

# Goddard College

## GRADUATE INSTITUTE

### Graduate Student Addendum Handbook

Effective: Spring 2018 Semester

Updated: January 2019

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## WELCOME

Welcome to the Goddard Graduate Institute Handbook Addendum. As of February 2018, this addendum and the documents to which it refers represent current Goddard policies and procedures specific to the Goddard Graduate Institute (GGI) and supersede policy statements about the matters they discuss previously distributed by the College. Goddard College reserves the right to revise any policy or procedure in this 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 Graduate Student Handbook may be referred to the appropriate administrative official(s). Refer to the College's website ([www.goddard.edu](http://www.goddard.edu)) for administrative officials 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). The Graduate 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 Addenda, and future revisions. Students understand that if they have questions about the Handbook or any addendum(s), they should check the College's website to review the current versions of the Handbook, contact their Program Director, or other College administrators for assistance.

### *A Note about Language*

In keeping with our community values of inclusiveness, this handbook does not use gendered pronouns. Goddard also uses the language of progressive education and has its own mission-specific vocabulary, as explained in the Graduate 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.

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## Accreditation Statement

### 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)

# THE GODDARD GRADUATE INSTITUTE

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## Mission Statement

The mission of the Goddard Graduate Institute (GGI) is to integrate scholarship, personal development, and social, ecological, artistic, and cultural action to foster and support scholars and practitioners committed to positive change in the world. The pursuit of knowledge involves deep and rigorous intellectual inquiry and well-grounded and effective transformative practice. The institute values theory and knowledge that inform and guide such practice. The Graduate Institute's degrees offer support and guidance for students whose individualized studies reach across and beyond established liberal arts and sciences disciplines to inter and transdisciplinary studies. In these ways, the GGI speaks to Goddard College's mission "to advance cultures of rigorous inquiry, collaboration, and lifelong learning, where individuals take imaginative and responsible action in the world."

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## Core Values

GGI degrees offer inter/transdisciplinary, whole-person, community-building and student-centered approaches to learning that is personally and socially relevant and transformative. Inherent in our mission is a call to engage in studies that enhance the sustainability and resilience of communities, eco-communities, and individuals. This approach values:

- **Self-Awareness and Personal Development:** Students are encouraged to look continuously inward and outward across their focus of inquiry and its related theory and practice.
- **Open-Mindedness and Critical Thinking:** By studying a wide variety of perspectives, drawing from relevant fields and traditions, new knowledges, and understanding multiple ways of engaging with their inquiry, students can design critically aware innovative and effective research, writing, arts/practices, and solutions to the issues they seek to resolve.
- **Awareness of Context:** Students are expected to familiarize themselves with the nuances of social, ecological, historic, and other contexts relevant to their area of inquiry so as to create work that offers meaning beyond their personal interests.
- **Rigorous and Imaginative Methodology and Creative Process:** Students find resources, create approaches, scholarship and innovations that speak to a dynamic interplay of influence in which creativity informs rigor, imagination informs critical thinking, freedom of thought informs appreciation of tradition, and synthesis informs complexity.
- **Expertise (mastery):** Students identify their particular area of expertise within a multidisciplinary, interdisciplinary and/or transdisciplinary context.
- **Participatory, Collaborative, and Experiential Process:** Students engage in a process of meaningful discourse and collaboration with peers, faculty, staff, and community members to foster relevant and new ways to learn.

- **Ethical, Relevant and Effective Practice:** Students develop an individual, community, artistic, activist or other practice integral to their topic of inquiry.

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## Earning the Degree

All degree and concentration criteria, values, and philosophy are based on the GGI mission. To earn a degree in the Graduate Institute, students must successfully fulfill the requirements for a graduate degree at Goddard College, as laid out in the Graduate Student Handbook, as well as the requirements of the degree/concentration in which they are enrolled. See the requirements for the different degrees and concentrations in other sections of this addendum. Detailed description of different degrees/concentrations can be found under Student Resources on the GGI home page.

## Enrollment Options

The Goddard Graduate Institute offers the following options to a Master of Arts degree:

- **Standard Study Option (48 credits):** In addition to fulfilling degree criteria, a student must complete 48 credits over four semesters.
- **Accelerated Study Option (36 credits):** Students who meet the criteria for admission to the accelerated, degree must complete 36 credits over three semesters of study. The 36-hour credit Study Option is only available at the time of admittance into the program.
- **Full-time Study:** Students enrolled **full-time** complete 12 semester-hour credits per semester of study. Each semester begins with an eight-day residency. During the semester, students enrolled full time commit to 26 hours of study per week.
- **Half-time Study:** Students enrolled **half time** complete 6 semester-hour credits each semester. Each semester begins with an eight-day residency. During the semester, students enrolled half time commit to 13 hours of study per week.

## Transfers between Enrollment/Study Options, Degrees, and Concentrations

### Full/Half-Time Transfers

Students may request to transfer from full to half-time study (or vice versa) one time while enrolled in their degree program without specific permissions or approvals. Transfers may only be initiated during the Indication of Intent period. Any subsequent requests to change enrollment options require permission of the Director and are not guaranteed. Once registered for a semester, enrollment options cannot be changed from full to half time study (or vice versa).

### Degrees/Concentration Transfers

Requests to transfer to/from degrees, opt-into or transfer between concentrations are made in writing to the Director. The Director is responsible for determining eligibility and

readiness of the student to transfer. Upon approving the student's transfer request, the Director will notify the Registrar of the change.

Degree transfers and concentration changes should be made prior to the start of the semester and cannot be made after the program's residency concludes. Degree transfers and concentration changes made after the start of the residency may result in a revised student account and, therefore, have financial aid implications. . (See GGI program website > *Student Forms > Concentration Application/Transfer Request*:  
<https://sites.google.com/a/goddard.edu/graduate-program/forms/concentration-transfer-request.>)

## Transfer Credit

Graduate level transfer credits may be considered as evidence for admissions to the 36-credit hour accelerated study option and only at the time of admission into the program. Otherwise, transfer credit is not applied to the MA degree.

## Course Equivalents

Course equivalents can be developed in the Student Information System (SIS) as part of the study planning or end-of-semester evaluation processes to organize the semester into more traditional class-like areas of study with corresponding course titles and semester hour equivalents. If students anticipate applying for some type of professional licensure or to a graduate program with specific prerequisites, they should consider employing course equivalents, which become a part of the student's permanent academic record and listed on the transcript. During study planning, students should speak with their advisor and/or the Director to discuss the advantages and disadvantages of course equivalents.

Course equivalents are outlined in the study plan and must be approved by the advisor. At the planning phase, students are advised to keep course titles broad in scope to allow for shifts and development over the course of a semester. At the conclusion of the semester, students submit proposed course equivalents to their faculty advisor for review. **Note:** Course equivalents must reflect 12 semester hour credits for full-time study or 6 for half-time study.

At times, students may discover the need to document their Goddard studies in a course equivalent format near the completion of their degree (i.e., students may decide to pursue further graduate work where traditional course equivalents are expected). Students must consult with all their advisors and the Director to consider the viability of retroactive course equivalents. Permission to undertake retroactive course equivalents is contingent on Director approval and will not be considered without ample documentation including faculty evaluations, annotations, critical papers, bibliographies, etc. Equivalents must faithfully reflect the work completed at Goddard (often transdisciplinary in nature) rather than the course requirements (often disciplinary-based) at other institutions.

Finally, it is vital to note that **course equivalents cannot be retroactively assigned after a student graduates or leaves the College.**

## Defining the Work of the Program

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### Topic of Inquiry

Most students come to the Graduate Institute with a question, issue, passion or problem of compelling interest they wish to explore, a topic they wish to study, a project they wish to create, although many students also discover their specific focus through inquiring into several areas of study during their early semesters. A topic might spring from a question, such as “How can I, as a student of cultural memory/heritage studies, better engage my local community in discovering previously hidden local histories?” A student’s focus of inquiry sometimes changes or evolves in unexpected but welcome ways during the course of study, usually reflecting their developing knowledge and practice.

With a guiding question in hand, students embark upon a learning journey, perhaps to create a body of artwork accompanied by a process paper, conduct a study that seeks solutions to a social issue, or to start a new enterprise founded on sustainable practices.

Students often build upon methodologies used in the fields of inquiry they have explored in order to design studies that will allow them to collect and analyze data relevant to the particular population they wish the study to serve. Often this means ensuring the study is designed with the population’s participation and that the study addresses their expressed needs.

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### Interdisciplinary and Transdisciplinary Studies

Most students’ inquiries require them to look at more than one discipline and its discourse, and to embrace the complexity of their project. For this reason, all Graduate Institute students are expected to undertake studies that are interdisciplinary and/or transdisciplinary.

Interdisciplinary studies point to the intersection between various disciplines; transdisciplinary research intends to respond to public needs and therefore draws from areas of knowledge and practice that offer promising problem-solving strategies. Students are encouraged to look beyond the obvious locations for answers to their questions and to investigate the fascinating epistemological problems that surface along the way. For example, if a student wants to develop an arts program for low-income urban children, as well as arts programming models and facilitation approaches, they might study economic, social, psychological, and urban policy pertaining to that specific population, and try to discover how that population prioritizes its needs.

