

GOUCHER | college



ADVISOR'S HANDBOOK

OFFICE OF THE ASSOCIATE PROVOST FOR UNDERGRADUATE STUDIES

Revised August 2023

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A Note About This Handbook

The *Advisor Handbook* is designed to assist faculty Advisors through all stages of the advising process. It is not intended to serve as a substitute for the [Academic Catalogue](#), where many policies are discussed in greater detail. Rather, the two should be used in conjunction to provide quality advising for our students. The *Advisor Handbook* is meant to be a living document that can be updated frequently. It has been written as a digitalized document with hyperlinks to facilitate access to forms and relevant websites. When looking for something, first check the Table of Contents. If you find what you are looking for, click on it at the Table of Contents. If you do not find it there, you may want to download the pdf and search for key words.

The first section of this handbook focuses on advising in general. It presents an overview of your role as a faculty Advisor and the College's philosophy on how students should be advised. New Advisors should read this section carefully. Veteran Advisors may want to review this section as a refresher for their advising efforts.

The second section addresses the unique needs of students based on their class standing. Our students' needs change as they progress through college and so should the way in which they are advised. Techniques are offered for working with each of these groups.

The third section addresses how to advise students who are struggling and the fourth discusses the unique needs of transfer, commuters, and other populations.

The fifth section outlines the Goucher Common Requirements (GCRs) and the requisites of majors, minors, and concentrations, while the sixth section presents other academic opportunities.

The seventh section highlights specific policies and procedures that commonly intersect with the Advisor's role. For more detailed information about policies and procedures, please refer to the [Policy Website](#) and the [Academic Catalogue](#).

Finally, the eighth through eleventh sections include the appendices. Appendix A presents tips on how to refer advisees, and a list of offices with which Advisors should be familiar; Appendix B outlines Frequently Asked Questions related to advising in general; Appendix C is a Navigate Quick Start Guide with instructions to set up availability and create appointment campaigns; and finally, Appendix D is a cheat sheet for Navigate with instructions on how to create ad-hoc APRs and a description of the purpose of different Alerts.

Section I: General Advising Information

The faculty asserted years ago that the responsibility for academic advising would be shared among all fulltime tenure track faculty, full and half-time faculty with ongoing appointments, and those instructional staff deemed appropriate by the provost in consideration of their contractual obligations.

Exceptions to this rule are made for faculty on semester or full-year leaves, for first-year faculty, and for half-time faculty with a 2/2 course load (half-time faculty should refer to their contractual letters to confirm the inclusion or exclusion of advising responsibilities.) Any other exceptions are made only by the provost, in consultation with the Academic Policies Committee, and need to be based on extraordinary, uncompensated extra service in other years.

Curricular guidance in a student's first and second years is offered first by a Success Advisor. When a student declares a major, they choose a faculty Advisor in their major program. The associate provost for undergraduate studies coordinates the advising process. Advisors help students track completion of their graduation requirements (GCRs) by viewing their DegreeWorks audit via MyGoucher.

Developmental Advising

Over the years the focus of academic advising has shifted from simply helping the student select courses to an approach that focuses on the overall development of the student. Advising sessions go beyond class schedules and grades to cover areas such as decision-making and goal-clarification as students begin to discover their educational potential. Conversations between Advisor and student are teaching opportunities that center on areas only occasionally touched upon in the classroom. During an advising session the Advisor can discuss the student's life goals and plans. The Advisor assists the student's development by offering guidance on how the student can explore their educational interests while at Goucher.

When approaching advising from a developmental perspective, the Advisor does not make decisions for the student. Rather they ask open-ended questions that encourage self-reflection. When faced with a difficult academic decision, the Advisor assists the student in identifying alternatives and weighing consequences as opposed to simply offering the student a solution. Thus, the student learns an important skill to use when faced with a difficult decision in the future.

The developmental Advisor also encourages students to use campus resources to find answers on their own. For example, if a student has a question about a pre-requisite for a certain major, the Advisor gives the student the answer but also tells the student that the information they seek can be found in the Academic Catalogue under [Major, Minors, Concentrations and Certifications](#). This way the student knows where to turn the next time they have a similar question. As the relationship between Advisor and advisee grows, the student will more frequently handle these questions on their own. Again, the student has developed an important skill: using available resources to seek out information.

Finally, the developmental Advisor approaches interactions with a student from a holistic perspective. They realize that the student's academic performance does not occur in a vacuum and that attention must also be paid to the student's personal and social life. Thus, the Advisor takes time to ask the student how things are going outside of the classroom. While it is not the Advisor's role to counsel the

student on personal problems or crises, they can ensure that the student is receiving appropriate support by referring the student to the [Counseling Center](#), if needed. Using a holistic approach can help the Advisor identify possible obstacles to the student's academic success.

Developmental advising requires a greater investment from Advisors at the beginning of the advising relationship. It pays off, however, as the student progresses through college. As the student develops more skills, they will rely on the Advisor less. The Advisor will then be freed to spend more time talking with the student about their educational and life goals.

General Expectations for Faculty and Success Advisors

- Take time to set up clear boundaries and expectations with your advisee. As the Advisor, it is your responsibility to set and keep regular office hours and update your availability in Navigate, where students can schedule appointments. Inform the student of your expectations early on so they are aware of key points in the semester when they are required to meet with you and how to go about scheduling an appointment.
- Become knowledgeable concerning college policies, rules, procedures, and services. All Advisors must be well informed regarding current academic policies as outlined in the [Academic Catalogue](#) and [Policy website](#).
- Create, maintain, and update appointment summaries and notes in Navigate. This creates documentation that you can check back on if needed and can be used to make referrals when necessary (see Appendix D).
- When complex situations arise, the Advisor should refer the student to the appropriate office (see the Appendix for a list of offices and resources). If advisees have concerns about their faculty or classroom situations, they should be referred to the associate provost for faculty affairs. They may also file a [grievance](#) or a [grade appeal](#).

Role and Responsibilities Specific to Faculty Advisor

Once a student declares a major, the faculty Advisor's responsibilities include:

- Pre-Registration advising appointment.
- Support petitions, incomplete grading, and other enrollment changes such as Adding, Dropping, Withdrawing, or changing a class to P/NP. Students use this [link](#) to perform these actions before the deadline but Advisors need to support. As for the [petitions](#) process, it is now initiated by the students, not by the Advisors.
- Provide:
 - General information about the major, degree requirements and course sequencing.
 - Academic Support Referrals for tutoring, supplemental instruction (SI), The Writing Center and Quantitative Reasoning (QR) Center (see Appendix).
 - Specific Study Abroad Questions/Programs (see Appendix).
 - Counsel regarding major specific internships (see Section VI).
- Help with academic standing appeals.

Role and Responsibilities Specific to Success Advisor

Since fall 2021, every first-year student at Goucher is assigned a Success Advisor who works with each advisee from before they arrive on campus and remains a key contact point throughout their undergraduate career.

Before a student declares a major, the Success Advisor's responsibilities include:

- Schedule:
 - Pre-Registration Advising Appointments.
 - Adjustments including, adding, dropping, withdrawing, and changing classes to P/NP.
- Assist:
 - Choosing a major, declaring a major, or major exploration.
 - With GCRs and potential major requirements.
 - With academic standing appeals.
 - With applying for Academic Forgiveness.
- Request incomplete grading and other enrollment changes.

After students declare a major, Success Advisor 's responsibilities include:

- Academic coaching if needed to work on time management, organization help, reading, note-taking, and study strategies.
- General campus referrals to associate provost for undergraduate studies.

Navigate

Goucher uses EAB's success management system, Navigate, to help support student success initiatives. There are many benefits in using Navigate to support the Advisor's roles. Some examples are included below (for more detailed information, See Appendices C & D):

- The role of the Advisor is primarily to provide information and counsel. Most decisions are ultimately up to the student. When advice is consistently not taken, issue a *REFERRAL Alert* to the associate provost in Navigate, in the student's Navigate homepage – Last link under Current Alerts (right column).
 - You may also add a note for this student in Navigate for future reference (second link in the same section). The information may be relevant in the future should the student end up on probation or suspension or in the event of a dispute between the student and/or their parents and the College.
- Please, DO NOT issue Alerts marked as INTERNAL. Alerts marked as [INTERNAL] are meant to be raised only by the members of specific teams (not by faculty) and are not viewed by students.
- Send messages to students via email or text (from the student's homepage - under *Current Alerts* on the right hand-side – click on *Message a Student*).
- Create appointment campaigns to outreach and request meetings with students (see Appendix C).
- Access student's semester course schedule and unofficial transcript of the academic history (from the student's homepage - under *Courses*, forth tab on the ruler underneath the student's name).

- Read Academic Progress Reports (APRs) from faculty regarding academic progress and monitor reports of concern (from the student's homepage - under *History*, third tab on the ruler underneath the student's name).
- Schedule individual appointments and document appointment summaries to record interaction with advisees for future reference (scroll to the bottom of the page on Navigate and click on *Appointment Center – Choose Appointment Center Location – Enter Student Name – Scroll down to see the student's schedule and your schedule – click on an available time for both and fill out the where appropriate – Finally, click on Create Appointment.*)
- Manage and access student's history of messages, appointments, and outreach (from the student's homepage - under *History*, third tab on the ruler underneath the student's name).
- Locate other student *Success Team* members, that may include athletic coaches, academic Advisors, career Advisors, international student Advisors, and others on campus (from the student's homepage – in *Your Success Team*, underneath the student's picture).

Advising Calendar: Weekly Timeline for Advisor

*Prior to Fall Orientation, the associate provost for undergraduate studies holds training sessions for faculty Advisors.

Week 1: Add/Drop Period: Students may make registration changes through myGoucher. Advisors can quickly review the course schedules of advisees (particularly new students) via myGoucher to ensure that they have successfully registered for at least 12 credits (ideally, 16 credits to stay on track to graduate in 4 years). Advisors should clearly communicate the add/drop deadline to any advisee whose schedule appears to need adjustment. If a student cannot register, please check if they have a **hold** (see Appendix B).

Week 2: Add/Drop Period: Students can still add/drop courses during this period but will need to do so through this [link](#).

Week 4: Academic Progress Reports (APRs): Advisors should review instructor reports in their advisee's Navigate account and contact the student to discuss them, if warranted.

Week 6: Mid-Semester Advising: It is strongly suggested that Advisors hold brief check-in meetings with advisees, especially first-year students, during the 6th week. Advisors should check that all first-year advisees have received APRs from all their professors. Mid-semester meetings (for major and pre-major advisees alike) are useful to assess how the student is doing in general, to check the accuracy of their schedule on myGoucher to discuss the appropriateness of schedule changes (withdrawals, pass/no pass before the week 10 deadline), refer to support services (ACE, Library tutors, Writing Center, QR Center etc.), to provide positive feedback and encouragement for those who are doing well, and to see if they have any questions or concerns. Students may withdraw or change a class to P/NP using this [form](#). After the deadline (week 10), Advisors may petition for a late withdraw or change using this form, **ONLY** if the student has grounds to petitions (see [petition policy](#)).

Week 10: Registration for Next Semester’s Courses: Advisors are encouraged to review their advisees’ most recent Navigate reports to refer advisees to appropriate support services and help them enroll in the appropriate classes.

Late January: January Orientation: Each January the College admits a few new students. The associate provost for undergraduate studies is responsible for notifying Advisors of their new advisees and for providing needed information concerning their registration process. Advisors with new advisees are responsible for being available to meet and advise new students (typically a day or two before spring semester classes begin).

Second Semester Advising: The advising calendar for Weeks 1, 4, 6 & 10 should be repeated the second semester.

Annual Advisor Information Session: The associate provost for undergraduate studies is responsible for ensuring that all relevant changes to college policies and procedures, as well as best practices, are clearly and succinctly presented to Advisors.

Suggested Advising Timeline

Week	Advising and Navigate Activities
1	Set up Office Hours in Navigate
4	Academic Progress Reports Week 4
6	Meeting with Faculty Advisor
9	Academic Progress Reports Week 8
10	Meeting with Faculty or Success Advisor Deadline to withdraw or to change courses to pass/no pass J-Term Registration begins
11	J-Term Registration ends
12	Spring Registration

Timeline NOTE:

- Faculty will raise an APR for any student who fails a class.
- Please schedule one additional meeting with advisees before the end of the semester if they are having academic performance issues.

Section II: Academic Advising for Students per Academic Year

First-Year Students

Our primary concern with first-year students is ensuring that they are well informed and supported during a frequently difficult transition period. In addition to providing frequent, clear, and accurate information, Advisors should encourage their students and show interest in their success.

Incoming first-year students receive advising for their fall schedule prior to the start of classes during the summer group advising sessions.

Group Advising: During group advising, Success Advisors meet incoming first-year students in small-group advising sessions. The main goal of these sessions is to allow students to register for their first semester courses. The Success Advisors will provide an overview of the Goucher curriculum and discuss the course registration process. Students will be able to share their academic areas of interest and select appropriate courses to begin their studies at Goucher.

Second-Year Students

The overall goal for the Advisor is to help the student develop a vision or game plan for the next three years. Students are required to declare their major by the 10th week of the second semester of their sophomore year. Therefore, during the students' sophomore year, it is important that the Advisor helps the student explore their options and opportunities. Opportunities which could include majors, minors, study abroad programs, internships, service learning, and leadership positions in student organizations. Ideally, Advisors will convey the notion that the second year is the time to build a plan and will provide concrete suggestions on what kind of information to gather and from whom it should be gathered.

The Bigger Picture

Beyond covering the basics with second-year students (i.e., checking DegreeWork in MyGoucher, completing a checklist of requirements), Advisors should direct second-year students to various offices and faculty members to help them gather information about their opportunities. Knowledge of what lies ahead often serves as an incentive to keep grades up and helps them develop a sense of ownership for their overall education and experiences. In addition to the information provided, Advisors should consult the [Academic Catalogue](#) for additional academic opportunities.

Before the End of the Second Year

Advisors should notify second-year students that they cannot register for courses for the following semester until they have [declared a major](#) before the 10th week. Students should contact the [program coordinator](#) for their intended major of study, then the program coordinator will assign the student to a faculty Advisor.

Junior and Senior Students

General Issues

Faculty Advisors are most familiar with the requirements of their major or minor and this is the focus of much advising during the third and fourth years. The primary job of the Faculty Advisor is to monitor the student's progress, in terms of not only the major, but of all requirements necessary to graduate, and completion of the goals the student developed along the way. This is also when true mentorship is possible as the student contemplates and prepares for "life after Goucher."

Typical Course Load

A typical course load is 24-32 semester hours per year. Ordinarily, 12-16 credit hours per semester are considered typical. However, a full-time student may take as few as 12 credit hours and as much as 18 credits in a semester. Any student who takes less than 12 credit hours in a semester is a part-time student. Any student who wants to take more than 18 credits will need to pay an additional fee and to [petition](#).

Academic Planning

To assist students with planning their coursework, Advisors need to know where the student is in their [Goucher Commons Requirements](#) (GCRs) completion. GCR progress can be seen on [DegreeWorks](#) which can be accessed through myGoucher.

Tips for Using myGoucher

Access myGoucher via myGoucher.edu and use the same password that you use for your Goucher email. Click on *Faculty* at the top left to get started. In myGoucher, you may authorize students to Register and check their Holds (under *Advising* tab and *Authorize Registration*). Under *myGoucher Links*, you may locate your advisees and access:

- DegreeWorks & Navigate
- Placement results & Transcript analysis
- Course rosters and undergraduate courses with sit counts
- Petition Form
- Student Advisors by student name, Listings by programs & curriculum

Online Registration

Advisors must meet with their advisees for course selection before students' online registration. No student should be authorized by their Advisor for online registration before talking directly to them. At the close of the advising session, use the instructions below to authorize the student for online registration. Students cannot register before this is done and the Advisor is the only person who can do it. To authorize students to Register go to *MyGoucher Links*:

- Click on *Advising*.
- Click on *Authorize registration*.
- Select *Student*.
- Select Full UG Term Course, 1st 7 Week Courses, and 2nd 7 Week Courses. (You are required to select all 3 options as students may select from all three sessions).
- Once selected, press the Submit button. To authorize registration for a particular advisee, use the check boxes to the far right of the page. When done, click the *Submit* button.

Graduation Requirements Tracking in myGoucher Links

Through [DegreeWorks](#), undergraduate students, no matter their catalogue year, will be able to view the Goucher Commons Requirements they have completed and those they still need in order to graduate.

Through students' unofficial transcript, you can check student's credit count. Be sure to look at Total Credits (rather than Attempted or Earned Credits). The difference between this number and 120 tells you how many credits the student needs to graduate, and thus, the average needed per semester until graduation.

It is important to assess not only what courses should be taken which semester, but whether J-terms are going to be needed to achieve 120 on time and/or if the study abroad must be done over a particular summer or winter term.

