into the graduate program (with 12 graduate credits from the transition semester) for the remaining 36 hours for a

non-licensure track (total = 48) or 48 hours for individuals seeking licensure (total = 60). The transition semesters are the level 7 and 8 terms in which students will begin their graduate study and complete their undergraduate degree requirements simultaneously. Four of the five courses taken those two terms, for full-time students, will be graduate level (500-level) courses. Part-time students will complete those four courses over two semesters or by using a Between Semester Study (BSS).

Eligibility

To be eligible for the BA/MA option, students must indicate their intention and be approved by the faculty by the end of their Level-8 term. During the Level-8 term, the Academic Advisor will present a review of the student's academic history to the faculty, similar to the presentation of graduating students, with a recommendation (for or against acceptance) into the Fast Track option. The faculty will evaluate students' potential for success in the graduate program. The decision made by the faculty may be appealed to the Program Chair.

At the completion of level 8, students are expected to change advisors but may appeal to the Program Chair to remain with their undergraduate Advisor.

Students who are not approved to continue in the BA/MA Fast Track program will be allowed to complete the Psychology BA degree in the P&C program. Students who were approved by the P&C Faculty to enter Level-7 in the BA/MA Fast Track program and who afterwards decide not to matriculate into the P&C MA program will receive their BA degree upon completion of all Goddard undergraduate degree requirements. Students who were approved by the P&C Faculty to enter Level-7 in the BA/MA program and who afterwards are academically withdrawn from the program will not be eligible to return to the BA/MA Fast Track program, but may apply for re-admission to complete their BA degree.

Students who are eligible to matriculate into the MA program but take a single LOA semester after attaining their BA and before beginning their first graduate term (G-2) may resume their studies according to the standard LOA policy.

Level 8 Requirements

All Humanities and Science distributive degree requirements must have been fulfilled before the Level-8 term begins. Students needing the Level-8 semester to complete distributive degree requirements will have to apply to the MA program without the benefit of the Fast Track option (i.e., without the opportunity to have four 500-level transition courses considered part of the MA degree). Students must have earned at least 120 semester credits, and successfully completed their practicum, senior study, and capstone courses before entering the MA program under the Fast Track option. Students completing all of the BA degree requirements will be awarded that degree, whether or not they choose to continue in the Fast Track option.

GRADUATION

Graduating P&C BA students will attend three days of their final residency to complete paperwork required by the College (e.g., student loan documents, etc.), attend scheduled Advising Groups, participate in the Graduating Student and Faculty luncheon, and present on their Capstone courses.

Graduating students will confer with their Academic Advisor about the nature of their Capstone presentation and complete the Graduating Student Presentation Request Form, available through [Academic Services](#).

At the graduation ceremony, graduating students have an opportunity to speak. The P&C program commencement puts the graduating students' remarks at the center of this celebration, but one may choose not to speak as well.

Specific administrative requirements for graduation (e.g., payment of fees, etc.) are to be found in the Undergraduate Student Handbook.

P&C BA/MA Course and Credits Chart

Course Type	# of Courses	Credits	Credits Transferable	Credits Non-Transferable
P&C Cores	11	33	Up to 33	0
Practicum	1	3	0	3
Senior Study		12		
Capstones	2 (MA)	6	0	6
Transition, Non-Capstone (500-level)	2 (MA)	6	0	6
BA Degree (fast track)	24	60	Up to 42	30 to 45
Totals	40	120	60 to 75	30 to 45

NB: Depending on the number of eligible transfer credits and their distribution (Arts, Humanities, etc.), a P&C BA/MA student may graduate with more than 120 undergraduate credits.

P&C BA Skills and Content Learning Rubric

Competencies X Course Correlations (Core Courses)

Key: **App** = Approaching, students should be working towards satisfying the competency but aren't expected to do so by the time they take such a course. **Comp** = Completing, students could be expected to meet the competency during such a course.