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### Fields and Traditions

The term “fields” in academia usually refers to academic disciplines, such as Botany, English Literature, Architecture, Sociology, Anthropology, Religious Studies, etc. At Goddard, however, we reclaim “fields” to refer broadly to all philosophies and practices that have their own founding concepts, traditions, histories, methods, and paradigms. A field could be Bioregionalism, Alternative Health, Poetry, Feminist Theory, Union Organizing, Textile Design,



Heritage, and Cultural Memory, etc. Most fields intersect, overlap, and sometimes transcend existing disciplines. For example, Sacred Architecture draws on the fields of Architecture, Religious Studies, Graphic Design, Mathematics, and Anthropology. Heritage and Cultural Memory may draw on Critical White/Identity Studies, Human Rights, Place Studies, Arts, Literature, Social Justice Activism, etc.

Traditions may be areas of focus within an academic field, such as the tradition of poetics within poetry, ethnobotany within the field of biology, or autoethnography within qualitative research methodologies. Traditions may also be located outside of traditional academic fields, such as the traditions of energy healing, or social change folk music.

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## Methodology

Methodology generally refers to research questions and/or goals, decisions about how to gather information for a study (perhaps not only through library research among secondary and primary sources), reasons for choosing a particular approach to gathering data from particular groups/populations (qualitative research tools/methods such as interviewing, oral histories, etc. or quantitative tools such as eliciting statistical data from surveys), and the ethical considerations involved, etc. How students frame their topic of inquiry depends upon the fields they explore, the paradigms and examined personal assumptions they bring to their exploration, and what approaches they employ/create and why, and how they communicate this body of knowledge.

At Goddard, students are asked to examine studies conducted in their field, critiques of those studies and their approaches, and assess how they can develop or adapt their growing knowledge and experiences to create sensitive and ethical approaches to research. Examination and assessment of others' methodologies may lead students to create new approaches to research. Examples include:

- studying indigenous peoples' experiences and critiques of western academe's approaches to fieldwork in anthropology/ethnography
- exploring local cultural histories and contemporary experiences to contribute to theories of consciousness of place
- using ecological "green laws" to design ways for businesses to be more ecologically sound
- drawing upon various works of fiction in a psychological study of teenage girls
- bringing critical perspectives from fields outside of conventional histories to Euro-American portraits of Native American identity so as to uncover new understanding of how such portraits in fact construct(ed) Euro-American identities.

In bringing different perspectives of thinking from one field to another, pathways are open for new insights to emerge.

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## **Epistemology**

Epistemology is the nature, origin, and construction of knowledge; the study of how you know what you know. Epistemology is vital at Goddard since students are called to go to the roots of their inquiry in order to understand how traditional ways of thinking about and studying this area of inquiry have emerged. By taking charge, not only of the nature and presentation of study, but the learning process itself, students empower themselves as lifelong learners, and find ways to challenge and redefine assumptions and biases that pervade their lives and communities. For example, a study of ecological creative writing might be integrated into a feminist epistemology that calls for valuing the subjective as well as the objective, the personal response as well as the cultural context.

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## **Expertise (mastery)**

A Master's degree implies developing expertise in a particular area of inquiry. This entails immersion in a topic of inquiry to gain an understanding of general thinking, trends, history, and outcomes. A significant part of the work in an interdisciplinary/transdisciplinary program is drawing deeply from more than one academic area. Determining what constitutes expertise in an area of inquiry is often a transformative act in itself. For example, in order to explore the values and worldviews that inform artists' efforts to bring arts to a wider audience and invite community ownership and participation, a researcher might study not only the history of DIY (do it yourself) communities but a variety of spiritual, political and social justice initiatives that such communities have catalyzed. Additionally, they may need to explore concepts such as cultural/spiritual appropriation to examine the processes and effects of borrowing/adapting spiritual practices from other cultures. If the main point of the project is actively helping women survivors of domestic assault rebuild their lives, then expertise might encompass the treatment services for and the psychology and sociology of survivors of domestic assault.

Achieving expertise means learning the background(s), possibilities, and current trends of the field(s) of inquiry to identify conversations and intersections with other fields and then consciously creating work that contributes to the conversation.

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## **Transformative Work**

In the Goddard Graduate Institute (GGI), "student" and "teacher" are fluid positions. Faculty members introduce concepts, content, and methods, and guide students toward meeting degree requirements and expectations. Students determine the focus of their studies and so they shape what (and sometimes how) faculty "teach." Students take charge of their learning and faculty prompt them to responsibly examine the nuances of context by engaging students in discussions of their work, offering different perspectives and/or sources, and reflecting back students' ideas (especially when they have not yet recognized the potential in those ideas). Through detailed conversations with faculty about their work, students build increasing confidence in their growing knowledge, experience and practice and very often develop unexpected insights that lead them to contribute new knowledge to their field(s). Many

students reflect on the transformative nature of their studies at Goddard when they present their Final Product to the community and when they speak at their graduation.

## The Residency

The educational retreat atmosphere at each residency provides an opportunity for students to develop a solid working relationship with the faculty and to become acquainted with the work and thinking of other highly motivated students. Peers, faculty members and staff include writers, researchers, activists, and artists who offer to share a wide variety of interests and perspectives.

Every full-time study option student attends an in-person eight-day residency each semester and a final weekend at the College at the time of their graduation. Half-time study option students must attend every other residency. That is, half-time students may not miss two consecutive residencies. For non-residency semesters, half-time students develop their semester study plans with advisors via electronic mail and/or telephone. Study planning happens during the program's scheduled residency dates and all study plans are due by the end of the residency. All new students, full- and part-time, must attend their first-semester residency.

Activities relevant to all students at residencies include:

- **Advising Groups:** In individual consultation with their advisors and in advising groups, students develop their study goals for the semester and the activities they will undertake to meet those goals. The advising group meetings help students identify areas of inquiry, fields and traditions, resources, methodologies and processes.
- **Cohort group meetings:** Students meet according to degree/concentration: Social Innovation and Sustainability, Health Arts and Sciences, Consciousness Studies, Transformative Language Arts, Embodiment Studies, and Individualized Studies (often called "very individualized"). Cohort meetings provide a chance to network across levels of study; learn from those who have gone before, share resources, etc.
- **Work Groups:** Students meet with their peers according to their level of study. Work groups, which are facilitated by faculty and/or the director, help students to align their study plans with the skills and degree requirements of each level of study. Peer learning is a significant part of the work group exchange.
- **Skills and Practices Workshops:** Faculty and staff offer workshops that are essential to graduate-level study, such as critical reading/writing, how to identify research methods and ethical issues involved, "right livelihood" (doing work in the world), etc.
- **Content Workshops and Mini Courses:** Faculty, staff, and guest scholars present on a variety of areas of inquiry such as social innovations, embodiment studies, cultural studies, aspects of history or literature, anthropology, environment, place, consciousness studies, health arts, TLA, etc. Workshops are designed to be of value to most students and all students are encouraged to take the risk of participating in workshops that

otherwise might not appear relevant to their particular field(s) of study as exciting inspirations are often discovered in unlikely places.

- **Returning Student-Led Workshops:** Returning students frequently share their work by offering either individual or collaborative workshops with peers or faculty.
- **Graduating Student Presentations:** Students who have completed their final semester and been approved for graduation present their work to the entire Graduate Institute community as well as graduation guests, and the families and friends of graduating students. This is an opportunity for all students to learn from the graduating students, think ahead and to get more ideas about the possibilities for designing Final Products.
- **Faculty Office Hours:** During residencies, students are encouraged to meet with faculty beyond their advisors for resources and ideas. This process also allows students to identify potential advisors for future semesters.
- **Special Events and Celebrations:** Residencies include a visiting scholar keynote and workshop, a student-faculty-staff reading of creative work, a cabaret at the end of the residency, opening and closing sessions, and special events addressing the residency theme.
- **Casual Conversations:** One of the most important ways students develop their questions, find resources, or clarify their studies is through casual conversations at meals, between workshops, walking around campus, or during other times. The rich mix of students studying everything from consciousness and ecology, to storytelling for social change, to global social innovation projects, to Ayurvedic applications allows for particularly rewarding conversations.
- **Study Plans:** One goal of each residency is to create an online study plan in the Student Information System (SIS) that outlines the learning for the upcoming semester in the context of overall degree plans. The study plan details the primary areas of study and a tentative resource list/bibliography for each of five “packets” of work that students will send to their advisor at three-week intervals over the semester.<sup>1</sup> Each packet represents hours of research and documentation: 26 hours per week full time; 13 hours per week half-time. Students should plan to leave the residency with resources (books, articles, etc.,) for at least the first few weeks of packet work. (See *GGI program website* > *Student Resources* > *Study Plans Demystified*: <https://sites.google.com/a/goddard.edu/graduate-program/student-resources/study-planning%20.> )

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<sup>1</sup> **Shifts in Focus/Revised Study Plan:** All shifts/changes in study plans, major and minor, are agreed upon between the student and their faculty advisor, and documented, as appropriate, in a revised, signed, and dated study plan.

## The Work of the Semester

### Role of the Advisor

Each student is assigned an advisor for the duration of a semester. Students meet their advisor at the residency in the advising group and in individual meetings to develop their overall focus of study and the specific work for the semester. During the semester, advisors respond to each student's packets with individualized letters, and are available to answer questions or concerns. After the first semester, students submit a form to select their next advisor that includes a rationale for their choices. See *GGI program website>Student Forms>Advisor Selection form*: <https://sites.google.com/a/goddard.edu/graduate-program/forms>.