You must also check to see if the minimum of a C- has been earned in courses needed for the major or minor by reviewing the unofficial transcript. Any courses to count towards the major or minor with a grade below C- (or taken pass/no pass inadvertently) need to be repeated, even if credits can't be earned twice, or the program might approve a substitute, in which case, documentation should be recorded.

Course Schedules

Advisors are strongly encouraged to begin the major advising process by working with the student on a semester-by-semester plan of courses that includes completion of any outstanding graduation requirements. A copy of the semester-by-semester game plan should be kept in Navigate and given to the student.

Four-Year Planning Grid

Student Name:			
Major(s), Minor(s), Concentration:			
Fall 20XX	Winter 20XX	Spring 20XX	Summer 20XX
Fall 20XX	Winter 20XX	Spring 20XX	Summer 20XX
Fall 20XX	Winter 20XX	Spring 20XX	Summer 20XX
Fall 20XX	Winter 20XX	Spring 20XX	Summer 20XX

Section III: Helping Struggling Students

Students in Distress

Recognize Warning Signs

Recognizing warning signs does not require expertise. It does, however, require an awareness of what to observe. Generally, on college campuses, warning signs fall into three categories:

Academic signs

- A dramatic drop in academic performance and/or GPA.
- Persistent seeking of unusual accommodations (extensions for papers, exams, etc.).
- Papers that have themes of hopelessness, despair, or rage.
- Inappropriate disruption of the classroom.
- Significant absence from class; missed appointments.

Physical and Psychological signs

- Visible or sudden increase or decrease in weight.
- Signs of substance abuse (i.e., smell of alcohol, slurred speech, bloodshot eyes).
- Marked changes in concentration, motivation, or energy level.
- Sudden withdrawal from interactions with faculty, staff and/or peers.
- A deterioration in personal hygiene.
- Inappropriate or exaggerated behavior, like aggressiveness, emotional outbursts, crying.

Other Signs to Consider

- Written or verbal statements that indicate despondency.
- Statements indicating family problems or personal losses, such as the death of a family member or a relationship break-up.
- References to harming oneself or others.
- Multiple or serious expressions of concern about another student by their peers
- Your own sense, however vague, that something is seriously amiss with the student.

The greater the number of warning signs present, the greater the likelihood that the student needs assistance.

Listen to the Student

If students share their concerns with you, it is important simply to listen in an open way. This will allow you to better determine if warning signs are present, in which case you may wish to refer the student to the [Counseling Center](#) or [Health Center](#). If you receive email or voicemail that suggests the student needs assistance, try to speak with the student directly.

Listen patiently and receptively and be yourself. You will find the conversation less stressful if you are not self-conscious about how to interact with the student. It is not necessary for you to solve the student's problem. Do not underestimate the importance of listening. You are providing support, especially when the student can walk away feeling that their concerns have been heard and understood. In some cases, you may be the first individual who has really taken the time to listen and understand. Ask the student if they would like you to issue a Wellness Alert which will trigger outreach from the Dean of Students' Office. Go to the student's Navigate Homepage, in the *Links* section (on top of the student's picture) to issue a *Wellness Alert*.

In some cases, students may express concern about a peer. This situation can be awkward, as they may be talking about a peer, or they may be talking about themselves. You would do well to engage the same open listening process, and not try to guess the student's underlying motive. The following processes of expressing concern, engaging the student, and making a referral would remain the same.

Express Concern and Engage the Student

If you have concerns, explain them to the student.

Avoid negative comments or implications about character or personality. For example, it is okay to say, "I've noticed that you haven't been yourself lately. Is everything all right?" However, it is less supportive to say, "I've noticed that you've been slacking off lately."

Explain to the student why your observations of their behavior have led you to believe that talking with a counselor or health care professional may be advisable. Continue with specific positive follow-up, such as, "Most of the time you make such valuable contributions in class, and I've been missing that recently." This would be a good point at which to wait silently for a moment, to see if the student offers a response.

Make a Referral

In addition to the warning signs listed above, consider referring a student when:

- You feel you have reached the limits of your ability to help the student.
- You identify too closely with the student and/or the problem.
- A student has physical complaints like insomnia, headaches, chest pain, throat tightness, dizziness, or stomach ailments. These symptoms may be manifestations of psychological or medical problems.
- A student expresses thoughts of suicide. Ethically, assertive intervention on your part is necessary. Call the [Counseling Services](#) for consultation and further assistance as soon as possible at x6481. If after hours, call [Security](#) at x6111 and ask them to contact the counselor on call.
- Go to the student's Navigate Homepage, in the *Links* section (on top of the student's picture) to issue a *Wellness Alert*.

How to Refer

If you feel a student could benefit from counseling, you may always contact a member of the [Counseling Services](#) staff for advice prior to meeting with the student. They are available to help you with any questions you may have regarding how best to approach a student in distress. To reach a staff member, call extension 6481 and leave a voice mail. One of the staff members will get back to you. It may even be possible for the counselor to coordinate a meeting with you and the student in your office.

The following may be helpful when making a referral:

- Assure the student that seeking counseling is an indication of strength, not weakness.
- Emphasize that counseling is confidential and free and that counseling records are kept separate from all other college records.
- Respect the student's right to reject the referral suggestion or to think about it first unless there has been talk of suicide.

- In cases that do not involve concerns of suicide, but the student is hesitant to pursue counseling or medical evaluation, be prepared to offer other options. These may include [clergy](#), a trusted home health care provider, or a friend or family member.
- If the student is ready to accept a referral, have the student call the [Counseling Center](#) while in your office. Appointments can be made by calling x6481.
- It is also important that you follow up with the student. Verbal referrals without follow through by faculty or staff often result in missed opportunities.

If you have immediate concerns about a student's safety, stay with the student and notify [Campus Safety](#) x6111. If you are unable to get to a phone; ask someone else to make the call for you. Describe the situation to the officer and have them contact the appropriate office if need be. If the situation is occurring after hours, Campus Safety can contact the counselor or health care provider on call.

Confidentiality

Many students are very concerned about confidentiality. The staff at both the Counseling Center and the Health Center are committed to a strict code of confidentiality and the ethics of professional practice. In addition, federal law strictly protects confidentiality. Therefore, the student can be assured complete privacy unless they are a danger to themselves or others. Without explicit permission of the student, medical and counseling records are not available to anyone outside Health Center and the Counseling Center, respectively.

Other Common College Student Issues

Time management and organization: Undoubtedly, for some, this is one of the biggest challenges. Students confront a day that is no longer delineated for them by classes, after-school activities, a part-time job, or parental demands. For some, this "clean slate" is liberating, and they have little trouble adjusting. Others struggle to organize themselves and find a balanced routine that includes studying, socializing, eating, and sleeping. One or more of these four activities often gets short shrift during college. The topic of time management is one to raise in your initial conversation with your advisees and again in subsequent weeks. Encourage them to buy an agenda book or planner and spend a few minutes every evening plotting out the next day's activities, including blocks of daytime hours for "homework." Students can also enter this information in their phones. (High school students are used to thinking of homework as an evening-only activity.) If you notice that an advisee has acute problems with time management, refer them to ACE where they can meet regularly to review their progress.

Finding a niche or social outlet: While it may not be readily apparent, lack of a social life can have a profound impact on a student's ability to succeed academically. If a student is experiencing anxiety over making friends, they may not be able to focus on their studies. Moreover, students who fail to connect socially often spend less time at the College, which can lead to disengagement and, ultimately, withdrawal from the College. Encourage your advisees to make friends and find a positive social outlet. Support their involvement in campus activities, especially if they are having trouble making friends. Early in the semester, ask them how things are going socially. You may need to probe, because most students are likely to tell you things are fine even when they are not. You may also refer the student to a staff at the [Dean of Students](#).

Reaching out and asking for support: Many students have difficulty reaching out to Advisors or will fail to utilize campus resources that offer support. Oftentimes, this is due to the student's anxiety about how their request for help will be perceived. They are embarrassed that they need to ask for assistance and often try to solve the problem on their own, which can lead to more anxiety and stress. Eventually,

the student may just give up in frustration rather than seek out the support structures that have been created for them. As an Advisor, there are a few steps you can take to prevent this behavior. First, try to reduce the stigma attached to academic support programs such as supplemental instruction, using a writing center tutor or the QR center. Remind advisees that many students benefit simply by having extra time each week set aside to address class material. Second, reach out to your advisee first when problems arise. If the student has received APRs of concern, contact them, and let them know you are there to help. Finally, building a good rapport with advisees from the start will break down barriers and allow the student to see that you are approachable.

Lack of academic challenge and/or intellectual stimulation: Some students enter with more academic preparation, curiosity and/or maturity than others. It is important to identify these students and to talk to them about opportunities in the present moment to find more challenge and stimulation (i.e., getting involved in student government or joining/starting a new [club](#)). Even more important is to help them understand that the situation is temporary and to make plans. This may include introducing them to faculty with complementary interests to discuss their work, the courses they teach and opportunities for joint research or independent studies. The Advisor can be invaluable in pointing these possibilities out and facilitating the communication.

If your advisee is struggling in any of the above areas or is ignoring your efforts to help, consider the following courses of action:

- Speak as frankly as possible about your concerns.
- Review with the student their academic course load and discuss options, their trade-offs, and their deadlines (i.e., withdrawals and pass/no pass). If the student has encountered extenuating circumstances, consider the appropriateness of petitioning the associate provost for undergraduate studies for after-deadline permission to make schedule changes (see [policy](#)).
- Strongly encourage a visit to the [Academic Center for Excellence \(ACE\)](#), where the student may be assigned a coach to review and help with assignments and deadlines.
- If the student appears to be depressed, encourage a visit to [Counseling Services](#) to meet a counselor, if only for future reference. Also, raise a *Wellness Alert* in Navigate, in the student's Navigate Homepage, in the *Links* section (on top of the student's picture). This will trigger an email to the [Dean of Students](#) (who will reach out to the student). The student will not receive a copy of this Alert.
- Notify the [associate provost for undergraduate studies](#), or the Dean of Students if your concerns persist and/or the student is non-responsive through a REFERRAL alert (in Navigate, in the student's home page, click on the last link of the current alert section, right hand side).

Finally, please read Goucher College Emergency Procedures [guidelines](#) at the beginning of every semester.

Students with Learning Disabilities

As an Advisor, it is likely that you will work with a student who has a disability, mental health condition or chronic health condition. Securing the proper accommodations for these conditions can play a vital role in their success as a student. A disability may impact various sectors of their life and academic accommodations ensure that students are provided the same level of access to their education as their peers. It is common for students who received accommodations via an IEP or 504 plan in high school to not initiate the accommodation process in college. Many students are unfamiliar with the College accommodation process or assume that they may not need this type of support in college. While it is

the student's choice to request accommodations, it is important for Advisors to understand how accommodations can be requested and how they are implemented each semester.

To request accommodations, students should complete the following steps:

1. [Submit an accommodations request form](#)
2. Submit documentation from a licensed provider via [email](#) or through their *Accommodate* account:
 - a. Documentation varies depending on the student's diagnosis. If the student has questions or needs assistance determining what documentation is needed, please have them contact the Office of Accessibility Services (OAS) at access.goucher.edu
3. Schedule an intake meeting with the Director of Accessibility Services:
 - a. Once OAS has received the student's request and documentation, they will receive an invitation to schedule an intake meeting with the Director of Accessibility Services
 - b. During the initial intake meeting, OAS and the student will work together to determine what reasonable accommodations can be provided to the student

Please note: Academic accommodations typically remain the same until graduation and do not require students to reapply each year/semester. **Students who are approved for housing accommodations must reapply for these accommodations each year.**

To use their accommodations each semester, students must submit a semester request through their *Accommodate* account at the start of each semester. This request is what triggers the *Accommodate* system to send their accommodation letters to their faculty. Students and faculty are highly encouraged to meet to discuss the accommodation plan and ensure that both parties understand how it will be implemented in the course. This is especially important for accommodations such as "modification to an assignment due date" or "[attendance modification agreement](#)." Please encourage your students to contact OAS if they have any issues with their accommodations. The Director of Accessibility Services is always available to assist with these discussions between students and faculty or to troubleshoot any other accommodation issues.

[Disabilities and foreign language and culture requirement \(FLC GCR\)](#)

Many students with learning disabilities and/or attention deficit disorder have difficulty learning a foreign language and completing the FLC GCR; however, the College requires that all students make a good-faith effort to complete all college requirements, including the FLC GCR. If a student with a documented disability cannot complete the requirement despite their good-faith effort, they may request the foreign language substitution accommodation through the Office of Accessibility Services. If you are working with a student that feels their disability is impacting their ability to successfully complete the FLC GCR, please have them contact OAS at access@goucher.edu

Culture courses may be used to substitute for the FLC GCR. To be identified as a culture course, a course must focus on the culture of a language taught at Goucher College or one of our inter-institutional programs. A significant component of the course must be based on primary sources that emphasize one or more cultures outside the Western anglophone culture (please visit the [FLC GCR](#) website and scroll down).

If a student wants to take a culture course at another institution, the course must be approved by the Chair of the Department for Hispanic and Latinx Studies prior to the student taking the course. The Chair of the Department for Hispanic and Latinx will assess the syllabus of the course for which students

are requesting approval. Only courses with grades of C- or higher may count towards completion of the FLC GCR.

The list of culture courses will be provided each semester at the bottom of the [FLC GCR](#) webpage.

Legal and Ethical Responsibilities

Family Educational Rights and Privacy Act (FERPA)

The [Family Educational Rights and Privacy Act](#) of 1974 (commonly referred to as the “Buckley Amendment” or FERPA) is designed to protect the confidentiality of education records and to give students access to their records to assure the accuracy of their contents. The act affords students certain rights with respect to their educational records. A list of these [rights](#) can also be found in the [Academic Catalog](#). FERPA intersects with advising in two major ways:

Advisee folders and electronic files are considered educational records. As such, these folders should be well-maintained and frequently updated. In many cases advisee folders are the only true trail of a student’s thought processes when selecting courses. Advisors should also avoid putting purely personal notes in the student’s file, as there is always a chance that a student can request access to that file. In general, the best advice is to be as professional as possible regarding notes that become part of advisee folders (if you wouldn’t want the student to read it, do not write it).

Educational records may not be released to third parties unless the student waives that right.

Occasionally, an advisee’s parent may contact you. You may not discuss the student’s academic progress, course selection, or other specifics with the parent unless the student has given permission to the College to release this information. If the student has not given the College permission to release information to their parents or guardians, explain the FERPA policy and refer the parent to the registrar’s website for further information. Even when the parent has access to the student’s records, it is at your discretion to decide what you share with the parent beyond the written record such as the student’s demeanor, behavior, or information shared during an advising session. It can be a difficult task to balance both the needs of the parent and a good relationship with your advisee. To check if a parent is on FERPA, go to [MyGoucher Links – Student Locator](#) – Select semester – Select Advisor – Select semester again – FERPA release appears in a Note in **red**.

Confidentiality and Other Ethical Considerations

While not as rigid as the FERPA regulations, there are a few ethical considerations for Advisors to keep in mind.

Use your best judgment when discussing the advisee with fellow faculty members. Clearly, there are times when it is necessary to seek out advice from colleagues. Be sure to do so in a private area where students cannot overhear your conversation. Occasionally, you may be concerned about a student’s behavior or comments and feel it necessary to let someone else at the College know about your concerns. This is an appropriate step that allows us to look out for our students from a variety of perspectives. However, when sharing information with another party, let them know whether the information is public knowledge or just something that the student has shared with you. In general, you should not promise advisees that you can hold information in confidence because there may be instances when you must share information with others (i.e., refer to the College [policy on sexual misconduct](#)).

Also use your best judgment when discussing fellow faculty members with advisees. During an advising session a student may ask which instructor to take a course from. Your response may be interpreted in

different ways by the student. The best course of action is to get the students to talk about what they are looking for in a course or course instructor. If you are unable to provide them with the details, refer them to the faculty member rather than make uninformed recommendations. Another situation that can occur is when a student makes comments about a faculty member who is currently instructing them. Silence is not the best response, because it can often be interpreted by the student as agreement. Rather, try to get the student to talk about what aspects of the course or instruction are not working for them. Then assist your advisee in brainstorming ways to approach the faculty member so that they can share their concerns with the appropriate person.

Finally, be open, honest, and up front with your advisees. If you have concerns about an advisee's academic performance or behavior, you best serve the student by expressing those concerns in a non-judgmental manner. While these conversations can sometimes be difficult, they can go a long way in getting students to focus on the problems or issues they are facing.

Section IV: Transfer, Commuters and Other Populations

At Goucher we have different populations in the student body. Because we have a commitment to maintaining students in these groups, the following advice is offered on how you might pay special attention to a student from one of these groups. It should be stressed, however, that it is a delicate balance between seeing that the student's needs are met and not singling them out based on their group membership.

Athletes

The experience of the student athlete at Goucher is somewhat different than the non-athlete. Athletes must be able to manage the demands of their team commitments and their coursework. Thus, mastering time-management and organizational skills is highly important to this group. Make sure you spend some time discussing this with your advisee. During competitive season, athletes may miss classes or assignments. Student athletes need to communicate these [conflicts](#) with instructors as soon as possible. Another unique situation that can occur with this group is that athletes often pick up academic information from their fellow teammates and coaches. Be sure to check that advisees have accurate information.