	Communication	Information Literacy & Computer Usage	Ethical & Professional Behavior	Critical & Creative Thinking	Interdisciplinary Action
PSY 100 Introduction to Psychology	App	App	App	App	App
PSY 210 Writing in Psychology	App	App	App	App	App
PSY 220 Scientific Methods	App	App	App	App	App
PSY 310 Statistical Methods	Comp	Comp	Comp	Comp	Comp
PSY 320 Social Science Research	Comp	Comp	Comp	Comp	Comp
PSY 330 Cognitive Neuroscience	Comp	Comp	Comp	Comp	Comp
PSY 340 Learning and Memory	Comp	Comp	Comp	Comp	Comp
PSY 350 Developmental Psychology	Comp	Comp	Comp	Comp	Comp
PSY 360 Social and Cultural Psychology	Comp	Comp	Comp	Comp	Comp
PSY 370 Personality and Affective Science	Comp	Comp	Comp	Comp	Comp
PSY 380 Abnormal Psychology	Comp	Comp	Comp	Comp	Comp

THE WORK OF THE SEMESTER

Academic Advisors

Students are assigned an Academic Advisor for the duration of their program by the Program Chair prior to their first residency. By working with students on study plans, mentor selections for courses, residency seminar selections, reviewing progress made on achieving competencies, discussing practicum possibilities, etc., Academic Advisors help students to keep their short-term semester, as well as their longer term personal and professional, goals in sight. Advisors help students to follow the specific needs they have set for their program through election of a Program Option. The advising relationship is a supportive one, providing students a place to sound out their ideas, bring up concerns, and ask for help when they need it.

On occasion, when the match between a student and Advisor is not a good fit, either can request a change from the Program Chair. If there is sufficient cause and an appropriate alternative match is available, then a change will be made. Students wishing to change Advisors must contact both their current Advisor and the faculty member they hope to work with to discuss the reasons for the change. The student must also contact the Program Chair after these conversations have taken place to request an Advisor change. The faculty will discuss the proposed change. It is expected that students will not change their Academic Advisor after their third residency. If an academic Advisor resigns from the program faculty, the Program Chair will reassign the faculty member's advisees to new Academic Advisors. Fast Track students are expected to change Advisors when beginning their first graduate semester, but may petition the Program Chair to remain with their undergraduate Advisor for compelling reasons.

While on rare occasions an appropriate professional may be hired, on an adjunct basis, to work with a student on a course, only members of the program faculty may serve as Academic Advisors.

Course Mentors

In addition to their Academic Advisors, the program faculty members also work with students as Course Mentors. The Course Mentor's job is to work closely with a student to design, execute, and evaluate a specific course. A student cannot work with the same faculty member for all the semester's courses in any given term. In each semester, students will take at least one course with their Academic Advisor, unless the Advisor feels that working with other faculty would be of greater benefit to the student.

Course Mentors are assigned by the Program Chair with input from the students based on their course requests (returning students only). Because of the nature of our program, faculty members are hired not only for their strengths in a specialty area, but also for their ability to work with students in many areas of the field. As a result, more than one faculty member offers many courses.

Determining Mentor Preferences can seem daunting at first. In conversations with their Academic Advisors, students can explore what kind of relationship they want and need from a Mentor for a particular course and who might be the good match. Each faculty member has posted guidelines for working with them as Mentors. Students should refer to these information sheets as they consider working with a faculty member for the first time.

Students are encouraged to work with as many different faculty Mentors as possible over the course of their program. This maximizes the opportunity to learn from a variety of professionals with different perspectives and backgrounds.

Student – Faculty Communications

As an intensive-residency program, we strongly emphasize the quantity and quality of communication between students and the faculty. Students are required to have computer and Internet resources for their academic work (refer to the specific requirements under “Communications from the College” in the Undergraduate Student Handbook). Students are required to activate and use their Goddard email accounts, as this is the primary means of communication between the College and students.

Students are required to stay in reasonable contact with their Academic Advisor and Course Mentors. The nature and frequency of “reasonable contact” will be negotiated between faculty and each individual student, semester-by-semester, to provide the student with effective support and to allow the faculty members to remain aware of the nature and quality of the student’s work. **Students are encouraged to state their needs and desires for frequency of contact with course mentors into their course contracts.**

The Psychology and Counseling Faculty is committed to maintaining a robust and engaging connection with advisees and mentees. To this end, in addition to email and phone conversations, online chats and bulletin boards will be available for students in advising groups and who are taking similar courses. Further, faculty members will acknowledge receipt of course work submitted within two business days. Feedback will be given on each product defined in course contracts, beyond the evaluation for the course, and this will be done within two weeks of receipt of the product(s).

During the semester, students study from home to complete the work described in each of their Course Contracts. Students use College resources, such as the on-line databases, as well as local resources, like university libraries, professional educational opportunities, and other local resources negotiated with Course Mentors and Academic Advisors.