### Packet Work

Following their study plan, full-time students are expected to spend at least 26 hours a week (half-time students are expected to spend at least 13 hours) doing research, taking notes, recording findings, engaging in critical, reflective or creative writing, and/or executing creative projects and internships. Full-time students send five "packets" of work to their advisors every three weeks; half-time students send three packets (at packet due dates #1, #3, and #5). Advisors respond to packets in writing (or occasionally, via direct conversation).

Students respond to their advisors' questions and comments in packet cover letters. Gradually advisor and advisee engage in an increasingly rich dialogue. Advisors' letters help students develop their research, critical reading, and writing skills, assess the reliability of the resources they use, and find sources that offer different perspectives or approaches to their individual area of inquiry.

Toward the end of the semester advisors will discuss with each student their foci and strategies for their next semester's study plan, and suggest potential advisors to contact and converse with before submitting their Advisor Selection Form (see *GGI program website> Student Forms*: <https://sites.google.com/a/goddard.edu/graduate-program/forms> ).

### Packet Components

While packets vary in length and content over the course of a semester, they generally contain the following with variations according to the student's study plan and program and/or concentration of study:

- **Cover Letter** to the advisor explaining the context of the work, what kind of feedback would be most helpful, responses to issues and questions raised by the advisor in a previous letter, other considerations and new questions.
- **Critical writing** in the form of annotations, critical papers, reading journals, thesis chapters/sections/components.
- **Creative work**, such as poetry, fiction, non-fiction, mixed genre writing, fine arts, music, film, photography, collage, mixed media or other creative work if such creative work is central to the study plan.

- **Reflections**, such as reflections on residency learning, research ethics, focused discussions of right livelihood possibilities, drafts of change agent and identity papers, initial thinking on developing a curriculum or community project, reflections on engaged practice, etc.
- **Documentation** of fieldwork, such as examination analysis, and reflection upon projects undertaken.
- **Annotated bibliography**, a one-paragraph summary of all “texts” considered for the packet, including books, articles, videos, films, gallery showings, etc. Generally, students focus the first sentence on overall scope and focus of the text, second sentence on its value to its audience/community, and third sentence on particular relevance to the student's focus of inquiry.

## End of Semester Self-evaluation

At the end of each semester students are required to write a detailed narrative evaluation of their semester’s work, assessing the extent to which they met the goals outlined in their study plan, how their learning has changed them/their goals, the development of their research and writing skills, which skills need further attention, and new goals they have identified for their overall graduate study. The self-evaluation form is in the Student Information System (SIS) and follows the structure of the study plan. Advisors submit a narrative evaluation of the student’s work in SIS.

## Phases of the Study Options

While students move through the program individually, and according to the criteria and requirements for their degree and/or concentration, general phases of the study options are detailed in this section to guide students through the work of their degree program.

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### 48-credit hour Study Option (Full or Half-Time)

#### G1 Students

**Residency:** The focus for many G1 students is to identify intersecting areas of study. New students, “G1s,” attend several new student orientation workshops to familiarize them with college systems (Gnet, email, library, writing lab, GGI program site and college-wide resources), and the personnel who provide support and guidance throughout the residency and semester. G1s are introduced to a G1 Online Course. This required course is intended to help new students ground themselves in relevant terminology, methodologies, processes and available supports.

**Semester:** G1 students complete the online course, and write at least one critical paper (students enrolled in the MA-SIS program are required to write a social innovation and sustainability paper). The online course helps orient students to ethics and values, research methodologies,

critical thinking and writing, ways of knowing, creative ways of constructing knowledge, and phases of study as well as related topics to help ensure success in the program. The critical paper helps further develop critical thinking and writing skills by bringing different sources and points of view into conversation with each other, and encouraging students to discuss, argue with, analyze and question various theories, ideas, and conclusions.

**Packets:** G1 students' packet work consists of annotations, at least one critical paper, creative and/or reflective and/or applied learning as per their study plan, the beginnings of a Change Agent and Identity Paper, and a cumulative annotated bibliography.

## **G2 Students:**

**Residency:** Residency activities are similar to those of the first residency but as students are focusing their research, they need to attend specific workshops designed to help them move to the next level. Studying the residency schedule and workshop handouts prior to the residency helps students identify activities that are pertinent to their semester needs (see *GGI program website*>Residency>Residency Schedule and Residency Announcements and Handouts:

<https://sites.google.com/a/goddard.edu/graduate-program/residency-information> ).

For example, students intending to do [research projects involving human subjects/living creatures](#) are advised to prepare for this during their G2 semester. They must attend research methodology/ethics workshops to learn about possible research designs, appropriate timelines for research projects, and readings on design, data collection, and ethical issues. Familiarity with research methods is a prerequisite for presenting a research design to the Institutional Review Board (IRB) for approval to proceed with a study.

As students consider the focus and shape of their [Final Products](#), they are advised to review graduates' Final Products and annotated bibliographies in the library or online, and to attend graduating student presentations during the residency. Students planning a practicum or fieldwork should attend workshops focused on intersecting their studies with their communities. Overall, the G2 residency is about learning various ways to develop studies and Final Products.

**Semester:** During the second semester, advisors help students to refine their research question(s) and/or areas of exploration, and focus their study. Students planning a project involving human/live participants for their G3 semester will explore different qualitative or quantitative studies, critiques of methods, etc. Others may focus on library research, a practicum, and/or engaged practice.

**Packets:** G2 packet work is similar to the G1 packet work. Additional components in the packet work include the draft Change Agent and Identity Paper due sometime during the semester, to be determined by the advisor and advisee. At packet #4, a draft of the entire [progress review portfolio](#), including the draft Change Agent and Identity Paper, is due to the advisor. Two weeks before the G3 residency, students send a revised portfolio to [maprogressreviews@goddard.edu](mailto:maprogressreviews@goddard.edu). Portfolios are evaluated by faculty committees. An approved portfolio is required in order for students to move into their final semester and complete a Final Product.



All students in all degree tracks/concentrations submit a final version of their Change Agent and Identity Paper to their advisor by the end of the G2 semester. A significant portion of the Change Agent Paper will be included in the Introduction to the Final Product.

### **G3 Students:**

G3 students are making the transition from two semesters of research, creating new work, and/or developing their studies and/or fieldwork, and writing the Final Product. G3 students are strongly advised to design their semester work in a way that will result in at least half (or more) of their [Final Product](#) drafted by the end of the semester. This is the last semester for research, reading, and additional study as the following G4 semester will be focused on finishing the Final Product.

**Residency:** At the beginning of the G3 residency, students receive feedback on their [Progress Review portfolio](#) that may identify overall strengths as well as gaps in research, or indicate which areas need particular attention, and possibly recommend resources for Final Product research. This feedback helps G3 students ensure they have a solid design for their G3 Study Plan and that by the end of the semester, they have written major parts of their [Final Product](#).

Infrequently G3 students may need to do [Research Projects](#) involving Human Subjects/living creatures during the G3 semester. Students must attend research methodology/ethics workshops, read research or data collection designs, and consider ethical issues. Familiarity with research methods is a prerequisite for presenting a research design to the [Institutional Review Board \(IRB\)](#).

When G3 students meet with faculty during the residency office hours, they need to identify both a potential advisor and second reader for the Final Product (G4) semester.

**Semester:** During the G3 semester, students are finalizing their research, or completing a research project, and drafting parts of their Final Product. Students will refine the draft of their Final Product proposal with feedback from their advisor and continue to work on the proposal in preparation for their G4 residency.

**Packets:** As G3 students synthesize their studies, the majority of their packet work is focused on drafting their Final Product, integrating into their drafts revisions/developments of previous work, and centering their discussion on one guiding question or main point. By the end of the G3 semester, students are advised to have drafted at least half of their [Final Product](#).

### **G4 Students:**

**Residency:** G4 students submit a [Final Product proposal](#) during the residency, and in turn, receive from a faculty committee feedback and guidance to consider in revising their Final Product structure, focus, and approaches. Also, G4 students decide upon a graduation speaker (in their G4 work group), meet with the Registrar to ensure they are familiar with the conditions and paperwork needed for graduation, and meet with their Second Reader and Advisor to discuss their Final Product.



**Semester and Packets:** The semester is devoted to completing the Final Product. Often students will send half or more of their Final Product draft to their advisor at packet #1, and more at packet #2. At packet #3 (week 9) of the final semester, students submit a full draft to their advisor and their second reader. Both faculty members respond by identifying strengths as well as issues needing attention – such as details regarding the abstract, key words, structure, bibliographies, appendices, etc.

Students do necessary revisions at packet #4 and send these to their advisor only. The polished draft is then due to the advisor and second reader by the Final Product due date. See the Program Calendar on the GGI's program website:

<https://sites.google.com/a/goddard.edu/graduate-program/home?pli=1>

If the Final Product is approved by the advisor and second reader, students write a carefully worded Evaluation of Graduate Study as a Whole in the Student Information System (SIS) noting influential scholars, texts and other key influences over the course of the four semesters. They also evaluate their Final Product, and its contribution to their area of inquiry and/or to wider society.

Students enrolled in the [TLA concentration](#) are expected to submit their practicum portfolio to the TLA coordinator and their advisor at the packet #1 due date.

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## 36-credit hour Accelerated Study Option (Full or Half-Time)

### G1 Students

**Residency:** The focus for many G1 students is to identify intersecting areas of study. New students, "G1s," attend several new student orientation workshops to familiarize them with college systems (e.g., Gnet, email, library, writing lab, GGI program site and college-wide resources), and the staff who provide support and guidance throughout the residency and semester. G1s are introduced to a G1 Online Course. This required course is intended to help new students ground themselves in relevant terminology, methodologies, processes and available supports.