Commuters

Because most of our students live on campus, it can be a challenge for commuters to form and create relationships. Encourage them to get involved in a student [organization](#) whenever possible so that they can connect with other students outside of the classroom. Commuters generally have more time constraints on their schedules, which can affect when they can meet with you. Try to be flexible with commuters when setting up advising sessions. Students commuting from home often cite the stress of dealing with parents or siblings as they try to adapt to the demands of college. Assist them in brainstorming ways in which they can talk to their families about the constraints being placed on them. Sometimes it can be as simple as getting the student to have a conversation with their parent about giving them more space to study. Often, commuters will be candid with you about the demands they face. Listen to their concerns and provide advice when possible.

First Generation Students

First generation students may have trouble navigating college life and understanding the culture of a Higher Education institution. If this is the case, encourage advisees in this group to get involved in extracurricular activities and [clubs](#) early on so that they can begin to make connections and to contact the director of [LAUNCH Network](#). Do not, however, automatically assume that a low-income student will have special needs. Goucher attracts a diverse student body with many different backgrounds and experiences. Give the student space to share their thoughts on this with you first. The best approach is to develop a relationship based on mutual trust and respect and to show a genuine interest in their academic and social wellbeing. Above all avoid stereotypical attitudes and expectations about your advisees. You may also refer students to the Center for Race, Equity and Identity ([CREI](#)) if it seems that they do not have a support system.

International Student

A student for whom English is a second language and needs accommodations may submit an English Language Accommodation [Request](#). Also, if a foreign-born advisee is in the US on a visa, and drops below 12 credits for a given semester, you must report this to the student's international Advisor (in Navigate - from the student's homepage – in *Your Success Team*, underneath the student's picture).

LGBTQ+ Students

Students that identify as LGBTQ+ are more visible than ever on US college campuses, including Goucher. Yet they remain both sexual-orientation and gender-identity minorities (as a numerical proportion of the student body). If one of your advisees is struggling, encourage them to get involved in extracurricular activities and [clubs](#) early on so that they can begin to make connections. Do not, however, automatically assume that a student who identifies as LGBTQ+ is struggling. Goucher attracts a diverse student body with many different backgrounds and experiences. Your advisee's perceptions of Goucher may fit in with their expectations or they may fall short. Give the student space to share their thoughts on this with you first. The best approach is to develop a relationship based on mutual trust and respect and to show a genuine interest in their academic and social wellbeing. Above all avoid stereotypical attitudes and expectations about your advisees. You may also refer students to the Center for Race, Equity and Identity ([CREI](#)) if it seems that they do not have a support system.

Students of Color

Students of color can have more trouble connecting to the College and their fellow students as they might find themselves in the minority in classes and the campus in general. If your advisee is feeling isolated, encourage them to get involved in extracurricular activities and [clubs](#) early on so that they can begin to make connections. Do not, however, automatically assume that a student of color will have special needs based on their race or ethnicity. Goucher attracts a diverse student body with many different backgrounds and experiences. Your advisee's perceptions of Goucher may fit in with their expectations or they may fall short. Give the student space to share their thoughts on this with you first. The best approach is to develop a relationship based on mutual trust and respect and to show a genuine interest in their academic and social wellbeing. Above all avoid stereotypical attitudes and expectations about your advisees. You may also refer students to the Center for Race, Equity and Identity ([CREI](#)) if it seems that they do not have a support system.

Transfer Students and Adult Learners

Each semester Goucher admits new transfer students to join our vibrant community. These students may live in our residential living communities or join others who live off-campus and commute to Goucher each day. They are engaged in campus leadership, and participate in clubs and organizations, and are members of our athletic teams. Transfer students enrich our campus community in meaningful ways through their diverse backgrounds and academic and personal experiences. They come from many geographical locations. Their educational experiences come from attending community colleges and other 4-year colleges and universities. The diverse experiences they bring to Goucher contribute to enriching all students' experiences and enhances the dynamic classroom learning environment.

General Issues

There are two common challenges when advising a new transfer student:

- Ascertaining which transfer work has been accepted and how it fulfills graduation requirements
- Determining which Goucher courses are appropriate given their prerequisites the students prior coursework and potential prerequisites.

Prerequisites

Most transfer students will have a declared major at the start of their first semester. If a student is coming in with first-year standing and they are undecided, they can continue without the major. All declared majors will be assigned a faculty advisor in their program of study. Advisors should consult with department chairs for additional support in recommending appropriate courses based on their major and what has transferred in from other colleges. It is not uncommon for new transfer students to consider a lighter academic load. This should be considered on an individual basis and determined based on a conversation with the student regarding their specific needs and expectations for degree completion. It is often in the student's best interest to consider a load of 12 credits, to ensure successful adjustment to Goucher before taking on a more aggressive plan to graduate by a target date.

Declaring a Major

If a transfer student does not have a major declared when they begin their first semester, advisors should discuss with the student how and when the declaration of the major will be appropriate (see suggestions for working with sophomore students in Section II). **Note:** If your transfer student has not had an appropriate amount of time to make the major declaration decision and needs to register for what would be the junior year, Advisor should petition the associate provost of undergraduate studies to allow registration without a "Hold" on their account.

Transfer Students Seeking Credit for College or University Coursework

Credits for courses completed at regionally accredited non-profit two- and four-year colleges or universities or courses completed at foreign colleges or universities accredited by the respective Ministry of Education with a grade of C- or higher may be transferred into Goucher, provided that these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Goucher College or are applicable to a degree program at Goucher College. Such credits must be evaluated and approved for transfer credit by the appropriate academic program chair and the Office of the Registrar. Credit accepted for transfer to Goucher does not automatically apply toward Goucher Commons Requirements or the major/minor and must be evaluated by the Office of the Registrar and academic program chair for approval.

Up to 64 transfer credits will be accepted by Goucher and may count toward the Goucher Commons Requirements and requirements in the major/minor. No credit is given for academic courses with pass/fail or satisfactory/unsatisfactory grades unless the grade is defined on the transcript or the course catalogue as "C-" or better.

Goucher Common Requirements (GCR) for Transfer Students

Complex Problem Exploration Courses

Students who have earned an associate degree are exempt from the CPE requirement.

Students transferring to Goucher without an associate degree but with at least 30 credits will complete one CPE course.

Students matriculating with less than 30 credits will complete two CPE courses.

After matriculating at Goucher, students must complete all remaining CPE courses at Goucher College.

College Writing Proficiency

Many transfer students will come to Goucher having earned College Writing Proficiency (CWP) based on the review of their writing portfolio. Specific writing recommendations will be made as part of the placement process as determined by the writing faculty. More details are available on the Writing Program's [website](#).

Data Analytics

Students must take a two-course sequence, with different courses for students in different majors.

Transfer students who have already completed an approved course in statistics will have fulfilled the foundation level requirement (DA-F).

Environmental Sustainability

Students must demonstrate knowledge of scientific, policy, social, cultural, and/or historical dimensions of human relationship to the environment. Transfer students who have already completed an approved course in environmental studies are [exempt](#) from this requirement.

Students may also satisfy this requirement by completing an approved non-credit interdependent project or internship.

Foreign Language

Transfer students are required to complete 4-10 credits (1-3 courses) of foreign language. Placement will be determined upon completion of a language placement test prior to registering for courses. If no prior language courses have been taken, then students will enroll in the first platform course in their chosen language of study. Language courses taken at other colleges will transfer to Goucher in some cases as electives.

Race, Power, and Perspective

The Race, Power, and Perspective Requirement integrates Goucher College's values of diversity, social justice, and global citizenship by asking students not only to recognize difference but to explore the power structures behind those differences. Transfer students who have already completed an approved course that explores different cultures, races are [exempt](#) from this requirement.

Study Abroad

Students are required to study abroad before graduation for a semester and a study abroad immersion course, or a three-week intensive course abroad. All transfer students who have studied abroad (for a minimum of three weeks and earned at least three credits approved by Goucher) will have satisfied the study abroad requirement upon enrollment. If a transfer student has studied abroad through a different

program prior to attending Goucher, there may be an exception to completing the abroad experience while studying at Goucher.

Section V: Goucher Commons Requirements (GCR)

Goucher expects all of its students to pursue a common set of learning experiences. Students have great freedom to determine and follow their own interests. These experiences are not based on a core curriculum or checklist of requirements, and students have great freedom to determine and then follow their own interests. In this pursuit, students enter a space of inquiry - the Goucher Commons - with other students and the faculty —

All GCR's are satisfied with a grade of "D-" or "P" (or better). Students should be aware that for the foreign language and culture sequence a grade of "C-" or better must be received in the 110- and 120-levels in order to advance to the next course level (120, 130, 132, or 133). A grade of "D-" or "P" (or better) in the terminal course in the foreign language and culture sequence satisfies the foreign language GCR.

First-Year Seminars (FYS): General Overview

Goucher's First-Year Seminars introduce students to the pleasures and demands of a liberal arts education.

First-Year Seminars offer a selection of small, discussion-based courses taught by faculty from across the disciplines. As with seminars for upper-level college students, each class explores a specific topic in all its complexity and connects students with shared interests.

First-Year Seminars also move beyond content to guide students in developing intellectual selves in both practice and disposition. This exploration is shaped by two distinct questions: 1) How do we think and learn as individuals in the intellectual setting? And 2) How do we carry ourselves in this setting? Faculty model both components of their own academic selves through their approaches to course content.

Overview For Students

Each First-Year Seminar (FYS) draws on the passions, expertise, and creative interests of an enthusiastic professor to investigate cutting-edge material. Unlike a first-year survey course that tries to give an overview of an entire field or discipline, each First-Year Seminar examines a particular question or topic in depth and from multiple points of view. Course topics vary.

As your First-Year Seminar, these courses are designed so that you, your classmates, and a skillful teacher embark on a shared academic adventure that offers the excitement of intellectual discovery and the pleasures of creative accomplishment. The professor's unique approach combines with several common elements across all FYS courses to offer concrete tools for beginning the articulation of an academic identity.

Hallmarks of First-Year Seminars are lively and informed class discussions; support in developing the skills of critical and creative thinking, reading, and writing; and the opportunity to work collaboratively with other students on a project that your group designs and develops independently. Each class operates as an engaged intellectual community, and class discussions are enriched by community-based

projects, guest visits from experts in the Baltimore-Washington area, fieldtrips, and opportunities for hands-on investigations.

Your First-Year Seminar will serve as a place where you are challenged and supported to develop the skills needed to engage deeply and critically with complex materials; to take risks; to reflect on your own strengths, passions and goals; and to begin to develop a vision for your four-year-long journey through the liberal arts. All students are required to pass their First-Year Seminar to be eligible for graduation.

Complex Problem Exploration Courses

To produce graduates capable of solving complex problems as part of diverse teams, Goucher has created Complex Problem Exploration courses. These courses are interdisciplinary, center around a contemporary issue, and require students to work in sustained collaborations in a student-directed research or creative project. These courses build on Goucher’s model for teaching and learning which revolves around twelve academic centers. Centers are responsible for creating courses that allow students a path of exploration by choosing among courses that allow the study of specific ideas, values, or problems using different methods and approaches. Between their second semester at Goucher and the end of their junior year, students will take two Complex Problem Exploration (CPE) courses in two different areas (areas outlined below). Students are limited to one CPE course per semester.

CPE Areas and their associated Academic Centers:

Area Designation	Area	Academic Centers Typically Involved in Creating CPEs
CPEA	Arts	<ul style="list-style-type: none"> Center for Writing, Arts and Media
CPEB	Social and Behavioral Sciences	<ul style="list-style-type: none"> Center for Education Center for Social Sciences (EXCEPT Psychology)
CPEC	Humanities and Interdisciplinary Studies	<ul style="list-style-type: none"> Center for Humanities & Interdisciplinary Studies
CPED	Biological and Natural Sciences	<ul style="list-style-type: none"> Center for Natural, Computer, & Data Sciences <ul style="list-style-type: none"> (Plus Psychology)

Proficiency Areas

College Writing Portfolio and Goucher’s 4-Year Vertical Writing Curriculum

The College Writing Portfolio (CWP) is a requirement for graduation from Goucher College. After taking Writing Studies I (WRT 181) and then a Writing Enriched Curriculum class, in which students conduct scholarly research and hone their analytical and persuasive skills, they submit a portfolio of their best writing, along with a written reflection discussing their growth and achievements as writers. Their writing is then assessed by the Writing Program faculty. Students must apply for CWP by submitting a portfolio during the designated portfolio review periods.

CWP is part of Goucher’s 4-Year Vertical Writing Curriculum. Students develop as writers throughout their four years at Goucher.

Earning CWP: The 3 Basic Steps for all Incoming Students

1. All incoming students must take WRT 181 or [WRT 181H](#) during their first year.
2. After passing [WRT 181](#) or [WRT 181H](#), students will take a WEC course (Writing Enriched Curriculum) in any discipline.
 - a. Please note that while we strongly encourage students to take their WEC course in their second year, they can choose to wait until their third year. Some advanced students, with input from their Advisors, may take their WEC course during the second semester of their first year.
3. A student is eligible to submit a College Writing Portfolio after passing [WRT 181](#) or [WRT 181H](#), and if they have taken or are currently enrolled in a WEC course. Most students should plan on submitting their portfolios in May; we will also have a December submission round for seniors who have not yet completed this requirement prior to their senior year.

Applying for CWP

Email notices will be sent to all undergraduate students and all Advisors every semester with reminders about the CWP process. The deadline for the May submission will be announced at the beginning of the academic year. Students will be given the deadlines for the review period, the guidelines for earning CWP (which can also be found on our [website](#), directions for applications, as well as a link to the submission forms. Students who do not earn CWP are provided with individualized plans for the future, including course and workshop recommendations and/or independent revision strategies.

Starting Out: The Writing Placement Essay

All incoming first-year students must submit a placement essay according to the directions on the first-year portal. Students who need or want additional writing support should take WRT 181 in the fall, together with a 1-credit studio, WRT 101. Students may repeat the 1-credit studio, WRT 101, for credit.

Students who place into the Honors level may enroll in WRT 181H. These 4-credit courses are offered in both the Spring and Fall.

Writing Enriched Curriculum (WEC) Courses: Part of the CWP Process

WEC courses use writing intentionally and creatively to enhance students' learning. Not all courses that require a lot of writing are WEC courses. The designated WEC courses cover specific aspects of the writing, research, and analytic processes. For example, students in WEC courses learn strategies that help them transfer their writing knowledge and skills from one genre to another and from one discipline to another. Students further develop the habits of mind that were introduced in their first-year writing courses.

Ideally, students will take this course during their second year at Goucher. However, we recognize that some students may need to delay taking their WEC course until their junior year. We strongly recommend that students take their WEC course and apply for CWP by the end of their junior year at the very latest. We also recognize that some students prefer to take their WEC course early. Advanced students, (for example, those who earn an A or an A- in the honors hybrid course WRT 181H), are allowed to take a WEC course during their second semester of their first year at Goucher. Students should confer with their Advisors and the Writing Program faculty.

If you have questions, please contact Charlee Sterling (charlee.sterling@goucher.edu), The Writing Program Administrator.

Data Analytics

There is a two-course sequence, with different courses for students in different majors. The first course is taken during year one or two; the next one as an explorations course, an elective, or a class in the major. Students must complete both part I and part II.

Part I - Foundational Level (GCR DAF)

Students must receive a passing grade (D- or better or "P" pass) to satisfy Part I before taking Part II.

Take one of the following courses:

- CHE 151 - Principles of Chemistry II with Lab (4 Cr.)
- CS 119 - Foundations of Computer Science (4 Cr.)
- DMC 101 - Data Analytics (4 Cr.)
- DMC 102 - Data Analytics for Sustainability (4 Cr.)
- DMC 105 - Computational Thinking with Data (4 Cr.)
- DMC 106 - Introduction to Statistical Methods (4 Cr.)
- EC 206 - Economic and Business Statistics (4 Cr.)
- MA 140 - Introduction to Statistics (4 Cr.)
- DMC 172 - Calculus through Data and Modeling (4 Cr.)
- PSY 250 - Statistical Methods in Psychology (4 Cr.)