Students are best served by working on two courses at a time. This provides opportunities for “cross fertilization” of ideas from the different areas of the field being studied and enriches the learning experience. If due to family and/or professional commitments, this approach is not feasible, students may also work on their courses in ordered succession. Whichever approach is taken to organizing the semester’s work, full-time students should have successfully completed two courses by the mid-semester date. Part-time students should have successfully completed one course and be working on at least one other.

Students negotiate specific course product due dates with their course mentors within these guidelines. Per the Undergraduate Student Handbook, a student may not submit a full semester of work all at once at the end of the semester.

Student Written Work

To successfully complete this program, students will do a substantial amount of writing. As part of training students to be professionals in their fields, the faculty will use the most recent edition of the American Psychology Association's Publication Manual to evaluate students' formal writing. Students are expected to become familiar with the writing guidelines, citation style, etc. contained within the manual and to have a copy handy for easy reference.

Course and Semester Evaluations

Students

At the end of the semester, students complete end-of-semester course and semester evaluations. Course evaluations describe, in detail, the work for each course. Semester evaluations describe learning challenges and successes experienced during the term and should reflect upon the personal and professional development that took place during the semester.

These evaluations are submitted to the Advisor and the Office of the Registrar via the Student Information System (SIS) by the last day of the semester.

Faculty

At the end of each course, Course Mentors evaluate the student's work based on the objectives laid out in the Course Contract and determine whether the work was successfully completed and of a quality such that it would earn a letter grade of B or better, were grades given.

Within two weeks of the completion of a course, Course Mentors submit an evaluative statement to the student, the Academic Advisor, and the Registrar via SIS for inclusion in the student's permanent record. These statements are meant to be very brief, unless there is a need for more information, as most of the dialogue between the student and Course Mentor has already taken place prior to the time of the final course evaluation. Mentor statements do not become part of the student's transcript, only Transcript Statements appear on the final transcript.

Course work is evaluated as either successfully or unsuccessfully completed; there are no incompletes. Courses that are evaluated as unsuccessfully completed (either due to insufficient amount and/or quality of work) must be repeated in their entirety.

Students may appeal a Course Mentor's evaluation following the Appeal Process outlined in the Undergraduate Student Handbook.

At the end of the semester the Academic Advisor may write a semester evaluation for each advisee which summarizes the semester and which may list areas of concern or significant

growth. If submitted, the Advisor's evaluation is also submitted via SIS for inclusion in the student's permanent record.

The Academic Advisor also updates the student's Competencies Checklist on SIS.

Mid-Semester Review

Mid-way through the semester, both students and Advisors complete a Mid-Semester Check-in form that is submitted to the Program Chair and Student Services Office. The Mid-semester Check-in form is an opportunity for students and Advisor to address any issues that may jeopardize a student's ability to successfully complete the semester.

By the mid-semester date, full-time students should have successfully completed at least two courses. Part-time students should have successfully completed one course and be working on at least one other. Prior to the mid-point of the semester, the Office of the Registrar will ask the Academic Advisor to verify that their advisees are actively engaged in the work of the semester. Students who do not participate in the work of the semester, as defined in the Undergraduate Student Handbook (see Withdrawal for Non-Participation), will be withdrawn from the semester and placed on Leave of Absence for the remainder of the term, and have to repeat the semester. During the repeated semester, the student is considered to be on Academic Probation.

Problem-Solving

Sometimes things go wrong. Books and articles ordered may not arrive on time. A family crisis may disrupt one's schedule. These kinds of unexpected interruptions can happen to students and faculty alike. When they do happen, in ways that seriously challenge their learning, students should contact their Academic Advisor and the Course Mentors whose courses may be impacted, to gain support and renegotiate due dates as needed.

On occasion, students' lives are disrupted to the point that they may not be able to complete all the work for each course in a semester. The student should contact their Academic Advisor immediately to talk over the options available to them. Depending on when a student's semester is disrupted, the student has the option of "Dropping the Semester" or applying for an [Extenuating Circumstances Extension](#) (refer to the "Enrollment Policies" section of the Undergraduate Student Handbook for more information).

Between Semester Study

Students have the option of decreasing the amount of time it takes to complete their degree by undertaking Between Semester Study (BSS), courses designed to take place in the break between semesters. Each individual course, when successfully completed, earns three credits. Up to 12 credits (in increments of three) can be earned through Between Semester Study every two years. BSS courses must be supervised by a P&C Program faculty member. BSS courses cannot be undertaken during the semester while a student is on leave of absence, but may occur during the breaks before or after a leave of absence, with the Program Chair's approval.