**Semester:** G1 students complete the online course, and write at least one critical paper (students enrolled in the MA-SIS program are required to write a social innovation and sustainability paper). The online course helps orient students to ethics and values, research methodologies, critical thinking and writing, ways of knowing, creative ways of constructing knowledge, and phases of study as well as related topics to help ensure success in the program. The critical paper helps further develop critical thinking and writing skills by bringing different sources and points of view into conversation with each other, and encouraging students to discuss, argue with, analyze and question various theories, ideas, and conclusions.

Due to the accelerated nature of the 36-credit-hour option, students will be researching their thesis project as well as, focusing on its guiding questions or main points, and on any associated fieldwork, practicum or original research they'll be undertaking in their G2 semester. Students planning [a project involving human/live participants](#) for their G2 semester, will explore

different qualitative or quantitative research methodologies and critiques. Other students focus on library research, a practicum, and/or engaged practice.

At packet #4, a draft of the entire Progress Review Portfolio, including the draft Change Agent and Identity Paper, is due to the advisor. Two weeks before the G2 residency, students send a revised portfolio to [maprogressreviews@goddard.edu](mailto:maprogressreviews@goddard.edu). Portfolios are evaluated by faculty committees. An approved portfolio is required in order for students to move into their final semester and complete a Final Product.

**Packets:** G1 students' packet work consists of annotations, at least one critical paper, creative and/or reflective and/or applied learning as per their study plan, the draft of a Change Agent and Identity Paper, Progress Review Portfolio, and a cumulative annotated bibliography.

## G2 Students

G2 students are making the transition from research, creating new work, and/or developing studies and/or fieldwork to developing and writing the Final Product. G2 students are strongly advised to design their semester work in a way that will result in at least half (or more) of their Final Product drafted by the end of the semester. This is the last semester for research, reading, and additional study of a topic as the G3 semester will be focused on finishing the [Final Product](#).

**Residency:** At the beginning of the G2 residency, students receive feedback on their [Progress Review portfolio](#) that may identify overall strengths as well as gaps in research, or indicate which areas need particular attention, and possibly recommend resources for Final Product research. This feedback helps G2 students ensure they have a solid design for their G2 Study Plan and that by the end of the semester they have written major parts of their [Final Product](#).

Infrequently G2 students may need to do [Research Projects involving Human Subjects/living creatures](#) during the G2 semester. Students must attend research methodology/ethics workshops, read research, data collection designs, and consider ethical issues. Familiarity with research methods is a prerequisite for presenting a research design to the Institutional Review Board (IRB).

When G2 students meet with faculty during the residency office hours, they need to identify both a potential advisor and second reader for the Final Product (G3) semester.

Residency activities are similar to those of the first residency but as students are focusing their research, they need to attend specific workshops designed to help them move to the next level. Studying the residency schedule and workshop handouts prior to the residency helps students identify activities that are pertinent to their semester needs (see *GGI program website*>Residency>Residency Schedule and Residency Announcements and Handouts: <https://sites.google.com/a/goddard.edu/graduate-program/residency-information> ).

As students consider the focus and shape of their Final Product, they are advised to look at graduates' Final Products and annotated bibliographies in the library or online and to attend graduating student presentations. Students planning a practicum or fieldwork should attend workshops focused on intersecting their studies with their communities.

**Semester:** During the G2 semester, students are finalizing their research, or completing a research project, and drafting parts of their Final Product. Students will refine the draft of their [Final Product proposal](#) with their advisor's feedback and continue to work on the proposal in preparation for their G3 residency.

**Packets:** As G2 students synthesize their studies, the majority of their packet work is focused on drafting their Final Product, integrating into their drafts revisions/developments of previous work, and centering their discussion on one guiding question or main point. By the end of the G2 semester, students are advised to have refined their Final Product Proposal (due at the G3 residency) and drafted at least half of their Final Product.

### **G3 Students:**

**Residency:** G3 students submit a [Final Product proposal](#) during the residency, and in turn, receive from a faculty committee feedback and guidance to consider in revising and finalizing their Final Product structure, focus, and approaches. Also G3 students decide upon a graduation speaker (in the G4 work group), meet with the Registrar to ensure they are familiar with the conditions and paperwork needed for graduation, and meet with their Second Reader and Advisor to discuss their Final Product.

**Semester and Packets:** The semester is devoted to completing the Final Product. Often students will send half or more of their Final Product draft to their advisor at packet #1, and more at packet #2. At packet #3 (week 9) of the final semester, students submit a full draft to their advisor and their second reader. Both faculty members respond by identifying strengths and issues needing attention such as details regarding the abstract, key words, structure, bibliographies, appendices, etc.

Students do necessary revisions at packet #4 and send these to their advisor only. The polished draft is then due to the advisor and second reader by the Final Product due date. See the Program Calendar on the GGI's program website:

<https://sites.google.com/a/goddard.edu/graduate-program/home?pli=1>

If the Final Product is approved by the advisor and second reader, students write a carefully worded Evaluation of Graduate Study as a Whole in the Student Information System (SIS) noting influential scholars, texts and other key influences over the course of the four semesters. They also evaluate their Final Product, and its contribution to their area of inquiry and/or to wider society.

Students enrolled in the [TLA concentration](#) are expected to submit their practicum portfolio to the TLA coordinator and their advisor at the packet #1 due date.

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### **Graduation Requirements**

To graduate, each item listed below must be on file in the Student Information System (SIS), including those required from faculty. Students must also meet the other requirements of the Graduation Policy as defined in the Graduate Student Handbook:

- ALL student self-evaluations from successfully completed semesters

- A digital Final Product submitted by the student to SIS and approved by the student's advisor and second reader
- Faculty evaluations from all enrolled semesters
- Second Reader's Report
- Faculty approved Course Equivalents, if applicable

Prior to the Commencement Residency, graduating students submit a Graduating Student Presentation description, which is included in the residency schedule. (See *GGI program website*>*Student Forms*: <https://sites.google.com/a/goddard.edu/graduate-program/forms>.)

The Final Product must be submitted digitally for future access through Goddard's library services. (See *GGI program website*> *Student Resources* > *Final Semester & Grad Students*> *How to submit your Final Product* and *Graduation Checklist*: <https://sites.google.com/a/goddard.edu/graduate-program/student-resources> )

## **Graduation and Final Residency**

Graduating students give a short presentation of their work to the community at their final weekend residency. At commencement, faculty advisors introduce the work and achievements of each graduate, and each graduate has a chance to speak to the community about their work and/or their experience of study. This weekend is a time of great celebration as well as a way to consider the possibilities and reach of each student's work.

# GODDARD GRADUATE INSTITUTE DEGREE REQUIREMENTS

All GGI students undertake Individualized – or self-designed – Studies. Students are offered support and guidance for projects whose purpose and scope demand exploration across and/or beyond established academic and artistic boundaries. Graduate studies aim to integrate knowledge, personal development, and social action and, in alignment with the Goddard Graduate Institute mission, foster the development of knowledge, practices, and modes of inquiry that represent a genuine attempt to offer new perspectives in a world affected by huge transformative forces.

All students employ multiple ways of learning, reflecting on learning, and demonstrating expertise—the foundational principles of a GGI degree.

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## Foundations of Study

Goddard’s inter/transdisciplinary, holistic and personal approach empowers students to take charge of their education. It is student-centered learning at its most profound. Students choose their topic of inquiry, design a program of study based on how they learn best, and on what their study can contribute most to themselves and their community. Engaging multiple ways of learning, reflecting on the learning and demonstrating comprehensive knowledge is referred to as **Knowing, Being and Doing**. Attending to all three forms represents a holistic approach to theory, practice, and integration that equally values all ways of learning. These three principles are the foundation of a Goddard Graduate education.

- **Knowing** results from rigorous inquiry and becoming grounded in the fundamental theory and practices of the chosen field. Knowing is the acquisition of knowledge that occurs by reading and thinking deeply, observing carefully, experiencing consciously, engaging in critical discourse with others, analyzing thoughtfully, and writing critically. Students are expected to demonstrate a competent understanding of their subject matter through engaging relevant sources of theory and practice related to their area(s) of focus as well as differing points of view regarding the efficacy of those theories and practices.
- **Being** is attending to both the well-being and development<sup>2</sup> of the self by reflecting on what is being experienced and learned, examining and further developing a more informed sense of their intersecting social identities and ethical intentions in the world.. Students are expected to demonstrate how the content of their ongoing learning influences their understanding of who they are and the personal and professional impact that they desire to have in the world. Being involves thoughtful consideration of these kinds of questions:
  - “Who am I as a person in the world?”

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<sup>2</sup> Development relates to Freire’s idea of being “unfinished.” “Education does not make us educable. It is our awareness of being ‘unfinished’ that makes us educable”. (Freire (2001), *Pedagogy of freedom*, p. 58).