Part II - Across the Curriculum (GCR DA-AC)

Take one of the following courses:

- ART 257 - Graphic Design/Data Visualization (4 Cr.)
- BIO 327 - Advanced Genetics (4 Cr.)
- BUS 312 - Business Analytics (2 Cr.)
- CHE 355 - Modern Methods of Chemical Analysis and Lab (4 Cr.)
- CHE 442 - Techniques in Biochemistry (2 Cr.)
- COM 262 - Research Methods in Media Studies (4 Cr.)
- CS 417 - Database and Transaction Systems (4 Cr.)
- CS 435 - Advanced Machine Learning (4 Cr.)
- CS 440 - Principles of Artificial Intelligence (4 Cr.)
- DMC 216 - Non-Parametric Statistics (4 Cr.)
- DAN 389 - Labanotation (4 Cr.)
- DMC 340 - Bayesian Statistics (4 Cr.)
- DMC 345 - Introduction to Machine Learning (4 Cr.)
- DMC 435 - Advanced Machine Learning (4 Cr.)
- EC 320 - Econometrics (4 Cr.)
- ES 202 - The South China Seas: A History (4 Cr.)
- ES 311 - Environmental Analysis and Statistics (4 Cr.)
- ES 319 - Qualitative Environmental Research (4 Cr.)
- HIS 202 - The South China Seas: A History (4 Cr.)
- PHY 321 - Advanced Laboratory (4 Cr.) As of Spring 2022
- PSC 211 - Research Methods in Political Science (4 Cr.)
- PSC 213 - Practicum in Survey Research (2 Cr.)
- PSC 333 - State Politics and Policy (4 Cr.) If taken fall 2021 or earlier.

- PSY 302 - Quantitative Research Methods in Psychology (4 Cr.)
- PSY 305 - Qualitative Research Methods in Psychology (4 Cr.)
- SOA 217 - Methods of Social Research (4 Cr.)
- WRT 285 - Analyzing Linguistic Data (4 Cr.)

Foreign Language and Culture

Foreign Language and Culture Requirement

The study of foreign language and culture provides a foundational undergraduate competency. Foreign language study will strengthen the development of cross-cultural awareness and intercultural communication and provide opportunities for students to explore links between foreign language and other disciplines, and to prepare for and reflect on their study abroad experience.

All students (except native speakers*) will satisfy the GCR of Foreign Language and Culture by taking 10, 8, or 4 credits following one of the following platforms.

Platform	Placement	Required Credits	Required Course in a Foreign Language
1	110	10	110+120+132 or 133** (Platform 1 can also be completed by taking 110+120+130)
2	120	8	120+130
3	130	8	130 + one 200-level course (see list below)
4	Beyond 130	4	One 200-level or one 300-level course (see list below)

200-level courses = ARB 234, FR 250, 230, or SP 235.

300-level courses = FR 353, FR 357, FR 358, SP 322, or SP 350

In order to ensure timely completion of the GCR of Foreign Language and Culture, students need to begin to study a language during their first year. Transfer students who enter as sophomores or higher should begin to study a foreign language immediately. For all students, unless there are extenuating circumstances, the final course to satisfy the GCR of Foreign Language and Culture should not be attempted in the fall semester of the senior year.

A student may not fulfill the foreign language requirement by auditing a course. A student may not take any of the 100-level language courses as an independent study.

*Definition of Native Speaker

A native speaker is a student who has completed his or her high school education in another language and culture. It is important to distinguish between native and heritage speakers. Native speakers are typically international students and citizens of another nation, were born abroad, and their family often still resides abroad. Students should be directed to the MLLC or the HLx center directors if they believe they fall in this category.

Students who are foreign nationals and/or native speakers and writers of a language other than English may be exempted from the foreign language requirement if they provide evidence of their proficiency. Documents serving as evidence include a high school diploma from a school where English is not the primary language, a note from a high school teacher or college faculty member from the student's home

country attesting to the student's native-level proficiency in the language. Please contact Kathryn St. Ours, Chair of the Center for Modern Languages, Literatures and Cultures, for more information.

**Platform 1 Course Information

Any student having previously completed 130 or a level beyond 130 may not take 132/133 for 2 credits. 132/133 (2 credits) may not count for the major.

SP 132 is intended for students completing Platform 1 and not intending to major or minor in Spanish or French. If a student is intending to major or minor in Spanish or French, or to minor in Arabic Studies, s/he should take SP 130, FR 130, FR 133 (4 credits) or ARB 133 instead of 132 or 133 (2 credits). 132-133 courses may be repeated for credit if topic is different.

Placement Tests

Students must complete a placement test before enrolling in a language class or taking language courses abroad. On the basis of a placement test, students may be required to interview with our faculty, and will be placed in one of four platforms (see above). Transfer credits are awarded pending placement test results. Placement results have an expiration date of one year-i.e., students need to retake their placement test after two or more semesters if they have not taken the language course in which they were placed, unless they have opted to satisfy their language requirement with the study of another language altogether. Regardless of an AP score, students cannot receive credit for Spanish without taking the Spanish placement exam and consulting the center chair in order to be placed in the appropriate Spanish course.

Foreign Language Online Policy

There is no cap on the number of online course credits a student may take. First-year students may not take an online course during their first semester at Goucher College. Online courses taken at another college must be from a regionally accredited, public, or private college or university.

Students must successfully complete (pass) the terminal course in their platform in an on-campus course at Goucher or a regionally accredited, non-profit, public or private college or university.

That is to say, because students have to take the terminal course face-to-face (at the Goucher College campus or at another campus), they cannot complete their foreign language requirement exclusively online EVEN IF they are under the total online credit limit.

If a student wants to transfer online foreign language (FL) credits taken prior to their arrival to Goucher, they will need to take the placement exam upon their arrival, and complete one of the four platforms described above.

For permission to complete the FLCR with languages not offered locally or through an online course, students need contact the chairs of the Center for the Study of Modern Languages, Literatures, and Cultures or Hispanic and Latinx Studies, respectively. They will need to approve the syllabus prior to a student enrolling in the FL online course. Informal skype sessions with native speakers or self-guided instruction are not the equivalent of a college FL course.

Common Inquiry Areas

Race, Power, and Perspective

The Race, Power, and Perspective Requirement integrates Goucher College's values of diversity, social justice, and global citizenship by asking students not only to recognize difference but to explore the power structures behind those differences.

Through engagement in the following distinct experiences that ordinarily map onto the four years of a Goucher education, students will accomplish the progressive learning outcomes of this requirement:

1. First Year Experience: articulate the connections between identity (including opportunities and experiences) and perspectives and reflect critically on their own biases and those of others.
 2. Completion of a designated course across the curriculum (typically sophomore year): understand the institutional, cultural, and structural factors of race, power, and privilege that shape perspective and experience.
 3. Study abroad with accompanying course or online dialogue: develop the emotional skills necessary to engage with those different from oneself with awareness of and respect for cultural and racial differences and empathy for the different experiences of others.
- AFR 200 - Introduction to Africana Studies (4 Cr.)
 - ARB 230 - Intro to Modern Arab Culture: Dissenting Voices, Liberating Visions (4 Cr.)
 - CPEB 205 - Disease and Discrimination, Sociology Focus (4 Cr.)
 - CPEB 252 - Individuals, Groups, and Institutions: Understanding Identity and Working Towards Change (4 Cr.)
 - CPEC 250 - Where, When, and How do We Belong?: Citizenship through Space and Time (4 Cr.)
 - CPEC 254 - Do Gooders and the Failure of Humanitarian Aid: Ideology, Ethics and Future (4 Cr.)
 - ED 104 - Child and Adolescent Development (4 Cr.)
 - ES 230 - Feminist Political Ecology: Culture, Politics, Environmental Change (4 Cr.)
 - FR 250 - Introduction to French Transnational Studies (4 Cr.)
 - HIS 108 - Abraham Lincoln, Frederick Douglass, and Slavery (4 Cr.)
 - HIS 200 - Introduction to Africana Studies (4 Cr.)
 - HIS 210 - Survey: Early American History (4 Cr.)
 - HIS 211 - Survey: Modern American History (4 Cr.)
 - HIS 260 - Slavery, the Civil War, & Reconstruction (4 Cr.)
 - HIS 273 - African American History II (4 Cr.)
 - LAM 105 - Introduction to Latin American Studies (4 Cr.)
 - LIT 223 - African American Women Writers (4 Cr.)
 - LIT 285 - Contemporary Literature from India, Africa, and Australia (4 Cr.)
 - LIT 392 - Contemporary Literary Theory (4 Cr.)
 - PCE 231 - Special Topics in International Film and Literature (4 Cr.)
 - PHL 327 - Bootlicking and Other Authoritarian Pathologies (4 Cr.)
 - PSC 327 - Bootlicking and Other Authoritarian Pathologies (4 Cr.)
 - PSY 224 - International Psychology (4 Cr.)
 - AMS 239 - Religion, Law, and Politics in America (4 Cr.)
 - SOA 220 - Comparative Race and Ethnic Relations (4 Cr.)
 - SOA 245 - Wealth, Power, and Prestige (4 Cr.)

- SOA 255 - Political Anthropology (4 Cr.)
- SOA 271 - Social Movements (4 Cr.)
- SP 235 - Advanced Conversation and Composition (4 Cr.)
- SP 322 - Survey of Latin-American and Peninsular Literature and Culture (4 Cr.)
- SP 339 - The Critical Pedagogue: Teaching Spanish as a Cross-Cultural Transformative Process (4 Cr.)
- VMC 215 - Museums, Exhibitions, and the History of Collecting (4 Cr.)
- WGS 100 - Introduction to Gender, Race, and Sexuality in American Society (4 Cr.)
- WGS 223 - African American Women Writers (4 Cr.)
- WGS 335 - Gender Identity, Expression, and the Body (4 Cr.)
- WGS 253 - Haitian History and the Culture of Resistance (4 Cr.)
- WGS 306- Power and Privilege in the United States (4 Cr.)

Environmental Sustainability

Students must demonstrate knowledge of scientific, policy, social, cultural, and/or historical dimensions of human relationship to the environment. Specifically, students must be able to (1) evaluate environmental sustainability issues, (2) determine how personal and collective decisions and actions affect the environment, and (3) formulate or evaluate potential solutions to environmental sustainability problems.

This requirement can be met by either (a) taking and passing a designated course across the curriculum that satisfies this requirement (see list below) or (b) completing before their senior year a credit or non-credit experience (interdependent project or internship) that includes a work minimum equivalent to six hours per week over 15 weeks or equivalent time during summer or J-term sessions. Prior to initiating this experience, students must submit a proposal to a faculty sponsor no later than two semesters before their expected graduation date. This proposal must describe the type of experience, provide an explanation of how the components of this experience would permit a student to meet each of the three learning goals, include potential curricular and/or co-curricular resources that would help the students meet these goals, and provide a reporting mechanism associated with the experience that would allow the student and the faculty mentor assess whether the culmination of the experience was sufficient to meet each of the learning goals of this requirement.

- ARH 362 - Nature into Art: The Cultural Dimensions of Landscape (4 Cr.)
- BIO 240 - Ecology and Evolution (4 Cr.)
- BUS 141 - Managing Sustainability (4 Cr.)
- CHE 370 - Environmental and Green Chemistry w/Lab (4 Cr.)
- COM 323 - Media and the Environment (4 Cr.)
- CPEA 211 - To Walk with Nature: Environment and the Artist (4 Cr.)
- CPEB 203 - Green Gentrification and the Right to the City (4 Cr.)
- CPEC 258 - This is Human, That is Nature: How Radically Rethinking the Human-Nature Relationship Can Help US Solve the Climate Crisis (4 Cr.)
- CPED 201 - Thirsty for Change? A Hands-on, Immersive Class on Local Water Quality (4 Cr.)
- CPED 204 - What the frack? An Exploration of Environmental Chemistry (4 Cr.)
- DMC 102 - Data Analytics for Sustainability (4 Cr.)
- EC 225 - Environmental Economics (2 Cr.)
- ES 100 - Introduction to Environmental Sciences (4 Cr.)
- ES 105 - Environmental Sustainability in Context (2 Cr.)

- ES 130G - Intermediate Reading in Spanish: Environmental Studies (4 Cr.)
- ES 140 - Introduction to Environmental Studies (4 Cr.)
- ES 207 - Environmental Ethics (4 Cr.)
- ES 215 - Political Ecology of Extractive Industries (4 Cr.)
- ES 238 - Ecology (4 Cr.)
- ES 242 - Gender and Environment (4 Cr.)
- ES 245 - Psychology of Environmental Problems (4 Cr.)
- ES 415 - Climate Change (4 Cr.)
- FR 444 - Transnational Environmental Studies in French (4 Cr.)
- FYS 100E - First Year Seminar - Environmental Sustainability (4 Cr.)
- PHL 205 - Environmental Ethics (4 Cr.)
- PSY 245 - Psychology of Environmental Problems (4 Cr.)
- SOA 391 - Seminar: Environmental Sociology (4 Cr.)
- VMC 110 - Preserving our Heritage (4 Cr.)
- VMC 362 - Nature into Art: The Cultural Dimensions of Landscape (4 Cr.)
- WGS 242 - Women and Environmental Justice (4 Cr.)

Study Abroad

Students must demonstrate practical understanding of global citizenship and gain intercultural awareness through a study-abroad semester experience, international internship, or an intensive course abroad (ICAs). By studying abroad students will explore different ways of thinking, communicating, working, learning and living. Study abroad courses sponsored by Goucher or by other colleges may fulfill this requirement.

Capstone Experience/Signature Project

During the final year at Goucher, students connect their learning to the bigger picture of life through a capstone experience or project within their major(s). Students are encouraged to curate this work through the use of a reflection portfolio and to share this at the student symposium each May— one of the celebrations of the learning commons at the heart of the Goucher experience. Students completing fall capstones or graduating in December will have the opportunity to present at the December capstone day. Questions about capstone presentations and/or the symposium can be directed to william.harder@goucher.edu.

Approved Courses Includes:

- BIO 497 - Capstone in Biological Sciences (2 Cr.)
- BUS 480 - Strategic Management (4 Cr.)
- CHE 495Y - Independent Work in Chemistry (2-4 Cr.)
- CHE 497 - Capstone in Chemistry (1 Cr.)
- COM 460 - Digital Filmmaking III (4 Cr.)
- COM 493 - Independent Work in Advanced Production (4 Cr.)
- COM 497 - Capstone Project (1 Cr.)
- COM 499 - Independent Study (2 or 4 Cr.)
- CS 497 - Senior Project (1-4 Cr.)
- DAN 497 - Senior Capstone (4 Cr.)
- EC 497 - Capstone in Economics (4 Cr.)

- ES 497 - Environmental Studies Senior Capstone (2 Cr.)
- FR 497 - French Transnational Studies Capstone (2 Cr.)
- IAS 490 - Senior Capstone Project (4 Cr.)
- IDS 497 - Interdisciplinary Studies Capstone (2 Cr.)
- LIT 497 - Senior Capstone in Literary Studies (2 Cr.)
- PCE 497 - Senior Capstone (2 Cr.)
- PHL 495 - Senior Thesis (4 Cr.)
- PHL 497 - Philosophy Capstone (2 Cr.)
- PHY 497 - Capstone in Physics (4 Cr.)
- PSC 496 - Seminar in Scope and Methods in Political Science (4 Cr.)
- PSC 497 - Seminar in Theories of International Relations (4 Cr.)
- PSY 486 - Counseling Psychology (4 Cr.)
- PSY 488 - Advanced Self-Directed Projects in Psychology (4 Cr.)
- PSY 490 - Advanced Internship in Psychology (0-4 Cr.)
- PSY 494 - Advanced Mentored Research Team (2-4 Cr.)
- PSY 495 - Senior Thesis (4 Cr.)
- SOA 497 - Senior Capstone in Sociology and Anthropology (4 Cr.)
- SP 497 - Capstone on Hispanic/Latinx Studies (2 Cr.)
- WRT 497 - Capstone (2 Cr.)
- WRT 497H - Capstone Honors (4 Cr.)

Other Bachelor of Arts Degree Requirements

1. One hundred twenty (120) credit hours are required for the degree. A student must achieve a minimum 2.0 cumulative grade point average and a minimum grade of C- in each course that is counted toward fulfilling the requirements of the major. Credit hours at Goucher are defined on a semester basis, as distinct from a trimester or quarter basis. Candidates for the degree must complete a minimum of 60 credit hours at Goucher College.
2. At least 3 credits in each of the following areas as designated by the Registrar: [Arts, Humanities and Interdisciplinary Studies](#), [Social and Behavioral Sciences](#), and [Biological and Physical Sciences](#). These disciplinary requirements can be fulfilled by courses in a major or minor, courses that fulfill other Goucher Commons requirements, and/or additional designated courses throughout the curriculum.
3. First Year Experience, FYE 134, a required course for all new first-year students (not required for transfer students), continues the orientation process and connects learning that occurs for students both inside and outside of the classroom. Students discuss the concept of being active participants in the Goucher community and explore its implications for physical, social, and emotional well-being. Throughout the course, students will be exposed to a variety of perspectives to develop a sense of respect for differing viewpoints, to learn the value of individual responsibility, and to understand the importance of personal accountability. Students will have the opportunity to build community, develop relationships with peers, and discover their sense of place at Goucher. Successful completion of the course is a graduation requirement for all students except Goucher II students, who are exempt from this requirement.

Majors, Minors & Concentrations

The Major

Completion of a major is a requirement for the degree. Students are required to declare a major in the second semester of the sophomore year and may choose a major earlier if they are certain of their academic focus. The major enables students to study one or more disciplines in depth. No course may be counted toward requirements for the major unless a grade of C- or higher is earned. Courses elected with a pass/no pass option will not count toward requirements for the major unless such courses are graded on a pass/no pass option only.