The Between Semester Study period begins one week following the last day of the semester and ends one week prior to the start of the residency. No more than two courses can be undertaken in any given BSS period. The number of courses a student can undertake is a function of the number of weeks in the BSS period, as well as the number of hours per week the student can work on the study. One credit is roughly the equivalent of 40 hours of work. A three-credit course must encompass a minimum of three weeks, but can be spread out over a longer period of time. To undertake two courses, the BSS period must be at least six weeks long.

New students may plan BSS when designing their P&C studies at Goddard during their first residency. The proposed BSS is included in the student's Study Plan and is approved by the student's Academic Advisor.

Returning students, in consultation with their Academic Advisor, can propose to undertake BSS courses at any point in their studies. This is typically done to add course work needed to "make up" credits lost by failing to complete a course during a regular semester. Capstone courses may also be completed during breaks, but extensions are not available on BSS courses.

Setting up a Between Semester Study Course

All approvals for a Between Semester Study Course must be in place by the last day of the preceding semester.

- 1) The student secures agreement of the proposed course mentor and contacts the Program Chair, sending the course title and mentor agreement. Once the Records Office has created the course in SIS, the student works with the mentor to develop a three-credit course contract. The contract must include the goals of the study, the methodology, the products, and the time frame (a minimum of three weeks is required).
- 2) The course contract is submitted to and approved by the mentor via SIS.
- 3) The Office of the Registrar will notify the Student Accounts Office who, in turn, bills the student for the course(s). Financial aid is not available for Between Semester Study. Students may borrow funds in their enrolled semester and put the funding needed towards the upcoming between semester study charges. The student is responsible for paying (or making appropriate payment arrangements) for the Between Semester Study prior to beginning the course.
- 4) When the course is completed, the student and mentor both submit a course evaluation via SIS.

Extensions (Extended Time Accommodation and Extenuating Circumstances)

All extensions are predicated on either having an accommodation for extended time or having extenuating circumstances that the PD finds sufficient to warrant the extension (which may require documentation).

NB: There is no charge for an Extended Time Accommodation (sometimes known as 'non-billable extension') and there is a charge for an extenuating circumstances extension (current

fees are posted on the [Tuition and Fees](#) web page.) **Payment of the extension fee is due prior to the start date of the extension.**

The timing of the extension depends on the student's particular enrollment option. Extensions take place in one of two timeframes:

- **Between Semesters** – The extension takes place in the break between the incomplete semester and the upcoming semester. Upon successful completion of the semester, the student is eligible to enroll in the following semester.
- **Beginning of Semester** – The extension takes place at the beginning of the semester following the incomplete semester. Upon successful completion of the extension, the student is on leave for the remainder of the semester.

Undergraduate Program, Full-Time:

1. Full-Time (15 credits) BAP students who complete 12 credits at a satisfactory level may request a between-semesters extension.
2. Full-time students who complete 9 credits at a satisfactory level may request an into-the-next-semester extension followed by leave for the rest of the term.
3. All requests for extensions must be supported not only by satisfactory work during the courses completed but also by appropriate participation with faculty during the term.

Undergraduate Program, Part-Time:

1. Part-time students taking 9 credits who complete 6 credits at a satisfactory level may request a between-semesters extension.
2. Part-time students who complete 3 credits at a satisfactory level may request an into-the-next-semester extension followed by leave for the rest of the term.
3. All requests for extensions must be supported not only by satisfactory work during the courses completed but also by appropriate participation with faculty during the term.

Please note that students taking extensions may not enroll concurrently for summer/winter session Between Semester Studies credits.

Enrollment Status	# of Credits TO BE COMPLETED to be eligible for extension:	Extension Timing
BA Full-time (15 credit semester)	12	Between Semesters
BA Full-time (15 credit semester)	9	Beginning of Semester
BA Part-time (9 credit semester)	6	Between Semesters
BA Part-time (9 credit semester)	3	Beginning of Semester

Students taking a 3-credit internship-for-credit course as their only course for the term and who are making satisfactory progress may, with their course mentor's approval, receive a between-semester extension.

Students taking extensions **may not** enroll concurrently for summer/winter session (BSS) credits.

NB: By the mid-semester date, full-time students should have successfully completed at least two courses. Part-time students should have successfully completed one course and be working on at least one other. Prior to the mid-point of the semester, the Office of the Registrar will ask Academic Advisor to verify that their advisees are actively engaged in the work of the semester.