- “Who am I as an agent of social change, scholar, artist, or however I name my role in embodying my work?”
- “Who am I becoming/how am I changing in the context of all that I am learning?”
- “What impact do I want to have?”
- **Doing** is a combination of experiential learning and thoughtful action (informed by learning). Students get out in the world to explore, try out a practice, test an idea/theory or apply something that they have learned. For example, learning experientially might mean one or a combination of the following:
  - testing a theory/hypothesis in practice. This may mean inviting others in the community – stakeholders who might benefit from the project – to help design the project by identifying their needs and goals,
  - planting a garden using permaculture techniques
  - exploring waste management and innovative reuse industries
  - designing a historical exhibit pertinent to/with the participation of the community
  - visiting a town that has created and uses an alternative currency
  - participating in or facilitating a workshop
  - learning first-hand from someone who has wisdom and experience in the field
  - helping to organize a community event
  - developing or practicing a healing modality
  - putting new skills to work in a creative project

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## Degree Criteria

### *How to approach study/ethics of scholarly practice*

All students graduating with an Individualized MA degree (whatever degree or concentration) will have undertaken an interdisciplinary or transdisciplinary area of study and successfully accomplished the following:

- Identified and developed expertise in theories, traditions, disciplines and other ways of knowing central to their specific study and the foundational knowledge of their degree or concentration
- Placed their learning in an appropriate historical, socio-cultural, and personal context
- Explored and reflected upon their personal cultural values and biases (socio- economic, ethnic/racial/national/spiritual/ideological roots, etc..) as they pertain to their area of study

- Developed a clear critique/understanding of research methods and their potential for harm

Below are details of the GGI degree and concentration requirements. Additional information can be found on the GGI Program intranet site:

<https://sites.google.com/a/goddard.edu/graduate-program/home>.

GGI Degrees:

- MA in Individualized studies (MA-IS)
- MA in Social Innovation and Sustainability (MA-SIS)
- MA in Health Arts and Sciences (MA-HAS)

Optional Concentrations (in the above degrees):

- Consciousness Studies
- Embodiment Studies
- Transformative Language Arts

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## Degree Requirements

### ***What must be completed over the course of a MA in the Goddard Graduate Institute***

Students' interests lead them to fulfill the degree requirements through studies specific to a project or inquiry (individualized studies) or by pursuing a predefined area of concentration (consciousness studies, embodiment studies or transformative language arts).

All students are required to complete the following:

- **During their first semester (G1), students write a critical paper that addresses their research explorations of that semester.** This paper will probably draw from annotations and reflections on various sources.
- **Referenced Change Agent and Identity Paper (G1 & G2):** Over their G1 and G2 semesters, students consciously explore scholarship on the dynamics of oppression, power, privilege and social justice (personal, local and global) that pertain to their work. They begin to draft a scholarly personal narrative (referencing research undertaken) in which they explore their own identity from different perspectives (cultural, socio-economic, political, autobiographical, etc.). As their awareness grows they add to their self-discoveries, clarify personal worldviews, values, behavior, and the sustainability of their actions. They will use this developing understanding of who they are in the world as an individual and an agent of positive social change in their Final Product.
- **Progress Review Portfolio** (48-credit students submit two weeks before the third semester residency; 36-credit students submit two weeks before the second semester residency.) See <https://sites.google.com/a/goddard.edu/graduate-program/student-resources/progress-reviews>

- **Engaged practice:** Students engage with the world in ways that deepen their understanding of their area of study, through a personal, social, scholarly, spiritual, and/or other practice appropriate to the individual (see each degree/concentration description for details)
- **MA- SIS students only: Personal Synthesis Paper** (G4)
- **Final Product** (Thesis, Creative or Applied Learning Project; G4)
- **Graduating Student Presentation** (graduating residency)

## MA in Individualized Studies

### Program Vision

Individualized Studies (MA-IS) students come with unique personal and/or shared cultural experiences and knowledge. Most focus their studies around a project, question, or issue that has urgent meaning for themselves and/or a particular community (or communities). Rather than exploring pre-determined sets of core texts and learning areas, students are encouraged to design inter-/transdisciplinary studies that analyze and interrogate knowledge and practices related to their specific projects.

### Criteria (*how to approach study/ethics of scholarly practice*)

Students are expected to:

- identify dominant knowledge(s)—academic or popular *experiences “that count”*—in their field(s), how such knowledges are authorized, and what effects they have in various locations (who benefits, and not);
- unearth suppressed or ignored knowledges—*experiences that have not counted*—and through them interrogate accepted knowledges;
- question the extent to which “experience” (individuals’ self-image, emotional responses, beliefs/value systems, etc.,) is constructed: how certain people(s) or groups are defined as different/Other/less than;
- consider how they might be complicit in maintaining irrationally defined differences;
- study and reflect upon research design and ethics relevant to their area of inquiry;
- discuss how their research findings/practices may help to dismantle oppressive systems.

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## Degree Requirements

### What must be completed over the course of the degree

- **First semester (G1): at least one critical paper that addresses students’ initial research explorations**, drawing from annotations, critiques and reflections on various sources.
- **G1 & G2:** Over the course of their G1 and G2 semesters, students consciously explore scholarship on the dynamics of oppression, power, privilege and social justice (personal,



local and global) that pertain to their work and develop a scholarly personal narrative (i.e. with references) that will inform their Final Product.

- **Progress Review Portfolio** (48-credit students submit two weeks before the G3 residency; 36-credit students submit two weeks before the G2 residency)
- **Engaged practice:** Students develop and document a conscious ethics of scholarship/practice
- **Final Product** (Thesis or Creative or Applied Learning Project)
- **Graduating Student Presentation** (graduating residency)

## Health Arts and Sciences: Bridging Nature, Culture, and Healing

*“The spirit of healing transcends the individual to involve the whole community”*

– Wendell Berry

### Program Vision

The vision of the program is founded on the principle that personal health, community health and the health of the natural world are three dimensions of the same whole. Health, germane to the whole person, is only possible within the context of the multiple social and material environments that include close relationships, local communities, social institutions, and local and global ecologies. Our program helps students develop their knowledge and skills to cultivate health and well-being within this larger social and ecological matrix. Joining an ethics of care with an ethics of justice, this vision advocates for diverse ways of knowing and healing, bringing restorative practices to life by means of holistic thinking, innovation and transformation.

### Many Dimensions of Health and Healing

The Health Arts and Sciences vision invites students to reflect upon and define health from multiple perspectives, which depend upon and live in relationship to each other:

#### Personal Health and Healing

The personal dimension of health is central and is contained within other dimensions of health: family/community, socio-cultural, and ecological health. The personal dimension of health refers to the health of the individual or self. It includes self-care, self-determination and personal responsiveness and harm reduction. The personal perspective invites an exploration of modalities and disciplines that focus on the individual body-mind-spirit, practices of personal wellness and self-development, and also critiques of individualization and ableism within health discourses.

## **Family/Community/Organizational Health and Healing**

From the family/community perspective, health is a function of tangible, day-to-day relationships: the people we see and interact with, the people we love and who love us back, and the relationships that cause injury and harm. This level includes the study and practice of the relational and connected -- potential healing within relationships, families, communities, and small organizations. Studies at the family/community level support the cultivation of a diverse range of social and relational skills and understandings.

## **Social Health and Social Medicines**

The social dimension of health acknowledges the larger systems which persist over time and give shape to who we are, what we know, and what we do. By thinking critically about the sociocultural dimensions of health and illness, we bring to light the structures that often invisibly shape our identities, knowledges and practices. Social medicine perspectives invite an understanding of the social determinants of health, structural violence, the social construction of health discourses and practices, and the actions necessary to create social change in a number of different contexts.

## **Ecological Health and Ecological Medicines**

From an ecological perspective, health is considered in light of relationships between living organisms and local and/or planetary ecosystems. In the dynamic, living system that is earth, what occurs in any one part has an effect upon the whole. The ecological perspective allows us to expand our notion of health to include environmental health and ecological selves, and asks us how we understand and act upon our understanding of the relationship between health and our various ecosystems.

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## **Degree Requirements**

### ***What must be completed over the course of the degree***

- **During their first semester (G1), students complete their first critical paper that addresses their initial research explorations drawing** from their annotations and reflections on various sources.
- **Change Agent and Identity Paper (G1 & G2):** Over the course of their G1 and G2 semesters, students consciously explore scholarship on the dynamics of oppression, power, privilege and social justice (personal, local and global) that pertain to their work and develop a scholarly personal narrative (i.e. with references) that will inform their Final Product. (Part of Self-Cultivation and Self-Reflection; See *MA-HAS Addendum* under Student Resources for further details)
- **Progress Review Portfolio** (submitted two weeks before the G3 residency or before their G2 residency in the case of half-time students)

- **Engaged Practice (Doing):** As a HAS student, you will ‘learn by doing’ through the exploration of one or more practices related to your core inquiry. Practice is defined as any intentional action (community education, outreach, activism, therapeutic modality or engaged research) that allows you to positively affect the world while cultivating your ‘knowing’ and ‘being’. Your practice may be expressed as a singular or intermodal approach. It may draw from disciplinary traditions (such as nutrition education) or interdisciplinary practices (such as the use of yoga therapy as an intervention for trauma populations) or it may be researched based (such as auto-ethnographic explorations of the culture of an intensive care unit). Evolving your practice is a form of praxis (putting theory into practice).
- **Final Product** (Thesis, Creative or Applied Learning Project)
- **Graduating Student Presentation**

## MA in Social Innovation and Sustainability

### Program Vision

The MA in Social Innovation and Sustainability Program prepares scholars and practitioners to address significant social, economic and ecological concerns, on local and regional levels.

Students draw from several disciplines—such as sustainability; community economic development; place studies; place-making; environmental studies; humanistic geography; human, personal, organizational development; community planning, and social innovation and enterprise—to pursue innovative ideas and approaches for engaging community, generating social value and nurturing viable and resilient ways of living and being in community.