Students must complete a writing requirement in the major and fulfill the requirements for the major, minor, or concentration that are in effect at the time they declare.

A student's major may be designated in any of the following patterns:

Program Major

The student follows a program with at least 30 credit hours of which at least 15 credit hours must be at the 300- or 400-level.

Double Major

The student fulfills all the requirements for the major in two programs.

Individualized Interdisciplinary Major

The Interdisciplinary Independent Major (IIM) at Goucher provides a framework for students with a broad range of interests to pursue a flexible, self-designed major that takes advantage of the diverse and innovative courses offered across the curriculum. **Students must declare their IIM no later than their second semester sophomore year.** The IIM requires a total of 48 credits. Each of the 3 disciplines requires a minimum of 12 credits (36 of the 48 credits). The remaining 12 credits of your IIM may be distributed how students and their advisors see fit. Students will form an IIM Committee which includes three faculty Advisors (one from each discipline) with taking the role of primary advisor. For more information, visit the [website](#).

The Minor

Students may select a program minor in addition to the major. The program minor shall require at least 18 credits of which at least 4 credits are at the 300- or 400-level. Programs are encouraged to list a core for the minor; at least 50 percent of the courses should be core. No course may be counted toward the requirements for a minor unless a grade of C- or higher is earned. Courses elected with a pass/no pass option will not count toward requirements for the minor unless such courses are graded on a pass/no pass option only.

The Concentration

Students may select a concentration in addition to the major and must meet all the criteria for the concentration. Concentrations are not available in all program or disciplines. As with the major and minor, no course may be counted toward the requirements for a concentration unless a grade of C- or higher is earned. Courses elected with a pass/no pass option will not count toward requirements for the concentration unless such courses are graded on a pass/no pass option only.

Highly Structured Majors and Course Selection

If your advisee is considering one of the following highly structured majors, they will need to make sure they have certain courses on their list. The courses listed are “cornerstone” courses for the rest of the major.

- **Biology**
 - BIO 101 **Explorations in Biology I: The Research Process** *This course, along with CHE 111, is highly recommended for students intending to major in Biology/Biochemistry.*
- **Biochemistry & Molecular Biology**
 - CHE 111 **Principles of Chemistry I with Lab**/CHE 112 and BIO 101 **Explorations in Biology I: The Research Process** *These courses are highly recommended for students intending to major in Biology/Biochemistry.*
- **Chemistry**
 - CHE 111 **Principles of Chemistry I with Lab**/CHE 112H **Chemistry Principles: Honors Lab** *(this course, along with BIO 101, is highly recommended for students intending to major in Biology/Chemistry, or Biochemistry/Molecular Biology)*
- **Environmental Studies: Environmental Science Concentration**
 - ES 100 **Introduction to Environmental Sciences** and ES 140 **Introduction to Environmental Studies.**
- **Public Health**
 - PH 101 **Introduction to Public Health** (2 credits) *This course is recommended for Public Health Minors, or anyone interested in Public Health.*
- **3+2 Engineering**
 - *All incoming freshman interested in the 3+2 Engineering program are encouraged to complete the Math Self-Assessment to determine initial placement into a calculus course MA 172 or MA 180. Students who have previously studied calculus are invited to take a second exam to exempt from MA 172 or MA 180. Students with AP credit in mathematics are also eligible to exempt introductory courses.*
 - *All incoming freshman interested in 3+2 engineering who are placed in MA 172 or higher should take PHY125. FY students interested in 3+2 engineering who did not place in MA 172 and/or are interested in the chemical engineering should take CHE 111.*
- **Pre-Health**
 - BIO 101 **Explorations in Biology I: The Research Process** & CHE 111 **Principles of Chemistry I with Lab** *These courses are highly recommended for students interested in the pre-Health program.*
- **Computer Science:** CS 116
- **Dance:** In addition to DAN 999 to hold space for your ballet and modern technique classes, first year students should consider registering for at least one of the following. Although the courses listed are not core courses, these options will apply toward the dance major elective.
 - Fall courses
 - DAN 100 – Pilates Method of Body Conditioning - Mat 1 credit
 - DAN 102 – Pilates Method of Body Conditioning – Apparatus 1 credit

- DAN 201 – Intermediate Pointe 1 credit (pre-reqs DAN 121 or higher or permission of the instructor)
- DAN 203 – Dance Repertory 1 credit (pre-reqs DAN 215, 221, 223 or permission of the instructor)
- DAN 302 – Advanced Pointe and Variations 1 credit (pre-reqs DAN 320 or DAN 421)

Spring courses

- DAN 135 – Dance Seminar 2 credits (REQUIRED FOR THE MAJOR)
- DAN 238 – Dance Technologies 2 credits (REQUIRED FOR THE MAJOR)
- **Elementary or Special Education:** ED 104 and ED 104F
- **Secondary Education:** ED 104

Section VI: Other Academic Opportunities

Acadeum

Goucher has joined the Acadeum course sharing network, a partnership that allows students to access online courses with flexible start dates. Although these courses are taught by another institution, they are automatically transcribed as Goucher's own courses on students' official transcripts. Students are not generally eligible to take Acadeum courses during fall or spring semesters for purely discretionary reasons, or to take an Acadeum course that could realistically be taken at Goucher. As a result, Acadeum courses are best suited for students who need to retake a course in a highly structured major, need additional credits to graduate on time, or must fulfill a Goucher Commons Requirement. Tuition does not ordinarily cover the costs to taking these online classes. Students pay \$1,000 per course, a relatively low cost that financial aid may cover. Students, however, are eligible to take an Acadeum course at no cost only under the following circumstances: A specific course is needed for a student to graduate in 4 years, but it is not being offered that semester, it is overenrolled and closed, or there is an unavoidable course conflict that prevents the student from taking it. To find a suitable course, please contact the Associate Provost for Curriculum.

Independent Work

With the permission of the instructor and the program director involved, a degree candidate may pursue independent study beginning with the second semester of the first year. Ordinarily, a student may not register for more than two independent studies per semester. No more than 16 credits of independent study may be applied toward the 120 credits required for graduation. Also, the Senior Thesis is considered as independent work and therefore is counted as part of the 16-credit maximum applied to the 120 credits required for graduation.

Senior Thesis

The [senior thesis](#) is the product of scholarly or scientific research or artistic work of high academic quality. The character of the work leading to the senior thesis is expected to be more advanced than normal course work and should involve an unusually high level of initiative, independence, organization, and effort. Many programs use it as one criterion for selecting students who are awarded honors in the major.

The senior thesis may take any one of a wide variety of forms suitable to the discipline(s) concerned. In all cases, the thesis should demonstrate excellence, originality, and dedicated effort by the student.

Senior thesis work carries eight credits and ordinarily involves two sequential courses of four semester credit hours each, directed by a faculty Advisor selected by the student. The Advisor and the thesis subject are ordinarily in the student's major field. Senior theses are cataloged on the Goucher library's [eScholarship](#) Archive.

Students may register for senior thesis work after completing a minimum of 87 semester hours of college credit, registering for two consecutive four-credit courses. To qualify for senior thesis registration, students must ordinarily have a minimum GPA of 3.50 in the major field(s) and 3.25 overall. They should also be making normal progress toward completion of all requirements in the major(s).

Career Education Office (CEO) Information for Faculty & Advisor

Faculty and staff play an important role in a student's career education by engaging students in career related conversations, helping students make connections between academic work and career goals, directing students to resources, and connecting student to alumni. The CEO is available to help you and offer you the following links to support you with this important work.

Classroom Presentations

By partnering with faculty to deliver career content in the classroom, Goucher ensures that every Goucher student receives the career preparation they need to be successful once they graduate. The CEO offers classroom presentations throughout a student's four years on the topics below. Faculty can request a presentation by emailing career@goucher.edu

- Resume writing
- Cover letters
- Interviewing
- LinkedIn
- Internship Search
- Capstone Conversations (Job searching and graduate school preparation)
- Discovering interests through challenge cards

Online Resources

Handshake - The CEO partners with [Handshake](#), providing extensive access to internship and job opportunities. Students access our Resume & Cover Letter Check through their Handshake accounts, as well as appointment scheduling, event listings and registration, and employer connections.

Resources by Topic - We provide online resources by topic for easy access, 24/7. Topics include resume writing, interviewing, networking, and more.

CEO Website - Students find information about academic internships, working on campus, job searching, and more through our website, which is reviewed and updated several times throughout each academic year.

Student Engagement

Student Advising - Students meet with Career Advisors in one-on-one appointments requested through Handshake, as well as recurring drop-in hours where they can connect with peer Career Mentors. Topics range from resume crafting to career exploration.

Job Fairs - The CEO partners with the Maryland Career Consortium (MCC) and Liberal Arts Colleges in Maryland AND Pennsylvania to connect Goucher students with hundreds of employers through virtual career fairs. Information about these fairs can be found on the [MCC website](#) and in Handshake. Additional career fairs and events can be found in Handshake.

Internship Accelerator

Student Internship Page - Information about the internship search, registering for an internship course for academic credit, and other internship opportunities can be found on this section of the [website](#).

[Micro-Internships](#) - Goucher Micro-internships are short-term, paid, professional projects, which are completed remotely. These projects are hosted and mentored by Goucher alumnae/i and are just for Goucher students. Micro-internships offer students an opportunity to gain career-related work experience to demonstrate skills and explore career options, as well as build their professional network.

[Goucher Intern Fellowship \(GIF\)](#) - GIF offers funding for students completing unpaid internship over the summer.

Graduate Credits

4+1 Bachelor of Arts/Master's Degree Programs

The Welch Center offers accelerated 4+1-degree programs in which student can earn both the Bachelor of Arts degree and a Masters in just five years in Cultural Sustainability and Education.

Through these programs, students who have at least a 3.0 grade point average and who have attained junior status may take up to 12 graduate credits while they are still undergraduate students. These 12 graduate credits apply to the 120 credits required for the bachelor's degree, as well as to the credits required for the master's degree. The 4+1 programs typically require two to three summers of coursework. Information on the programs is available at the relevant program website at: <http://www.goucher.edu/graduate-programs>

Post-Baccalaureate Opportunities

Goucher provides a number of fellowships for graduate and professional study. Advisors are encouraged to inform their students of these opportunities and to nominate students where appropriate. The fellowships application is available [here](#). Examples include:

- *Class of 1905 Fellowship* is intended to support Goucher College graduates in their pursuit of graduate study in international affairs: cultural, economic, and political.
- *Elizabeth King Ellicott Fellowship* are awarded each year for the study of government and politics in the U.S.
- *Flora E. Langdon Fellowship* provides tuition assistance to Goucher College graduates in their pursuit of graduate study in the sciences.
- [Io Mears Fund in Library Science](#) provides fellowships for Goucher graduates who pursue advanced studies in library science. Students will apply for this fellowship through the library.
- *Stimson-Duvall Fellowship* is awarded for graduate studies in the natural, physical, biological, and medical sciences or the related field of history of science.
- *Dean Van Meter Alumnae/I Fellowship* are intended to support Goucher College graduates in their pursuit of graduate or professional study, in this country or abroad.
- *Eleanor Voss '56 Fellowship* is awarded to a graduating senior who will pursue the study of law. Preference is given to students who will attend Harvard Law School.
- [Brooke and Carol Peirce Fellowships](#) award undergraduates in all disciplines the opportunity to conduct significant original research using materials in Special Collections & Archives at Goucher College. Students will apply for this fellowship through the library.

Baltimore Student Exchange Program/Interinstitutional Programs

Participation in the [Baltimore Student Exchange Program \(BSEP\)](#) that includes the Community College of Baltimore County, Coppin State University, Johns Hopkins University, Loyola College, Maryland Institute College of Art, Morgan State University, Notre Dame of Maryland University, Peabody Institute, Towson

University, University of Baltimore, University of Maryland Baltimore County, and Stevenson University is open to full-time sophomores, juniors, and seniors. Courses in the day programs of the neighboring institutions are part of the reciprocal arrangement. Ordinarily, a Goucher student may take only two courses per year at the other institutions. Courses not duplicated at Goucher are open to election, although visiting students may not displace a student of the host institution in courses where places are limited. Independent work and special tutorial courses may not be taken at another institution. Interinstitutional courses are not open to pass/no pass election. Class schedules of participating colleges are available on the respective colleges' websites. Complete regulations and registration procedures may be obtained from the [BSEP website](#) and the [Office of the Registrar](#). Goucher students who participate in the interinstitutional program pay Goucher tuition fees. Any additional charges (such as parking fees or lab fees) are paid by the student directly to the host college. Students are responsible for their transportation to and from other colleges. There is limited shuttle service to some of the interinstitutional colleges and universities.

Transfer Work After Student Has Begun at Goucher

Students who wish to obtain credit for work taken at another institution after the student has started at Goucher must have their course elections approved by their Advisors and the College Registrar, acting on behalf of the provost. They must fill out a [Transfer Course Approval form](#) prior to taking a course elsewhere. If the course requested is from a program other than that of the Advisor, and the course is not similar in context to a listed Goucher course the approval of that program is required. Only 15 transfer credit hours from summer or January intersession work will count towards the 120 credits required for the B.A. degree. Only courses with grades of C- or higher will be accepted.

Air Force ROTC

Air Force Reserve Officer Training Corps (AFROTC) is available to Goucher students through a (cross-town agreement) agreement with the University of Maryland College Park (UMCP). AFROTC courses are scheduled so students from Goucher may complete all AFROTC requirements during one morning (Thursday) per week at the College Park campus. In addition, students are eligible to compete for all AFROTC scholarship programs. The three-year and two-year scholarships pay tuition, books, and a monthly stipend while in school. Students must maintain a 2.0 GPA to participate in the program and a 2.5 GPA if on ROTC scholarship. You must have at least 5 semesters of college remaining and must be under age 31 when you commission. After graduation and successful completion of AFROTC requirements, students are commissioned as second lieutenants in the Air Force. Students interested in AFROTC should visit the detachment website: (<http://www.afrotc.umd.edu/>), call at 301-314-3242, or visit in person at: AFROTC Detachment 330, University of Maryland, Cole Field House, 2126 Campus Drive, College Park, MD 20742-4321

Army ROTC

Goucher accepts Army ROTC Scholarships as part of the College's association with the Army ROTC program at Loyola College. Interested students should contact Tom Alexander at Loyola College at 410-617-2401 or via email at: TAlexander1@loyola.edu.

Section VII: Academic Policies & Procedures

Student Academic Responsibilities

In fulfilling their academic responsibilities, students are granted a degree of autonomy commensurate with their obligations to the social and academic communities. Students' academic obligations and responsibilities include regular class attendance and systematic preparation in all phases of their work. Any student who must be absent from class for a disproportionate amount of time due to illness may be advised to withdraw from class.

Academic Honor Code

Both the [Academic Honor Code](#) and [Student Judicial Code](#) may be found on the Goucher website. Instructors are honor bound to report to the [associate provost](#) if they have reason to believe that a violation to the AHC has occurred. Instructors should send an email explaining the situation and attaching any relevant materials (syllabus, assignment in question highlighting the relevant sections and other relevant sources) to associateprovost@goucher.edu. The associate provost will meet with the reported student to present the report, explain the hearing procedures, and answer any question the student may have. If the alleged report happens at the end of a semester, the student will see an M (Missing) in their transcript until a hearing is conducted. Once there is a resolution, the M will be changed to a grade.

Academic Progress Towards a Degree

(*Note this may be different than the Financial Aid Regulations regarding academic progress.)

Students are expected to continue to make satisfactory academic progress towards a degree each term. Full-time students are expected to achieve this through the cumulative GPA requirements and Successful Credit Load. Both are described below.

GPA Standards

At the end of each semester, the associate provost for undergraduate studies reviews the records of all students. The table below sets the minimum GPA standards set by the academic policies committee. Credits attempted include all transfer credits accepted by Goucher. GPAs listed in the table are based on Goucher work only.

Credits Attempted	0-27	28-57	over 57
Minimum GPA to remain in good standing	2.0*	2.0	2.0
Minimum GPA to remain at Goucher	1.6	1.7	1.8

*For first semester first-year students only, the GPA to remain in good standing is 1.8.

As part of the continuing guidance offered to each Goucher student, the associate provost for undergraduate studies reviews and acts on the record of any student who does not meet the standards outlined above or who meets the standards but whose work shows a marked negative trend. This includes, but is not limited to, students earning one or more "F/FW" grades, one or more "NP" grades,

or any combination of two or more “D”, “I”, or “W” grades in a single semester. The review includes an assessment of each student’s academic achievement and an evaluation of extenuating circumstances and of the student’s potential for substantial academic improvement. This review determines the student’s academic standing.

The associate provost for undergraduate studies may place a student on academic warning, probation, or suspension, or may dismiss the student from the College.