All courses are worth three semester credits and are earned wholly or not at all. There are no partial credits awarded for individual 3-credit courses. If the extension is unsuccessful, the semester is recorded as unsuccessful. The student does not advance one semester toward the minimum number required to complete the program course work. The individual program requirements that were successfully completed may still be counted toward overall degree completion.

Refer to the Extenuating Circumstances Extension or Extended Time Accommodation sections in the Undergraduate Student Handbooks for further information.

TRANSFERRING INTO THE P&C BA/MA PROGRAM

Students entering the P&C BA/MA program will arrive with at least 60 semester credit hours (typically their Associates degree) and no more than 75 credits will be accepted for transfer. Thus, students are expected to complete the BA in three or four FTE semesters. Students may not graduate with fewer than 120 undergraduate semester credits. Prospective students interested in the P&C BA/MA program who have not yet earned at least 60 semester credits are invited to apply to Goddard's Individualized Bachelors of Arts (IBA) program to meet the minimum entry requirements and then apply to the P&C BA/MA. Students will be admitted to the P&C BA/MA program at level 5 or 6, per College requirements.

Previously earned credits (within the past five years and with a minimum grade of "C") in relevant psychology courses will be accepted towards the P&C BA/MA degree, with the following exceptions: the Practicum Course and the Capstone Courses, both of which must be successfully completed with the student's P&C Advisor. Courses that are not in psychology and credits earned through the Assessment of Prior Learning [APL] process (in 3-credit units) will be considered for the undergraduate distributive requirements and evaluated in the Progress Review as described in the Undergraduate Student Handbook and the Undergraduate Curriculum Guide. All other distributive requirements will be met through course work in the P&C BA/MA program. APL credits may not be applied towards psychology course requirements in the P&C BA/MA program.

Candidates for admission from undergraduate programs that do not award credits per course must have a course equivalency valuation, approved and signed by their undergraduate Academic Advisor, as part of their application. To be considered, that valuation must indicate fields of study, referencing learning resources used and products successfully completed, in increments equivalent to 3 semester credits.

ENDORSEMENT POLICY

The program faculty has developed an Endorsement Policy that includes, but is not limited to, the following:

- The student must contact the faculty member (in person, phone, or email) and ask if the faculty member is willing and able to provide an endorsement before submitting any materials. If the faculty member feels unable to provide a suitable recommendation, the student will be so informed and the decision explained to the student.
- The student must have had a minimum of one course with the faculty member being asked for an endorsement.
- The student must provide a cover letter explaining the employment opportunity, practicum site, or other opportunity (such as applying for a graduate program). It would be helpful for the student to submit a job description, position announcement, description of the practicum opportunity, etc.
- The student must provide an updated resume or Vitae.
- The student must provide any required forms to be completed by the faculty member.
- The materials described above should be presented to the faculty member a minimum of three weeks before the endorsement letter or form is due. Considering the importance of such an endorsement, as well as faculty responsibilities, please provide as much lead time as possible. It may take longer to provide an endorsement between semesters so plan accordingly.
- The student should provide a proper address for the delivery of the document, as well as the deadline for submission to the agency or employer.
- Requesting an endorsement carries an implicit permission for the faculty member to confidentially discuss your academic and personal performance while enrolled in the program.

APPENDIX

BAP and General Undergraduate Distributive Requirements

	Goddard Undergraduate Wide Knowledge Requirements	BA Psych Specific Requirements	How BA Psych Courses Contribute to P&C Degree Requirements
Social Sciences	6 credits	33 credits	PSY 100 – Intro to Psych (3cr) PSY 210 – Writing in Psych (3cr) PSY 220 – Scientific Methods (3cr) PSY 320 – Soc Sci Research (3cr) PSY 340 – Learning & Memory (3cr) PSY 350 – Developmental Psych (3cr) PSY 360 – Social & Cultural Psych (3cr) PSY 370 – Personality (3cr) PSY 380 – Abnormal Psych (3cr) Capstone Project Courses (6 cr)
Natural Sciences and Math	9 credits total with a minimum of 3 credits in each	12 credits total with a minimum of 3 credits in each, math and science	Natural Sciences: PSY 330 – Cognitive Neuroscience (3cr) Mathematics: PSY 310 – Statistical Methods (3cr) Approved elective courses
Humanities	6 credits	6 credits	Approved elective courses
Arts and Creative Expression	6 credits	6 credits	Approved elective courses

NB: Both wide knowledge requirements and Psychology requirements can be addressed through completion of work at Goddard, as well as through identified transfer credits that are assessed as satisfying wide knowledge areas and/or being equivalent to required Psychology courses eligible for transfer.

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