Students explore innovative responses to social, economic, and ecological challenges. Their research inquiries emerge from their locations as concerned citizens, social innovators and entrepreneurs, and members of organizations engaged in multi-dimensional, mutual problem solving while building on local assets and contributing to the health and vitality of people and place.

### Criteria

#### *How to approach study/ethics of scholarly practice*

- MA in Social Innovation and Sustainability (MA-SIS) students’ research foci emerge from engaging with specific places and people(s), and seeking to create solutions that can have local, regional, and/or global impact.
- Students are expected to consider social justice and empowerment theories and reflect upon research design and ethics in order to design inclusive, equitable and accessible practices and models that embrace diverse communities and perspectives and facilitate the participation of those excluded from policy and decision making arenas.

- Students are also expected to develop an increasingly nuanced view of themselves as change agents.

## **Core Study Areas**

Students may focus their studies in one of the following areas:

### **Social Innovation**

Students may focus on social innovation, acquiring skills and knowledge to engage diverse constituents and stakeholder groups—from marginalized communities to socially responsible investors—in generating social value that fundamentally improves quality of life for the most vulnerable and for society. Students are encouraged to contribute to this emerging field by applying/building upon participatory research and data collection methods, and inter/transdisciplinary and innovative approaches at local, community, organizational and regional levels.

### **Sustainability**

Students who focus on sustainability will combine whole system and place-based approaches to develop sustainable communities, organizations and local economies. Students are encouraged to identify meaningful geographic, cultural, ecological and economic frameworks for understanding place and facilitating equity, access and appropriate scale and practice. They are encouraged to explore alternative/emerging organizational and business structures, models of community planning and organizing and ways of engaging, motivating, and empowering diverse community stakeholders.

### **Combined Study**

Sustainable innovation and balancing multiple bottom lines in public, private and community arenas calls for new kinds of skills and knowledge that effectively engage diverse constituents and perspectives. Students may combine sustainability and social innovation by applying theory and practice from both fields to explore/develop innovations that specifically contribute to promoting and advancing more sustainable and viable ways of living.

All students, regardless of their focus area, are expected to acquire a working knowledge of both social innovation and sustainability theory and practice by exploring their relevance to their particular area of inquiry.

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## Degree Requirements

### *What must be completed over the course of the degree*

Students are required to complete the following:

- **Social Innovation or Sustainability Paper (G1):** Students summarize their understanding of the defining qualities of social innovation and sustainability theory and how these relate specifically to their areas of inquiry in a critical paper. This paper should demonstrate knowledge of evolving discourses on approaches to theory and practice.
- **Change Agent and Identity Paper (G2):** Students consciously explore scholarship on the dynamics of oppression, power, privilege and social justice (personal, local and global) that pertain to their work. This scholarly paper (i.e. with references) explains their understanding of who they are in the world as a person and as an agent of positive social change.
- **Progress Review Portfolio:** Full-time students submit two weeks before their G3 residency. Half-time students submit two weeks before their G2 residency.
- **Personal Synthesis Paper** (fourth semester)
- **Final Product** (Thesis or Applied Learning Project)
- **Graduating Student Presentation**

For resources related to MASIS, see: <https://sites.google.com/a/goddard.edu/graduate-program/student-resources/socialinnovationandsustainability>

## DEGREE CONCENTRATIONS

The optional degree concentrations Consciousness Studies (CS), Embodiment Studies (ES), and Transformative Language Arts (TLA) are available in all current GGI degrees (MA-IS, MA-HAS and MA-SIS). Students must consult with their advisor and concentration coordinators to determine if incorporating a concentration into their studies is academically sound.

### Consciousness Studies (CS)

#### Vision

Consciousness Studies (CS) focuses on developing an integrated understanding of the origin, evolution, and expansion of human consciousness. The emphasis at Goddard is on developing an interdisciplinary approach to the study of consciousness that is open to a range of perspectives from the scientific to the transpersonal. As an exciting and emerging area of study various disciplines are drawn upon including the neurosciences, philosophy of mind, anthropology of consciousness, Jungian psychology, religious studies, transpersonal psychology, as well as the arts and humanities.

#### Core Concepts and Learning Areas

To acquire a broad understanding of the theory and practice of Consciousness Studies students are expected to familiarize themselves with a number of disciplines and perspectives. These can be brought together into the following core areas to offer a way of classifying different approaches to the expression and study of consciousness. They also provide a basic contextual and inter/transdisciplinary framework within which students pursue their individualized studies.

- Scientific and Philosophical Study draw on disciplines from the neurosciences to the philosophy of mind.
- Social Scientific Study includes psychology, sociology, and anthropology.
- Transpersonal Study involves many fields such as religious studies, transpersonal and Jungian psychology, as well as deep ecology.
- Arts and Humanities have shaped the way humans' express consciousness.

#### Criteria or *how* to approach study/ethics of scholarly practice

- Attend residency mini-courses and workshops that explore core concepts
- Engage with core readings related to the various traditions of Consciousness Studies
- Familiarize themselves with the conversations in their field and situate themselves among the different perspectives
- Study and reflect upon research design and ethics relevant to their area of inquiry.

- Engage in a practice that brings experiences and learning into the context of a larger community.

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## Concentration Requirements

### *What must be completed over the course of the degree*

- **Demonstrate an understanding** of concerns, issues and questions central to Consciousness Studies, and their relevance to their area of inquiry.
- Define a **focus of study** that is situated in the context of Consciousness Studies as a whole, thus demonstrating expertise.
- **Submit a Progress Review Portfolio** two weeks before their G3 residency (full-time students) or before their G2 residency (half-time students)
- **Develop an Engaged Practice:** A proposal must be submitted by the beginning of G3. A report that documents and reflects upon the relevance of the practice to self, community, and specific area of inquiry is due to the advisor and CS coordinator by the end of G3.
- **Develop a Referenced Change Agent and Identity Paper** that articulates students' personal reflections on "consciousness." While thinking and writing about their personal relationship to the core learning areas begins in the first semester, in the G2 semester students draft a paper that summarizes personal reflections on and definition of "consciousness." The completed paper, due to the advisor and CS coordinator by the end of G3, is meant to offer a sense of personal development over the course of the degree.
- **Complete an integrated Final Product** that exemplifies fulfillment of degree criteria and includes the essence of their Change Agent and Identity Paper, learning from Engaged Practice, and a breadth of understanding of Consciousness Studies as it applies to students' focus.
- **Graduating Student Presentation**

For resources related to CS, see <https://sites.google.com/a/goddard.edu/graduate-program/student-resources/consciousness-studies>

## Embodiment Studies (ES)

### Vision

Embodiment Studies is an emerging, transdisciplinary field drawing on and influencing work across a range of inquiries and practices, all seeking to:

1. understand human life as the life of the body in a physical universe **and**
2. to restore bodily experience as an essential subject of knowledge and way of knowing.

The Embodiment Studies concentration offers students the opportunity to engage their inquiry through the lens of the body as the ground of culture, cognition, and perception. To do so is to honor the intelligence of the body and its limitless capacity for insight and liberation. Embodiment Studies students come with a diverse set of inquiries and a shared vision to engage in work of critical reflection and reconnection with respect to lived bodies, social bodies and the living earth.

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## Core Concepts: Theory, Practice, Integration

### Criteria or *how* to approach the study/ethics of scholarly practice

Students will participate in inter-/transdisciplinary conversations in the sciences, social sciences, humanities and arts that inform Embodiment Studies, with careful attention to historical and social constructions of knowledge. Students engage with pertinent theory through study in each of the **Required Study Areas**:

- Embodied Epistemology: Locate critique and seek to mend dichotomies, binaries and dualisms – such as, mind/body, knowledge/belief, self/other, spirit/matter, culture/nature, masculine/feminine, and science/art – drawing on work from an array of fields and disciplines. Engage in embodied scholarship, cultivating and critically attending to their own bodily knowing and body scholarship as essential to their work in the program.
- Ecological Bodies/Bodies in Place: Investigate relationships to land and place and to other nonhuman bodies, and gain an understanding of the rootedness of emotions, ethics and cognition in the more-than-human world.
- Social Bodies/Bodies in Culture: Gain an understanding of intersecting social identities and the ways that these identities shape bodily experience and knowledge. Explore the intersection of embodiment, justice, privilege, power and activism.

Additionally, students are expected to:

- Attend residency mini-courses and workshops that explore core concepts.
- Engage with core readings related to the various traditions of Embodiment Studies.
- Familiarize themselves with the conversations in their field and situate themselves among the different perspectives.
- Study and reflect upon research design and ethics relevant to their area of inquiry.
- Ground their learning in an engaged practice: Engaged Practice is met through any personal practice or community engagement designed by the student with the support of faculty. Students are encouraged but not required to choose one (or possibly more than one) Applied Praxis Areas: somatic disciplines, health modalities, methodologies of bodily reintegration, arts practices, and projects related to ecological bodies and environmental justice, projects and practices that address issues related to bodies at the intersection of race, class, gender, sexuality, national origin, dis/ability, sexual orientation or religion. Rationale and plans for an engaged practice as an Embodiment



Studies practice are designed with the primary advisor and concentration coordinator and receive feedback from faculty during the G2 Progress Review process.