A student who is placed on academic probation may not hold any elected or appointed office in any college organization, participate in any varsity sport (except for supervised on-campus training and practice sessions), or register for more than 16 credit hours in a semester. A student who has been suspended may apply for reinstatement following the completion of a minimum 12 credit hours, excluding summer school, at an accredited academic institution with no grade lower than a C-, or one year of successful work experience with a letter from the employer stating the dates of employment. A student who has been dismissed may not return to the College. See website for more details regarding [academic standing](#).

Students are cautioned that they should be averaging 15 credits a semester if they plan on reaching the 120-credit minimum required for the BA degree in 4 years (i.e., 8 semesters x 15 credits = 120 credits).

Academic Forgiveness Policy

In recognition of the challenges that may occur in a student’s transition from high school to college, the following opportunity will be extended by the associate provost for undergraduate studies to students. Students may request to eliminate from their GPA calculation up to three courses in which an F grade was earned during their first or second semester at Goucher College if they earn a C- or a Pass in at least 12 credits in the subsequent semester. To facilitate the recalculation, the F grades will be converted to a No-Pass (NP) grade.

Students will be informed about the Academic Forgiveness Policy by their pre-major Advisors during their first year at Goucher College. First-semester sophomores who want to take advantage of the Academic Forgiveness Policy should meet at the beginning of the semester with an academic Advisor or coach in ACE and develop an [Academic Contract for Student Success \(PDF\)](#) and complete an [Academic Forgiveness Request Form](#). Students will then make an appointment with the associate provost for undergraduate studies to discuss the process. Only students who meet the terms of their contract and achieve minimum GPA standards (a C- or Pass in at least 12 credits) will be granted Academic Forgiveness for eligible courses in their first year. Students will get a notification from the associate provost for undergraduate studies by the end of their first-semester sophomore year. See [website](#) for full policy.

How Does the Academic Forgiveness Process Work?

Step 1: At the beginning of their first-semester sophomore year, student will meet with their academic Advisor to discuss the policy and to complete an Academic contract for Student Success. Contract will include a commitment for a semester GPA of at least 2.0. Students are required to earn a C- or a Pass in at least 12 credits. Students will submit an [Academic Forgiveness Request form](#).

Step 2: Students will meet with the associate provost for undergraduate studies to discuss the process.

Step 3: If students meet the terms of the Academic Contract for Student Success, they will receive a notification before the second semester of their sophomore year granting them Academic Forgiveness for the requested course(s).

Classroom Behavior Policy

At Goucher College, we honor freedom of expression, inquiry, and action. In return, we expect consideration and respect of others, accountability, and a commitment to collaborative and constructive behavior. This policy aims primarily to establish guidelines for expected classroom behavior and a process for instructors to address behavior that is disruptive to the learning environment. This policy cannot be used to inhibit classroom dissent or discussion with the instructor or other students.

This policy pertains to graduate and undergraduate students. Check the policy [website](#) for the policy details.

Policy for Study Abroad Substitution Request

All Goucher students are expected to complete the study abroad requirement as part of their graduation.

This policy applies to all undergraduate students. Check the [policy website](#) for the policy details.

Policy Governing Audio and Video Recordings

If a student wishes to request that a classmate or professor audio records a class session, the student will petition the professor via the student audio recording [request](#). The form includes the date and time the student is requesting the audio recording, the reason for the request, and the name of the student who will record the session (if not the professor). In the form, the student acknowledges understanding that:

- Listening to an audio does not constitute attendance and the absence of the student in class will be recorded as such unless previous arrangements have been made with the professor.
- The professor or student recording the session will not be held responsible for the quality of the audio.
- The audio will only be heard by the student making the petition and will not be distributed nor posted anywhere.
- It is within the sole discretion of the professor to grant or deny the petition. For example, the professor might deny the petition to safeguard anonymity of other students' contributions to class discussion or if the content being covered is of a sensitive nature that requires moderation and guidelines.

Commencement

Commencement exercises are held once a year in May. To participate, a student must have completed all academic requirements for the appropriate degree and have settled all college accounts and all student disciplinary matters. A student who is in good academic standing (cumulative GPA of at least 2.0) and is within four credits of completing graduation requirements may participate in commencement exercises only if documentation demonstrates that the remaining credits will be completed by the August degree date of that year. Permission for students finishing in the summer to

participate in the May Commencement must be granted by the associate provost for undergraduate studies. Students must submit their [requests](#), with documentation, to the associate provost at least three weeks prior to Commencement, and must be accompanied by an endorsement from one or more of the student's faculty members or Advisors.

The College reserves the right to not permit the release of a cap and gown to any student who has not been cleared for graduation. Students completing graduation requirements in the summer will be awarded their degree in late August, and students completing requirements in the Fall will be awarded their degree in December. Exceptions to the commencement policy can only be made by the associate provost for undergraduate studies and are expected to be rare. Petitions for exception are only considered from students who have been enrolled in the spring for all remaining courses needed for participation in commencement exercises, and for whom unforeseen and unpreventable forces at the end of the semester are the cause of the failure to complete those courses.

Course Load

A full-time student may take between 12.0 and 18.0 credit hours in any semester. However, students should average 15.0 credits per semester, to reach the 120.0 credits required for graduation within eight semesters. Students who elect fewer than 12.0 credit hours in a semester are considered to be part-time unless granted reduced course load status pursuant to Goucher's [Reduced Course Load Policy](#).

- Students who, due to extraordinary circumstances, need a heavier course load than the academic credit limit policy may [petition](#) the associate provost for undergraduate studies.
- Students taking more than 18.0 credits per semester will be charged the part-time tuition rate for additional credits.
- Goucher credits taken over the summer and/or winter terms will not count toward the semester credit limits. Students will be charged summer and/or winter term rates for credits taken during these terms.

Audits

A full-time student may audit one or more courses a semester without additional charge. Election of the audit option must be done at the point of registration for the course or within the add/drop deadline for adding a course. Permission to audit must be obtained in writing from the instructor of each course. Successful completion of audits will result in an AU on the transcript. There will be no notation on the transcript in the case of unsuccessful completion or withdrawal from an audited course. Students may withdraw from an audit through the last day of classes. College policy prohibits changing an audit to credit or vice versa after the add/drop deadline. Faculty may request a student's withdrawal from an audit if the audit requirements were not met.

Withdrawals from Courses

A student may drop a semester course without a W appearing on the transcript until the tenth day of class. If a student withdraws from a class after this time, the student will receive a grade of W. The last day to withdraw from a semester course with a W is the last day of classes. Deadlines for half-semester

courses are in proportion to their seven-week length (see [academic calendar & important dates](#) for each semester).

Generally speaking, petitions to the associate provost for undergraduate studies for a late withdrawal are approved only where something extraordinary and unexpected has occurred shortly before or after the withdrawal deadline (see [petition policy](#)). In short, there must be a convincing argument as to why the student was not able to withdraw before the deadline. Substantiation from the advisor is required on the petition form. Petitions from students who were not doing well for quite some time and who were being properly notified by the professor via Navigate and other feedback will not be approved.

Students in need of withdrawals for medical reasons should contact the [dean of students](#). In these instances, the student is typically in need of withdrawal from all courses, not just a course where performance is low. Detailed information about the medical and compassionate withdrawal process, as well as the requirements for returning to the College after such a withdrawal, can be found in the College's [Medical/Compassionate Withdrawal Policy \(PDF\)](#).

Students' hesitations about withdrawing often relate to financial aid/scholarships, sports eligibility, the appearance of a W on their transcript, and/or progress towards graduation. There are always trade-offs to consider. Staying in courses that aren't going well often jeopardizes the student's cumulative GPA and diverts energy from courses where performance can still be good. Review with your advisee the GPA requirements to avoid academic probation or suspension (see [Academic Standing](#) for specifics). Strongly encourage the student to contact the [Office of Financial Aid](#) to learn the specific ramifications of withdrawing or earning an F in a class. This is often not a problem for a single semester. Sports eligibility may indeed be lost temporarily but may be preserved in the longer term if probation or suspension is avoided. A W on the transcript is not meaningful in and of itself and it does not impact the student's GPA. Virtually all students withdraw from a course one or more times over four years. Only a pattern of Ws over time would raise questions for an employer or graduate school. And a W certainly looks better than a D or an F. As for progress towards graduation, additional credits can often be earned over the winter or summer terms or during the next semester to get back on track for graduation in four years. In sum, yes, there are times when withdrawing (especially for the first-year student) is advisable.

Pass/No Pass

Students can take two courses per year on a pass/no pass basis. They can both be in the same semester, and they do not include courses that are only offered as pass/no pass. The deadline to change a class to P/NP is the last day of classes.

Please remember that:

- Courses that are eligible for the P/NP option include FYS, WRT, languages and LER's or GCR's.
- Courses taken for a P/NP grade do not count as "graded credits" for Dean's List purposes.
- A student must perform at the C- level or better to receive a Pass (P).
 - Thus, D level performance is the equivalent of a No-Pass (NP), which means no credit, where a D in the regular grading system (letter based) would have meant earning the credit.
 - A NP in the last level of a [language platform](#) means the course must be repeated, where a regular D means that the student would have completed the FLC GCR.

- Regular use of P/NP may interfere with graduating with Honors:
 - Students who have taken at least 60 semester credit hours on a letter basis at Goucher or as part of a Goucher-sponsored, study-abroad program may be awarded Latin Honors.
 - Honors in the Major are determined by a vote of department faculty prior to Commencement.
- Interinstitutional/BSEP courses and summer courses taken elsewhere are not ordinarily open to pass/no pass election.
- Program chairs may specify that an off-campus experience can be taken only on a pass/no pass basis; such a requirement is not part of the student's pass/no pass quota.
- Courses elected with a pass/no pass option will not count toward requirements in the major or minor/concentration (unless such courses are required to be so graded). If a major requirement is taken pass/no pass, the program must require that the course be re-taken for a regular grade or identify an appropriate substitute.

Add/Drop Deadlines for Courses

The last day a student may add a semester course is the fifth day of the semester. The last day a student may drop a semester course is the tenth day of the semester. If a student attempts to drop (withdraw from) a course after the tenth day, the student will receive a grade of W. 1st and 2nd seven-week courses have their own deadlines (see [academic calendar & important dates](#) for each semester).

Course Examinations

Final experience/examinations are given at the end of each semester. Unexcused absence from a final examination is counted as a failure on the examination. The semester officially ends at the close of the examination period. No course work is accepted after this time unless an [incomplete](#) has been authorized. Students are responsible for submitting examinations and other assigned work to the instructor when they are due.

Course Evaluations

A comprehensive system of student evaluation course and teaching is considered vital to the academic community. At the end of each course, students are expected to complete the course evaluation form distributed via email.

Class Attendance Expectations

Class Attendance Expectations: Students should plan to attend EVERY class session. An absence is an absence, excused or unexcused. However, there are many reasons why students might be absent from class: testing positive for Covid, Mpox, or the flu; hospitalization/medical emergency; documented disability; participating in a varsity game; religious observance; Title IX...

Faculty should record ALL absences and follow the attendance policy in their syllabi. If a student misses more than 3+ weeks of all their classes, they should make an appointment with the associate provost for undergraduate studies to discuss the possibility of withdrawing for the semester or taking a medical or compassionate withdrawal (for more information, click [here](#)). If a student misses 3+ weeks in one class, they should discuss with their success/faculty advisor the possibility of withdrawing from that class before the last day of classes.

Protocols:

1. If a student tests positive for COVID-19 or Mpox, they should complete and submit the [Report an Illness](#) form. Goucher follows the CDC (Centers for Disease Control) guidance. The Student Health Center (SHC) works with all students who test positive to determine the length of their isolation. The SHC communicates with the associate provost for undergraduate studies, which, in turn, notifies professors and advisors.
2. If a student tests positive for the flu, they should submit an academic notification [request](#) and send any relevant documentation to associateprovost@goucher.edu.
3. If a student suffers a death in their family, they should submit an academic notification [request](#). The [Student Counseling Center](#) is here to support students during this difficult time.
4. If a student has a medical emergency such as hospitalization/hospital transport, they should contact [Student Success & Outreach](#) at care@goucher.edu. SSO communicates with the associate provost for undergraduate studies, which, in turn, notifies professors and advisors.
5. If a student has documented disabilities and accommodations, the Office of Accessibility Services (OAS) emails professors at the beginning of the semester. After receiving the email, the student should discuss with EACH of their professors what the accommodations look like in EACH of their classes. If students need assistance with these conversations, they may ask an ACE staff member or the associate provost for undergraduate studies to be present.
6. Student-athlete should complete the Athletic Academic Schedule Conflict [form](#) on the first week of class. This form mirrors the Add/Drop process; professors receive the request and can approve/deny it and then add any notes. Students will receive an email with their decision and notes.
7. If a student observes a [religious holiday](#) that conflicts with class attendance, the student should contact at the BEGINNING of the semester, Chaplain Maeba Jonas, who will guide the student through the process. Chaplain Jonas will inform the associate provost for undergraduate studies, which, in turn, notifies professors and advisors.
8. If a student has a Title IX accommodation, they will work with the [Deputy Title IX coordinator](#), who will inform the associate provost for undergraduate studies, which, in turn, notifies professors and advisors.
9. If a student suffers a concussion, they should follow the procedures in the concussion accommodation [policy](#).

Determination of Rank

First-year, sophomore, junior, or senior rank is determined at the beginning of the fall and spring semesters. Rank is based on credits achieved as follows:

First-year:	0-26.99 credit hours
Sophomore:	27-56.99 credit hours
Junior:	57-86.99 credit hours
Senior:	87 or more credit hours

Grading System

The grading system at Goucher is as follows: A, excellent; B, good; C, satisfactory; D, poor; F, failing; FW, failed and didn't withdraw; P, pass; NP, no pass; I, incomplete; AU, audit. The letter grades may be

modified by plus or minus as follows: A-, B+, B-, C+, C-, D+, and D-. The incomplete is deleted from the student's record when the grade for the course is submitted. PW and NW refer to college writing proficiency grades. PW refers to passing college writing proficiency, and NW refers to not passing college writing proficiency. W is defined under withdrawals. AU is defined under audits.

Students may choose to take two courses per academic year on a pass/no pass basis (see more information above).

The deadline for any grade changes is 12 months past the semester in which the grade was originally received.

Grade Appeal

The purpose of the [Grade Appeal Policy](#) is to establish a consistent procedure by which students may seek review of final grades assigned in undergraduate courses at Goucher College. Grades other than final course grades may not be appealed. The policy recognizes the right and responsibility of faculty members to exercise their professional judgment in evaluating academic performance and the right of students to have their academic performance judged in a fair and impartial manner.

Grounds for Appeal

A student may appeal a final course grade only on the grounds that:

1. The grade was assigned based on a miscalculation or clerical error.
2. The grading standards for the course were not clearly articulated by the instructor, or the grade was assigned in a manner inconsistent with articulated standards.
3. The grade was assigned on some basis other than performance in the course.
4. The grade was assigned in a manner other than that used for other students in the course.

At all levels of review, the burden of demonstrating that a grade should be changed rests with the students. The deadline for any grade changes is 12 months past the semester in which the grade was originally received.

Incompletes

A semester officially ends at the close of the examination period. No course work will be accepted by a faculty member after this time unless an incomplete grade request has been agreed upon and documented in writing by the instructor and the student.

Incompletes at Goucher College are given only for reasons beyond the student's control, namely medical reasons, or death in family. In all instances, the student must initiate application for an incomplete with the instructor and the [form](#) must be submitted to the Registrar's Office by 5:00pm on the last day of classes of each term. Incompletes are intended to apply to cases where the student has completed at least three-quarters of the work of the term. The instructor has the right to deny an application for an incomplete.

Students applying for an incomplete after the deadline due to an emergency situation during exam week must ask their Advisor to [petition](#) on their behalf to the associate provost for undergraduate studies, prior to the submission of a grade. The associate provost will determine, in conversation with the instructor of the class, the eligibility of the application.

Resolution of Incompletes

The resolution of an incomplete is the responsibility of the student and the instructor. The student should have all work completed as soon as possible but no later than four weeks (in the fall) and five weeks (in the spring) from the last day of final exams for the term in which the incomplete was granted. The student should submit papers, projects, and examinations directly to the instructor. Once the work has been turned in and graded, the instructor will send the grade to the [Registrar](#) via email. Unresolved incompletes will be changed to an F on the transcript unless an extension is granted by the associate provost for undergraduate studies. At that time, the incomplete is converted to an F if a grade is not submitted. Incompletes in Goucher Study Abroad programs/courses follow the same procedure/deadlines described above.

Repeated Courses

If a student repeats a course, all course iterations and grades will be listed on the transcript but only the grade and credits from the most recent iteration will count towards the student's GPA and total credits towards graduation.

Academic programs decide if a student must repeat a course in the major if the grade was below C-, or if they will permit the student to substitute another course for the major. Any Academic Program may set a policy that majors may not retake more than two courses required for the major for which they received a less than satisfactory grade.

This policy does not apply to withdrawals and does not include courses that may be repeated for credit as listed in this catalogue. (Note that a student who earns an F in the second iteration of a repeated course, under this policy, will lose any prior credits earned via a previous iteration.)

Students repeating a letter-graded course must take the course for a letter grade any subsequent time the course is taken to take advantage of the repeat grade policy. If the student originally took the course on a pass/no-pass basis, the course must be taken again on a pass/no-pass basis to take advantage of the repeat grade policy.

Calculation of the GPA

Only courses completed at Goucher, through the interinstitutional (BSEP) cross-registration program, or through a Goucher sponsored program, are included in the GPA calculation. Each semester, the credit hour value of each course attempted for a grade is multiplied by the numerical value of the earned grade to determine the quality points earned. The total number of quality points earned in these courses is divided by the total number of graded credit hours attempted resulting in the GPA for the semester.

The cumulative GPA is the cumulative total of the quality points earned in all courses divided by the total number of graded credit hours attempted. The semester GPAs are not averaged together to create the cumulative average. The numerical value of grades is as follows: A=4.0, A-=3.67, B+=3.33 B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, F/FW=0.0

The following is an example of how to calculate a GPA:

Grade Earned	Numerical Value of Grade Earned		Credit Hours		Quality Points				GPA
A	4	x	3	=	12				
B	3	x	4	=	12				
			7		24	÷	7	=	3.43

Online Course Policy

Goucher is a residential college, consequently there is an expectation that all courses are offered in-person. No online courses may be offered during the fall and spring semesters, unless there is an exception made by the provost for an extraordinary circumstance. Online courses may be offered in the winter and summer terms.

An online course is defined by Goucher as any course that meets in person for less than 60% of the course and is offered synchronously or asynchronously. Instructors who offer online courses must first attend a CAST online course design workshop, and then have their online course certified by CAST as meeting the expectations for online course learning. Course certifications will expire after a term of three years, and instructors are expected to refresh their training every three years.

Online courses taken at another college must be from a regionally accredited, public or private college or university.

First-year students may not take an online course during their first semester at Goucher College.

Students may not fulfill the GCR of foreign language by exclusively taking online courses.

There is no cap on the number of online course credits a student may take.

Academic Leaves of Absence (LOA)

Students in good academic and financial standing may request a leave of absence until the **end of the Add/Drop period (day 10 into the semester)**. The request can be made for either one or two semesters. They will receive registration information at the appropriate time in the semester preceding their return and are responsible for all deadlines. Students are limited to a total of two semesters of leave of absence during the pursuit of their undergraduate degree at Goucher. Leave of absences taken during the three semesters affected by COVID-19 in which Goucher College moved to remote instruction (spring 2020, fall 2020 and spring 2021) will not apply towards the two-semester limit. Students do not need to be reinstated to return from a leave of absence. Students must complete a [Leave of Absence form \(PDF\)](#) and follow [leave of absence procedures](#).

The advisor is an ideal person to help the student assess the source of their concerns and to consider the alternatives, including leaving the College. Students with specific or unsatisfied academic interests are often not yet aware of the strengths and expertise of various faculty, their ability to incorporate courses from other schools into their academic program, or the level of individualized attention they may receive through independent study, research projects, and the like. When the concern is financial, they should be advised to see the [Financial Aid](#) office or the [Billing](#) office to learn more about financial options and possible adjustments. In any event, please issue an alert in Navigate (in the student's Navigate homepage – Last link under Current Alerts, right column, REFERRAL: Retention Risk). In particular, students should be informed about the trade-offs of taking a Leave of Absence versus an official Withdrawal from the College (see [webpage](#)). The Dean of Students would also like the opportunity to conduct an exit interview when a Withdrawal is imminent.

Semester Withdraw

After the add/drop period has ended, students can withdraw and receive a "W" in their courses. Students should submit a [Semester Withdrawal form \(PDF\)](#). Students who are unable to return the following semester should submit a [Leave of Absence \(PDF\)](#) or [Official Withdrawal From the College \(PDF\)](#) form. The deadline for a semester withdraw is the last day of classes.

Medical/Compassionate Withdraw

This policy applies to all undergraduate students at Goucher College who withdraw in extraordinary cases in which serious illness or injury (medical) or another significant personal situation (compassionate) prevents them from continuing their classes, and [incompletes](#) or other arrangements with the instructors are not possible.

Detailed information about the medical and compassionate withdrawal process, as well as the requirements for returning to the College after such a withdrawal can be found in the College's [Medical/Compassionate Leave Policy](#). The deadline for a medical/compassionate withdraw is the last day of classes.

Official Withdraw from the College

An Official Withdrawal from the College removes the student from all academic programs. Students considering withdrawing from the College should review the [withdrawal procedures](#). A student who has officially withdrawn from the College must be [reinstated](#) in order to return.

College Initiated Administrative Withdraw

The College may administratively withdraw a student from classes, remove a student from residence halls, and/or require conditions for continued enrollment. For information, refer to the College policy.

Administrative Withdraw from the College

Students who have not enrolled in courses and have not submitted leave of absence paperwork by the end of the add period for a semester will be withdrawn from the College by the Registrar. Students are limited to a total of two terms of leave of absence during the pursuit of their undergraduate degree at

Goucher, and students who exceed this limit will also be withdrawn. Students who are administratively withdrawn from the College must be reinstated to return.

Note that withdrawal for any reason may affect the student's academic record, tuition charges and financial aid. See [Satisfactory Academic Progress Policy](#), [Refund Policy](#), and [Return of Federal Title IV Funds Policy](#).

Section VIII: Appendix A: Academic Resources

Resources for Faculty and Staff

As faculty and staff at Goucher, you play a critical role in the experience students have here at Goucher. Sometimes, this role includes noticing or learning about something a student is going through that is worrisome. As this page develops, it will be a place to find resources and materials to help you support those students and get them connected to people and offices on campus that can help.

In the meantime, know that you can contact care@goucher.edu to refer a student directly to us, or to talk through a situation in which you are unsure how to proceed.

Guide to Referring/Reporting Concerning Incidents

When you have a concern about a student, it can sometimes be difficult to figure out the next step. Below are two charts that can help you navigate which offices or people to either REPORT a concern to (inform a colleague) or REFER a student to (provide the student with information about the office or person). If you have any questions about this at all, you are welcome to email care@goucher.edu and we would be happy to talk through next steps with you.

Guide to Reporting Concerns – A Resource for Faculty & Staff

Please keep in mind that the Office of Public Safety is open 24/7, and for many of these concerns (bias incident, emotional wellness, or safety concerns, etc.), you should call Public Safety if an immediate response is needed and/or if you learn of the concern after hours.

Office	Contact Information	Concern Type
Associate Provost for Undergraduate Studies	associateprovost@goucher.edu 410-337-6460 Van Meter G24 Make a REFERRAL in Navigate: Office of Associate Provost for Undergraduate Studies	Academic concern beyond Academic Advisor and/or classroom behavior
Campus Climate Education Team (CCET)	Bias Incident Reporting Form	Bias incident
Counseling Center*	410-337-6481 Heubeck Hall	Emotional support
Dean of Students	deanofstudents@goucher.edu 410-337-6150	Navigating campus resources and/or challenges adjusting to college/Student accountability
Disabilities and accommodations	410-337-6263 access@goucher.edu Request for Accommodations Form	Academic accommodations and accessibility needs
Health Center*	nurse@goucher.edu 410-337-6050 Heubeck Hall	Medical support

Office of Retention and Student Success	Studentsuccess@goucher.edu	Educational programs that prepare students with a broad, humane perspective and that lead to student success (LAUNCH Network)
Public Safety	410-337-6111 Heubeck Hall	Immediate safety concern or emergency, medical or otherwise, threat to self or others
Religious & Spiritual Life*	Maeba Jonas chaplain@goucher.edu 410-337-6048 Chapel	Grief, spiritual needs, and other emotional support needs
Student Support & Outreach	care@goucher.edu 410-337-3210 Raise Wellness Alert	Socio-emotional wellness (including potential concerns of self-harm and suicide ideation)
The Center for Race, Equity and Identity (CREI)	crei@goucher.edu 410-337-6532	Socio-emotional wellness concerns specifically around issues of identity and equity, including race, gender, sexuality, culture, ethnicity, immigration status, ability, and SES
Threat Assessment Team	Faculty or Staff threat reporting form	Concerning, disruptive, worrisome, or potential threats to the safety and well-being of the campus community or any member of it that do not require an immediate response
Title IX coordinator	TitleIXCoordinator@goucher.edu 410-337-6570	Title IX (sexual misconduct, relationship violence, stalking)

*Counselors, clergy, and the Health Center medical providers are confidential resources for students.

NOTE: Ideally, any time a community member reports an incident or a student of concern to one of these resources, a conversation between the reporting party and the student of concern is taking place in advance. This is not always possible, but it does usually foster the most effective outreach plan and is therefore a strong preference.

Guide to Referring Students

Referral	Contact Information	Concern Type
<u>Academic Center for Excellence</u>	410-337-6529 ace@goucher.edu Julia Rogers 2 nd floor	Academic support (Success Advisor and Academic Coaching)
<u>Career Education Office</u>	Van Meter 117, career@goucher.edu 410-337-6191	Choice of major, campus employment, internships Career exploration, full-time jobs, graduate school
<u>Community-Based Learning</u>	community@goucher.edu <u>Schedule an Appointment</u>	Connect academic Work with direct experiences in the community
<u>Global Education</u>	Van Meter 107 410-337-6455 <u>Schedule an Appointment</u>	Discuss Study Abroad
<u>Library</u>	library@goucher.edu <u>Content Based Tutoring</u>	Provide resources and services in support of research, teaching and learning
<u>Office of Financial Aid Bursar's Office</u>	Dorsey 104 Financial Aid: 410-337-6141 finaid@goucher.edu Billing: 410-337-6022 billing@goucher.edu	Questions related to student's Financial Aid and Billing
<u>Office of Residential Life</u>	410-337-6424 Heubeck Hall	Questions related to student's Residential Life
<u>Office of Student Engagement</u>	Mary Fisher Hall, Rm. 106 410-337-6124 ose@goucher.edu	On and Off Campus Activities
<u>Office of the Registrar</u>	registrar@goucher.edu <u>Registrar Forms</u>	Questions related to course registration
<u>Quantitative Reasoning Center</u>	QRcenter@goucher.edu <u>Schedule an Appointment</u>	One-on-One tutoring
<u>Writing Center</u>	<u>Schedule an Appointment</u>	One-on-One tutoring

Section IX: Appendix B: Frequently Asked Questions

FAQs Regarding Advising

Advise a student who expresses concerns about finances and financial barriers to class engagement

Students who express concerns about finances and financial barriers to class engagement (perhaps due to internet access, technology limitations, unstable housing, etc.) may now apply for emergency funding through the [Janet Cane Fisher '38 Fund](#).

Check if a student has a Hold

- Goto MyGoucher
- Click on Advising
- Click on Authorize Student to Register
- Pull up student's name
- A red stop sign will appear on the last column
- Click on the red stop sign and details will appear regarding the hold
- Refer the student to the appropriate office to remove the hold

Find if a student has changed a class to P/NP

You have two options to check if a student has changed your class to **P/NP**:

- To check if an advisee has changed a class to P/NP, in [MyGoucher](#), go to the "Advising" tab and select "Manage Advisees." Then, click on the name of the student and then on *Schedule*. If a class has been changed to P/NP, the second line (which specifies the number of credits) will say, *Type: Pass/NoPass*.
- To check if a student has changed a class to P/NP, in [MyGoucher](#), click on *Class list*, on *Grading* and finally, on a class. Under the column, *Credit Type*, you will see if a student is taking the class as P/NP. Under, *Actual Grade*, you can also see if a student has withdrawn from the class.

Find if a student has withdrawn from a class

You have two options to check if a student has **withdrawn** from a class:

- Go to [Navigate](#) to a student's home page. Under the student's name on their home page, there are a series of tabs. Click on the fourth tab that reads *Class Info*. If a student has withdrawn from a class, a W will appear in the last column of the class, entitled FINAL.
- Go to [MyGoucher](#), and click on *Class list*, on *Grading* and finally, on a class. Under the column, *Actual Grade*, you can see if a student has withdrawn from the class.

Find a student's home page in Navigate

Go to [Navigate](#) and type the student's name in the search bar located at the top of the page. This will take you to the student's home page.

Find the GPA of a student

Go to [Navigate](#) and in the student's home page, you can find the *Cumulative GPA* on the second ruler (the broad one). You may find Term GPA by clicking *Class info*, which is the fourth tab of the top ruler. Scroll down to see each semester *Term at a glance* sections.

You may also find this information for your advisees in [DegreeWorks](#). Advisors may find DegreeWorks in [MyGoucher](#), under *MyGoucher Links*.

Find the requirements an advisee has completed

To find an advisee's DegreeWorks, Advisors may also go to [MyGoucher](#), and under *MyGoucher Links*, click on *DegreeWorks*.

Find how many credits a student has completed

Go to [Navigate](#) and in the student's home page, you will find *Total Credits Earned* and *Credit completion % at this institution*. This will be on the second ruler gray bar on the student's Overview page.

You may also find this information for your advisees in [DegreeWorks](#). Advisors may find *DegreeWorks* in *MyGoucher*, under *MyGoucher Links*.

Find a student's Advisor

To find a **student's Advisor**, go to [Navigate](#) to the student's home page. Under the student's picture, there is a section entitled *Your Success Team* which lists students' Advisors and current professors.

Find a student's phone number

To find a **student's phone number** in [myGoucher](#), go to *myGoucher Links*, course roster with photos, scroll to the bottom and click "phone list".

To find an **advisee's phone number**, Advisors may also go to *MyGoucher*, and under *MyGoucher Links*, click on *Student Locator for Advisors* in the *Advisor Links* box. Select from list a semester and then, select from list a student. You may find an advisee's phone number by selecting any semester.

To find a **student's phone number**, go to *Navigate* to the student's home page. Click on the dropdown menu under the student's picture, entitled *Student Info*.

Help a student in crisis

If a student is in crisis, you should direct the student either to the [Student Counseling Center](#) or ask them to call the *ProtoCall* number (855-236-4278). *ProtoCall* functions as a sub-contractor to the *Student Counseling Center*.

When calling 410-337-6481, a caller is directly calling the actual Student Counseling Center on our campus. When calling the after-hours number (855-236-4278), the caller is calling (and will speak to) a licensed mental health counselor employed by *ProtoCall*. While marketed as an after-hours line, calls will be answered any time of day. *ProtoCall* clinicians are able to support students for low-level (emotional support) through mental health crisis (capacity to assess for and initiate transport to hospital if warranted). If you are with the student, you may initiate the call, provide clinician with summary of your concern, and hand over phone to student. For all calls placed to *ProtoCall*, call-logs are created and forwarded to staff in the Student Counseling Center to ensure Goucher mental health clinicians are able to follow-up if needed.

If there is an emergency with a student, a faculty member should contact [Campus Safety](#) as soon as possible to request assistance from on-call staff who can provide outreach and help manage the situation. Any emergencies should always be reported by telephone to the Campus Safety Department at 410-337-6111 or 410-337-6112. The Office of Campus Safety is located on the ground floor of *Heubeck Hall*.

Raise ad-hoc APR

In [Navigate](#): (1) From Professor Home, click on “Progress Reports” next to your desired class; (2) Check the box next to the student’s name; (3) Click on the “Actions” dropdown menu; and (4) click on “Create a New Progress Report.”

If you have already raised an APR and the student has not taken any action, please contact the student's Advisor by raising an alert for REFERRAL: Advisor for Academic Support.

Advisors should then reach out to their advisee, read all the APRs with them (in *Navigate*, in the student's home page, under the student’s name, third tab entitled *History*), and create a plan for academic success. This plan may include helping the student to withdraw and/or change some classes to P/NP and helping them organize their work to be successful in their classes. Faculty Advisors may also refer students to see an academic coach at ACE by making an appointment through *Navigate*.

If an Advisor is unsuccessful with outreach, the Advisor should raise either a *Wellness Alert* or a *REFERRAL: Associate Provost for Undergraduate Studies*.

Raise a Wellness Alert

If you have a **socio-emotional, wellness, or mental health concern** about a student, search for that student on [Navigate](#) and raise a "**Wellness Alert**" in the “Links” box about half the way down on the right-hand side of the screen. This will raise a private alert to the **Dean of Students**, who will then triage the concern and outreach to the student or refer the concern to the Care Team. Faculty and staff who raise a Wellness Alert should receive an email back confirming receipt of the concern. The “Wellness Alert” does not send a notification to the student.