- **Integration and Embodied Leadership:** Students reflect on their learning through the lens of their own growth and development, understanding how they are positioned in learning and how their embodied experience of intersecting social identities shapes their learning and their leadership. Taking seriously the notion that the body holds – consciously and unconsciously – the effects of socialization as well as the potential for social transformation, Embodiment Studies students are required to research and write critically on their own embodied social identity, including racial/ethnic identity, as part of their Change Agent and Identity Paper. This, in turn, will inform their Final Product.

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## Concentration Requirements

### *What must be completed over the course of the degree*

Concentration requirements mirror the structure of all Goddard Graduate Institute programs – emphasizing work in theory, practice and integration (knowing, doing and being). Within the program guidelines, students are expected to engage required study areas and may choose to engage one or more applied praxis areas, or may individualize their practice. Students can simultaneously meet program and concentration requirements by focusing their studies, rather than adding to the required work for the program.

- **Demonstrate an understanding of concerns, issues and questions central to Embodiment Studies, and their relevance to their area of inquiry.**
- **Define a focus of study** that is situated in the context of Embodiment Studies as a whole, thus demonstrating expertise.
- **First semester (G1) critical paper that addresses students' initial research explorations into embodiment theory**, drawing from annotations, critiques and reflections on various sources.
- **Change Agent and Identity Paper (G1 & G2):** Over the course of their G1 and G2 semesters, students demonstrate **Integration and Embodied Leadership** by consciously exploring scholarship on the dynamics of oppression, power, privilege and social justice (personal, local and global) that pertain to their work and develop a scholarly personal narrative (i.e. with references) that will inform their Final Product.
- **Progress Review Portfolio** (submitted two weeks before the G3 residency or G2 residency in the case of half-time students).
- **Engaged practice: Students design a personal practice or community engagement.** Students are encouraged but not required to choose one (or possibly more than one) from [Applied Praxis Areas](#).
- **Final Product** (Thesis, Creative or Applied Learning Project)
- **Graduating Student Presentation** (graduating residency)

## Transformative Language Arts (TLA)

### Mission

Transformative Language Arts (TLA) is the intentional use of the written, spoken, and sung word for individual and community growth, development, celebration and transformation. In the tradition of Tikkum Olam, the Hebrew phrase that means putting back together the broken world, TLA draws upon creative writing, storytelling, songwriting, drama, performance, and other forms of written, and oral communication that contribute to naming and honoring individual and community experience, perceptions, voice and vision.

### Philosophy

Transformative Language Arts' philosophy is deeply informed by personal and social transformation based on students' awareness of their work, place in the world, and the needs of their community. TLA recognizes that creativity and transformation are individual, communal, dynamic, and complicated processes. To this end, TLA affirms the importance of individuals and communities naming their own experience, process, art, and work, and encourages an interdisciplinary approach that draws on the spoken, written, and sung word for finding, strengthening and sustaining individuals and communities.

Transformative Language Arts' philosophy is deeply informed by Goddard's mission and commitment to Progressive Education:

- Personal and social transformation is at the heart of becoming a lifelong learner committed to the welfare of their community and the planet.
- Creativity and transformation as an individual and communal process embraces both a collaborative approach to and individual mapping of the learning practice, one that includes students using their voice to create their own definitions and applications.
- Defining all the terms comes from the understanding that true transformation occurs when the ones transformed can claim and name their own experience.
- Honoring both the spoken and written word is especially relevant to progressive education's ideal that individuals must take charge of their learning and expression.
- Inter-/transdisciplinary theory and practice is an illustration of how TLA, like all programs at Goddard, looks beyond standardized disciplines that often compartmentalize knowledge to more integrated and relevant ways of knowing. Such a focus helps students see the big picture behind the work they wish to do in their community and in their artistic practice.
- Greater perspective on how students place in the world clearly relates to Goddard's emphasis on welfare for others and the Earth.

The very nature of TLA calls for a non-elitist, non-competitive and non-dogmatic atmosphere where deep and respectful listening to one another and to ourselves, as well as passionate and thoughtful questioning is central. The TLA work students do in their communities extends Goddard's mission to build and sustain a community of learners beyond the college itself.

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## Concentration Criteria

### *How to approach study/ethics of scholarly practice*

- **Ongoing Reflection and Integration:** Students reflect on, assess, and integrate into future planning their learning and exploration, experience and research.
- **Individual TLA Practice:** Students build on their previous experience with writing, storytelling, performance and other arts by deepening their craft, learning about their genre and related genres and arts, and taking healthy artistic risks to create work of meaning.
- **Theoretical Groundwork:** Students develop a general knowledge of TLA in theory and practice and a more in-depth understanding of a TLA focus (such as a genre, population, approach, or tradition). Students also complete core readings (selecting their own texts) in areas most pertinent to TLA: culture, history, psychology, sociology, literature, oral traditions, spirituality, anthropology, methodology, education, etc. See *The Transformative Language Arts Concentration Guide* for more information.
- **Community-Based Practicum:** Through working with groups and/or individuals, TLA students grow as facilitators and artists of a language arts process; they also immerse themselves in a hands-on study of group dynamics, individualized transformative, and/or organizational processes through the arts. Through the pre-practicum plan and the post-practicum portfolio, students investigate what makes a transformative, ethical and engaged artistic practice in the world.

Detailed information on TLA study is in the *TLA Concentration Guide*, which all TLA students are responsible for reading and following. <https://drive.google.com/drive/folders/0B5sFxis-WpVmOGJmY2ZkZmQtNTA0MC00MzMxLWI1NDEtYzM3OTQ5OTUzOTU5>

For resources related to TLA, see: <https://sites.google.com/a/goddard.edu/graduate-program/student-resources/transformative-language-arts>

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## Requirements

### *What must be completed over the course of the degree*

- **First semester (G1) critical paper that addresses students' initial research explorations into an aspect of Transformative Language Arts,** drawing from annotations, critiques and reflections on various sources.
- **Change Agent and Identity Paper (G1 & G2):** Students write a Change Agent and Identity Essay focusing on who they are in relation to their community, culture, and TLA. They may revisit this essay as needed throughout subsequent semesters, culminating with a final revision of this essay as part of their Final This essay also helps students articulate their identity – how they are seen in multiple communities and settings, and how this affects their perspectives, understandings, limitations and gifts. Such insight helps students to better understand how to help honor others' complex

identities in the context of community TLA work, and better articulate their vision and biases in research and critical writing.

- **Progress Review Portfolio** (submitted two weeks before the third semester residency; TLA students include their Practicum Proposal)
- **Community Practicum:** Students complete a practicum that interfaces their learning with their community and/or better prepares them for TLA as part of their livelihoods and lives. Practica may take the form of facilitating workshops, providing consultation or coaching, developing and implementing community-based arts projects, technical learning, creating a publication, internships or shadowing, performance and more.
- **Final Product/Thesis:** The Final Product may take the form of a qualitative or quantitative study, a curriculum and/or guidebook, a body of writing, a performance, a collaborative project, community-building activism, and/or other options as fits degree criteria. Creative products will be accompanied by a scholarly Context Paper that demonstrates their depth/breadth of learning and provides background for the Final Product.
- **Graduating Student Presentation** (graduating residency)

## Charts of semester requirements by program/concentration and study options

### 48-hour credit Study Option

	HAS	IS	SIS	CS	TLA	ES
<b>G1</b>	Online course Critical essay	Online course Critical essay	Online course Social Innovation and Sustainabi lity Essay	Online course Critical essay	Online course Critical essay	Online course Critical essay
<b>G2</b>	Research/Ethics Progress Review draft due at packet #4 Change Agent & Identity Essay completed in G1 or G2	Research/Ethi cs Progress Review draft due at packet #4 Change Agent & Identity Essay completed in G1 or G2	Research/Eth ics Progress Review draft due at packet #4 Change Agent & Identity Essay completed in G1 or G2	Research/Ethic s Progress Review draft due at packet #4 Change Agent & Identity Essay completed in G1 or G2	Research/Ethic s Progress Review draft due at packet #4 Change Agent & Identity Essay completed in G1 or G2	Research/Ethic s Progress Review draft due at packet #4 Change Agent & Identity Essay completed in G1 or G2
<b>G3</b>	Prog. Rev Portfolio (before residency) Research or practicum project Final Product prep Final Product Proposal draft	Prog. Rev Portfolio (before residency) Research project Final product prep Final Product Proposal draft	Prog. Rev Portfolio (before residency) Final product prep Final Product Proposal draft	Prog. Rev Portfolio (before residency) Engaged Practice (Proposal and Report) Final product prep Final Product Proposal draft	Prog. Rev Portfolio (before residency), including practicum plan Practicum Final product prep Final Product Proposal draft	Prog. Rev Portfolio (before residency) Engaged Practice (Proposal and Report) Final product prep Final Product Proposal draft
<b>G4</b>	Final Product proposal (during residency) Final Product	Final Product proposal (during residency) Final Product	Final Product proposal (during residency) Personal Synthesis Paper Final Product	Final Product proposal (during residency) Final Product	Final Product proposal (during residency) Practicum portfolio (due by packet #1) Final Product	Final Product proposal (during residency) Final Product

### 36-hour credit Study Option

	HAS	IS	SIS	CS	TLA	ES
G1	Online course Critical essay Research/Ethics Progress Review draft at packet #4	Online course Critical essay Research/Ethics Progress Review draft at packet #4	Online course Social Innovation and Sustainability Essay Research/Ethics Progress Review draft at packet #4	Online course Critical essay Research/Ethics Progress Review draft at packet #4	Online course Critical essay Research/Ethics Progress Review draft incl. and practicum plan at packet #4	Online course Critical essay Research/Ethics Progress Review draft at packet #4
G2	Research or practicum project Final Product prep Final Product Proposal draft	Research project Final product prep Final Product Proposal draft	Final product prep Final Product Proposal draft	Engaged Practice (Proposal and Report) Final product prep Final Product Proposal draft	Practicum Final product prep Final Product Proposal draft	Engaged Practice (Proposal and Report) Final product prep Final Product Proposal draft
G3	Final Product proposal (during residency) Final Product	Final Product proposal (during residency) Final Product	Final Product proposal (during residency) Personal Synthesis Paper Final Product	Final Product proposal (during residency) Final Product	Final Product proposal (during residency) Practicum portfolio (due by packet #1) Final Product	Final Product proposal (during residency) Final Product

## Overview of Study Components

The following is generally required for all students over the course of their studies:

### Annotation

A form of critical writing, and a dialogue between the student and a “text(s)”, which can be a book, film, gallery show, article, workshop, etc.

- **When:** Annotations compose a good portion (for many students, close to half) of the packet work during the students’ G1 and G2 semesters.
- **Why:** Annotations help students identify the meaning/application/usefulness of various texts/sources and foster a deeper understanding of the fields and traditions, questions and theories central to areas of inquiry.
- **What:** Annotations range from several pages to as long as a dozen or more pages. Students identify authors’ key arguments, quoting, paraphrasing or summarizing (with page references), discuss insights discovered, critique ethical or factual oversights, and explain how these connect with their studies.
- **Resource:** *Goddard Writing Guide* <https://docs.google.com/a/goddard.edu/file/d/0Byc-G7KwIh7aTmJEbIV3TUxCUzA/edit>, and *Critical Writing Chart:* <https://docs.google.com/a/goddard.edu/file/d/0Byc-G7KwIh7aOWotRIZYYUpfNmM/edit>

### Annotated Bibliography

One-paragraph summaries of texts that includes the following:

- **When:** Throughout students’ three or four semesters. An annotated bibliography of the key 12-20 texts studied are required in the Final Product.
- **Why:** To contextualize the inter/transdisciplinary conversation around the focus of study. A select annotated bibliography is part of the Final Product.
- **What:** Generally, each entry need only be about three sentences, exploring the overall focus of the text, its value to its audience and/or community, and how it relates to the student’s area of inquiry.

### Critical Papers

Research papers bring different scholarly perspectives into conversation with the student’s own learning, perspectives, questions, analysis, and connections.

- **When:** All G1 students are required to write at least one critical essay, which is also peer-reviewed in the online class.
- **Why:** To develop critical thinking and writing skills and experience, to enter into greater conversation with key ideas/questions and findings of an area of inquiry, to challenge assumptions and to develop possibilities for the focus of study.

- **What:** Critical papers range in length, but generally include three to ten sources and are 5 to 25 pages in length. Unlike “reports” or traditional research papers, students’ critical papers analyze and synthesize findings and questions, and link them to their area of inquiry. Students are encouraged to bring in their own examples, perceptions, logic, realizations and experiences, but to do so in the context of (or in conversations with) the authors, texts and main concepts they’re engaging.
- **Resource:** *Goddard Writing Guide* <https://docs.google.com/a/goddard.edu/file/d/0Byc-G7KwIh7aTmJEbIV3TUxCUzA/edit>, and Critical Writing Rubric: <https://docs.google.com/a/goddard.edu/file/d/0Byc-G7KwIh7aOWotRIZYYUpfNmM/edit>

## Progress Review

Students are asked to document their progress toward meeting general MA degree requirements by submitting a portfolio of elements completed throughout G1 and G2 semesters. (36-credit students submit the draft to their advisor in their G1 semester.)

- **When:** Draft by packet #4 in G2 semester (or G1 semester for 36-credit students), revise, and submit by due date, usually two weeks prior to the next residency.
- **Why:** To self-assess progress and focus, further clarify goals and direction, and get guidance from a group of faculty members on considerations in developing studies and thesis project.
- **What:** The Progress Review includes:
  - Summary of studies
  - Reflection on studies
  - Critical paper
  - Draft of the Change Agent and Identity Paper
  - Draft of proposed thesis project
  - Practicum proposal for TLA students

Students turn in a draft of their progress review portfolio at packet #4, revise the portfolio, and then send to [maprogressreviews@goddard.edu](mailto:maprogressreviews@goddard.edu) by the due date, prior to the next residency. (See *GGI program website>Student Resources > MA Progress Reviews*: <https://sites.google.com/a/goddard.edu/graduate-program/student-resources>.)

## Final Product Proposal

All students entering their final semester are required to submit a proposal.

- **When:** G4 residency (G3 for 36-credit students).
- **Why:** To receive faculty feedback, guidance, questions and resources to support completion of the Final Product according to degree criteria and stated goals.



- **What:** The proposal generally includes an introduction; the thesis statement and/or guiding question; description of methodology and, if applicable, creative process; audience; personal biases; structure of Final Product; bibliography. (See *GGI program website*> *Student Resources* > *Find Final Semester and Graduating Students*: <https://sites.google.com/a/goddard.edu/graduate-program/student-resources/final-semester-students>.)

## The Final Product

All students complete a Final Product, which is developed with advisors and meets the degree/concentration requirements.

- **When:** While a full draft of the Final Product is due at packet #3 of the final semester, students are strongly encouraged to complete at least half (or more) of that draft during the prior semester, sending the advisor regular additions.
- **Why:** The Final Product is a culminating project through which students demonstrate the scope and depth of their studies, and it's necessary to complete the graduation requirements. It's also how students enter the conversation happening at the intersection of the fields and traditions that informs their specific area of inquiry.
- **What:** While the Final Product has many variations, and addresses/reflects the degree/concentration criteria, it generally takes one of three forms:
  - 1) A traditional thesis with chapters for angles of exploration of topic; OR
  - 2) A creative or applied product (e.g. collection of artwork and writing, or workshop curriculum and facilitator's guide, a design for an enhanced recycling process) accompanied by a process/context paper (see below); OR
  - 3) A portfolio. All Final Products are required to have a cover page, abstract and key words, table of contents, body of thesis (or context paper), annotated bibliography, full bibliography; some products also have appendices. (See *GGI program website*> *Student Resources* > *Find Final Semester and Graduating Students*: <https://sites.google.com/a/goddard.edu/graduate-program/student-resources/final-semester-students>.)

## Creative Work

Students may choose to submit creative work (creative writing, artwork, music, film, and other such work) as part of semester packet work. Creative work must be outlined in the study plan.

- **When:** Anytime, but especially as part of G3 and G4 semesters if the Final Product is focused in part or largely on creative work (such as a body of mixed genre writing accompanied by a process paper).
- **Why:** To meet degree criteria, express learning and discoveries relevant to the area of inquiry, and to reach audiences.

- **What:** Creative writing (fiction, poetry, memoir, non-fiction, drama, spoken word, mixed genre), artwork (painting, drawings, pen and ink, collage, textiles, mixed media, sculpture, etc.), music or film or other forms of creative work. Generally, advisors expect process notes for non-written creative work.

### Fieldwork/Engaged Practice/Practicum Documentation

Fieldwork and practicums require documentation as outlines in the degree/concentration's requirements.

- **When:** This varies according to the degree, concentration, and study plan. For TLA students, for example, the practicum portfolio is due at packet #1 in the G4 semester. Check your degree/concentration requirements.
- **Why:** To provide documentation for work that intersects with community and applied, and/or action learning.
- **What:** Specific forms of documentation vary, and may include an essay, portfolio, annotations, etc.

### Reflections

Reflections on sources studied as per the study plan. Reflection on learning is at the core of Progressive Education.

- **When:** As part of packet work if included in the study plan.
- **Why:** To provide a forum for exploration of themes, questions, and directions.
- **What:** Edited and focused discussions on relevant sources as agreed upon with the semester advisor.

### Process/Context Paper

Critical writing to accompany a creative or applied learning product. This is central to the Final Product.

- **When:** G3 and/or G4 semester.
- **Why:** To document learning, situate the creative or applied learning product in/at the intersections of its selected field(s), discuss influential thinkers, artists, theories and discourses that shaped the Final Product and explain how it communicates/explores the thesis question(s)/goals, and what it contributes.
- **What:** Process/context papers are generally 40-60 pages, and accomplish three things:
  - 1) Give the critical context for the thesis questions/goals and the creative/applied learning product
  - 2) Explain what the product is and its components, the problem it addresses, the solution it offers, and other relevant information
  - 3) Communicate the process of creating/writing/developing this product

## Research/Projects Involving Human Participants

A Institutional Review Board (IRB) Initial Screening Form must be completed, and then followed up on, by anyone doing any work with human/animal subjects.

- **When:** Prior to any work or study with those subjects.
- **Why:** To protect the student, their subjects and the College, and to ensure the work is legal and ethical.
- **What:** Students planning to do any work with other humans/animals – writing about them, offering workshops or consulting, collaborating with them in projects, conduct any kind of qualitative or quantitative study, etc. – must fill out the initial IRB screening form and, if needed, provide more documentation and planning. In many cases, students also need to prepare and provide participants with Informed Consent forms. *Please note that students may not include any study with human/animal subjects as part of packet work or their Final Product without going through the IRB process.*
- **Resources:** <https://sites.google.com/a/goddard.edu/graduate-program/forms/irb-proposal>

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