Raise a Referral: Advisor for Academic Support

Please make sure that you have sent an ad-hoc APR if you have feedback that would be beneficial for a student to read. If a student has not responded to your feedback, please contact the student's Advisor by raising a REFERRAL: Advisor for Academic Support. The Advisor will contact their advisee and if they do not receive a response, the Advisor may raise a **REFERRAL: Associate Provost for Undergraduate Studies**. The **REFERRAL: Associate Provost for Undergraduate Studies** alert does not send a notification to the student. **Only Advisors should raise these alerts.**

Raise a Retention Alert

If a student has shared with you that they want to leave Goucher, please click on “Issue an Alert” to raise a **REFERRAL: Retention Risk** alert. This information is not viewable by the student, but is managed by the Care Team, who will triage the concern and outreach to the student when appropriate.

Report a student or an advisee's complaint about a class

If a student complains to you about a class, please direct the student to talk to the instructor/professor of the class.

If a student cannot resolve the issue with the instructor/professor of the class, please direct the student to the center Chair or the program coordinator and the student's Advisor. You may find center Chairs and program coordinators at the bottom of the following page: <https://www.goucher.edu/learn/academic-centers/> (click, view program contacts).

If the center Chair and/or the program coordinator cannot resolve the issue, please send an email to the associate provost for faculty affairs, Jamie Mullaney (jamie.mullaney@goucher.edu).

Students can always go to talk to the associate provost for undergraduate studies and they often do, but the process outlined above is how faculty and staff should handle the complaints that are brought up to them.

Send a message from Navigate to your student and advisees

Go to [Navigate](#) and in the student's home page, on the top box on the right side of the page, you will see "I want to...". The first option is "message student". When you click on "message student" a separate window will open. This will allow you to write a message to the student that will arrive in their email via Navigate. It will be saved in Navigate under the Conversations link on the Navigate home page.

Take attendance in NAVIGATE

- Log into your [Navigate account](#).
- On your Navigate homepage – if it says "Staff Home" at the top, click the small arrow and move to your "Professor home" page.
- On the right-hand side of the page you will see a "Quick Links" box. Select "Record My Class Attendance."
- Choose the course in which you are reporting attendance, then choose the date for which you are reporting attendance.
- Take attendance for each student. For purposes of the report which the Registrar needs at three points in time (1st day of classes – 2nd week of semester - 10th week of semester), please select "present" or "absent" only. Do not select the "tardy" or "excused" options.
- Save the attendance by clicking the save button on the bottom of the page.

Section X: Appendix C: Navigate Quick Start Guide for Faculty and Advisors

Goucher has launched the *Navigate* platform for Advisors and others, with the goal of helping students explore a path to timely graduation completion with data, services, and supportive connections. Use this Quick Start Guide to make the most of your experience.

GETTING STARTED

Login to *Navigate* using your Goucher credentials!

<https://goucher.navigate.eab.com/staff>, from <http://portal.goucher.edu>, or follow login prompts at <http://navigate.goucher.edu>

Configure Availability and Calendar for Appointment Scheduling

- **Set Up Your Availability** - This is an important first step that will allow you to then create appointments with students by selecting the 'Add Time' from your Staff home screen.
- **Sync Your Calendar** - This initiates the two-way sync between *Navigate* and your Outlook calendar.

Key Platform Features

Perform These Key Actions to Identify, Communicate With, and Support Students

- **Reference the Student Profile** – After clicking on a student's name through the search results, your Staff Home, or the Quick Search, note their Academic progress and any areas of concern with the various tabs on a student's profile
- **Add Notes or Appointment Summary Reports** – Record your interactions and follow-ups from student meetings by adding an Appointment Summary Report (record associated with an appointment) or a Note (general record not associated with a specific meeting)
 - Both are accomplished through the 'Actions' menu on your Staff home or search results, or from a student's profile.
 - **Reminder!** For scheduled appointments, add summary reports from the "Upcoming Appointments" tab of the staff home.
- **Mass Email a Group of Students** – Use 'Send a Message' from the 'Actions' drop-down to contact your Assigned Advisees list or other lists you've created in the platform.
- **Create an Appointment Campaign** - Use this to invite students set up an advising appointment during times you have designated –
- From the 'Actions' menu on your list, select 'Appointment Campaign' – See Appendix C for detailed instructions on creating a campaign.

Setting Up Your Availability

Availability

As a new user, the first thing you need to do is set up availability so that students can schedule appointments to see you. It is important to note that locations and services are created by university administrators.

Staff Home New

Students Upcoming Appointments My Availability

Available Times i

Actions	SELECT	DAYS OF WEEK	TIMES	DATES	LOCATION	PURPOSE	CARE UNIT	
	<input type="radio"/>	Mon, Tue, Wed	8:00a-5:00p	Forever	My Advisor's Office	Changes to my Schedule For: Appointments/Drop-Ins/Campaigns	Advising	Edit

ADD AVAILABILITY

When are you available to meet?

Mon Tue Wed Thu Fri Sat Sun

From: 8:00am To: 5:00pm

How long is this availability active?
Please select a duration

What type of availability is this?
Appointments Drop-ins Campaigns

Care Unit
Please select a care unit

Location
Please select a location

Services
Please select services

Special Instructions for Student
e.g. room 23, please bring paper

Cancel Save

Add Time

Step 1: Click the *Add Time* button in the *Actions* Menu

Step 2: Select the days and times when you are available to meet with students.

Step 3: Select whether you will meet with students via appointments or drop-ins during that time. The campaign option is availability reserved specifically as dedicated time for targeted students to make appointments with you.

Step 4: Choose the location where you will be available.

Step 5: Lastly, select which student services you can provide to students during this availability. Note: Leaving this student services field empty means you will appear to be available for all advising student services.

Step 6: Click the *Save* button.

Repeat this process until all of your availabilities have been defined.

Note: You can have as much availability as needed.

There are two other options when adding Times Available.

Copy Time: To copy a time, select the time you would like to copy and then click the *Copy Time* button. The availabilities will be copied and a dialog will open allowing you to make edits or to save your newly created availability.

Delete Time: To delete your time, simply select the time and click the *Delete Time* button.

Note: Inactive availabilities are highlighted in red in the Times Available grid.

Special Instructions for Student

e.g. room 23, please bring paper

Will you be meeting with multiple students?

These settings will not be used for kiosk and campaign purposes.

Max Number of Students per Appointment

1

Setting up Your Availability: Office Hour

From To

How long is this availability active?

What type of availability is this?
 Appointments Drop-ins Campaigns

Care Unit

Location

Services
 Office Hours / Class Appointments

Courses
 BIO-101 Explorations in Biology I: Research Proc bio
 BIO-102 Explor in Biology II: Life in Context
 BIO-104 Biological Diversity I: Kingdom Organisms
 BIO-104H Bio Diversty I: Kingdoms of Organisms: H
 BIO-104LB Biological Diversity Lab Only
 BIO-105 Biological Diversity II: The Vertebrates
 BIO-105H Biological Div.II Honors Colloquium
 BIO-107 Nutrition

Tip: Use the Special Instructions box under “Add Availability” to include personalized information, such as your office room number and location.

Tip: You are able to create availability for group appointments by indicating how many students are able to schedule into the same appointment.

Tip: To set up your Office Hours for courses, you can select the ‘Office Hours/ Class Appointments’ service. Once selected, you will be prompted to choose the courses that are applicable for that time slot.

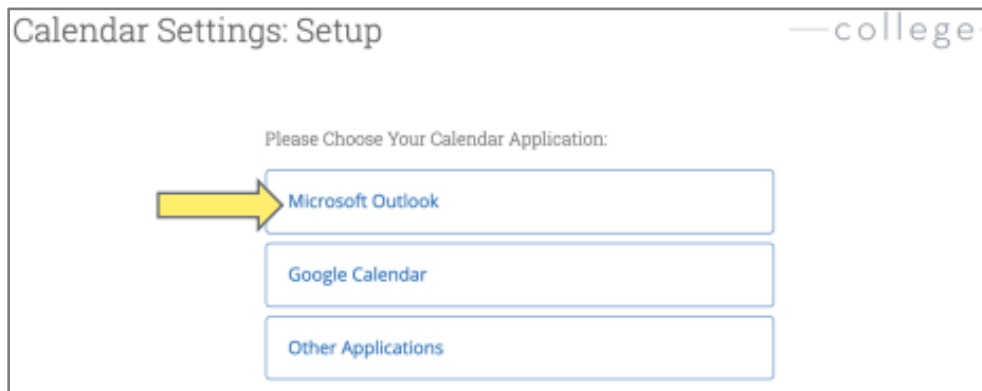
You can set up one availability for all of your courses, or if the times are different, you can set up multiple availabilities for different courses.

Sync Your Outlook Calendar

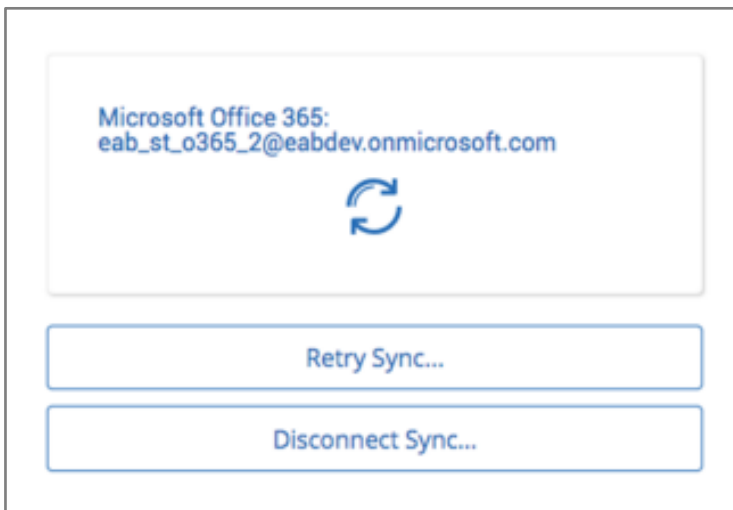
Integrating Your Calendar

The availability you set up within Navigate dictates students' ability to schedule appointments with you. You have the added option to integrate your calendar with the Navigate platform to pull in Free/Busy times from your personal calendar and push appointments scheduled in Navigate to your personal calendar.

1. Toggle to the calendar page within Navigate using the calendar icon on the left side toolbar.
2. Select Settings and Sync on the top right side of the page .
3. Click Microsoft Outlook and then in the next screen click Microsoft Office 365 to begin the setup.



4. Upon clicking the button, you will be routed to login.microsoftonline.com. If you are not already signed into Office 365, you will be prompted to sign in.
5. After signing in, Office 365 will ask you to grant permission for the application to access your calendar. Pressing "Accept" will authorize and begin the syncing



The browser will return to the Calendar Integrations page. The "Exchange Integration" tab will no longer appear. The "Office365 Integration" tab will now show the timestamp for the last successful sync (or any applicable error message) and will include options for you to Retry or Disconnect the sync as needed.

The Two-Way Sync will enable that any agenda item created from Navigate will sync back to your Outlook Calendar. All existing events and events that are created from your Outlook Calendar will be shown as 'Busy' in Navigate.

TIP: Blocking off office hours as busy in your Outlook calendar will make those times unavailable to students in Navigate

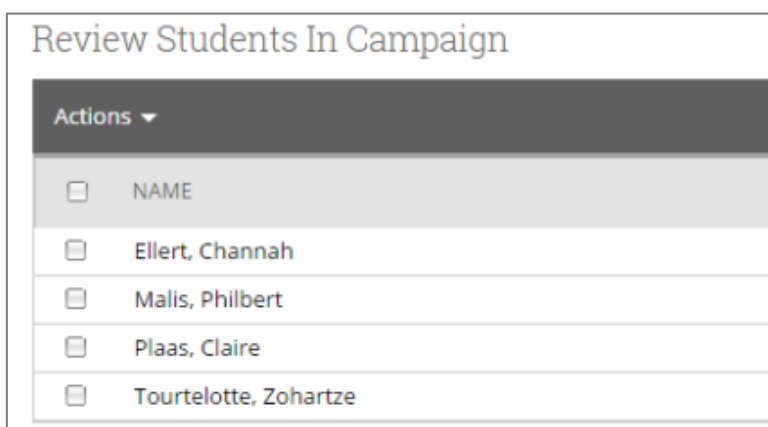
Creating an Appointment Campaign

Navigating to Campaigns: While on the staff home screen, select “Appointment Campaigns” from the left toolbar. This will take you to the Campaigns tab. From there, select *Appointment Campaign* from the right-hand side, under Actions.

Define Campaign:

- Name your campaign (Students will not see the name of the campaign)
- Select “Advising” as the Care Unit (or the applicable Care Unit for your campaign)
- Location- Choose your location. NOTE: Ensure that for the campaign availability you have created under “My Availability” you have selected that you will be available in the same location (Advisor’s office). Under “Service”, choose the services for which you are available. NOTE: This must match the availability you have set up on your staff home page, under “My Availability”. In that screen, you must have selected matching appointment reasons. For example, if in your advising campaign you say you will be available for “Registration”, you must also have chosen “Registration” as a service you are available for in your campaign appointment availability.
- Begin Date and End Date- choose the date range for which you want the campaign to run. If a student tries to schedule outside of that time period, they will receive a message stating that the campaign has expired. NOTE: This must match the availability you have set up on your staff home page, under “My Availability”. Ensure that you have created CAMPAIGN availability (as opposed to appointment or drop in availability) during the timeframe that you would like your campaign to run.
- Appointment Limit- how many appointments can the student schedule for the campaign? (Default is 1).
- Appointment Length- how long do you want the appointment to last?
- Select 1 slot per time (select more if you’d like more than 1 student to select the same time slot).

Adding Students: Use the advanced search feature to search for students you would like to participate in the campaign. Or, choose one of your saved searches by clicking the drop-down arrow beside “Saved Searches”. If you want to ensure that you only return a list of students assigned to you, also click the box beside “My Students Only) next to the Search button. Select the students you wish to include in your campaign. Confirm the list of students included and remove or add students as needed.



Adding Staff: If you have correctly set up your availability for Campaigns then you should see your name on the next page under “Add Advisors to Campaign”. If applicable, select other Advisors to join your campaign.

Compose Your Message:

- Create a Subject Line for your email
- In the next box, edit the text for the email. Default is “Please schedule your advising appointment”. NOTE: Always be sure to keep the Schedule Link in your email body, if that is removed students will be unable to schedule appointments.
- In the instructions and notes box, add any details about the appointment that you would like to display on the scheduling landing page. For example, “This is a registration appointment to ensure you register for Fall 2018 classes. Please bring a list of courses you are interested in.”
- As you edit these fields, the text in the box below will show how your edits will appear in the message. o Scroll down to the bottom of the screen. On the left tab, you will see a snapshot of what the email the student receives will look like.
- On the right tab, you will see the scheduling landing page. This is where the student will be directed to choose a time for their appointment when they click the link in their email.

Confirm & Send: Review the details of your campaign. When you are ready, click Send to issue the email to students on the list.

Section XI: Appendix D: Cheat Sheet for Navigate Academic Progress Reports, Alerts, and Referrals

Goucher Navigate provides feedback to students that is visible and actionable by other offices on our campus. Given that advisors, faculty, and student intervention network (SIN) staff can view these alerts and feedback, it is important to understand the alerts users may raise on a student and how to best connect students to resources.

Please, do not raise any alerts marked as "INTERNAL". These are alerts that are used for committees and offices and should only be raised by those areas.

Academic Progress Reports: If you want to raise an ad-hoc **APR** for a student, follow these steps in Navigate: (1) From Professor Home, choose "Progress Reports" next to your desired class; (2) Scroll down to: "Use The Checkboxes To Select Students From Your Classes..." then, check the box next to the student's name; (3) Click on the "Actions" dropdown menu; and (4) Choose "Create a New Progress Report." Please look at your course roster in MyGoucher and **do not raise APRs for students that have withdrawn** from your class. They still appear in your rosters because a W is still considered a grade. You have the option of raising 5 different APRs:

- APR: You Are Doing Well
- APR: You Are Doing Fine
- APR: You Are Starting to Go Off Track
- APR: You Are in Danger of Failing (consider changing to P/NP)
- APR: You Cannot Pass (Withdraw before the last day of classes)
- KUDO: You Are Doing Well!

Wellness Alerts: If you have a concern about a student's health and wellbeing you can submit a Wellness Alert using the Links section on a student's Navigate Page. This system is external to Navigate, and only members of the Dean of Students staff are able to view these Wellness Alerts. **Students do not see these Alerts.**

- If a student has not been in class, has not been responsive to outreach and communication, please make a referral through the Wellness Alert system.
- When submitting a Wellness Alert, please include any helpful information about the student's state or concerns they have expressed (i.e., homesickness, illness or injury, substance use concerns, etc.). This will help the Dean of Students and Student Support and Outreach to properly outreach and address a student's concerns.
- Wellness Alerts are managed by the Dean of Students and Office of Student Support and Outreach

You also have the option of raising seven **REFERRALS to Campus Offices and Resources**. From the HOME page or STUDENT Homepage, look to the panels on the right and select “[Issue an Alert](#)” link:

1. **REFERRAL: Associate Provost for Undergraduate Studies:** If you are a faculty advisor whose advisee is not responding to your outreach or if you are a faculty member who wants to inform the associate provost about something privately, issue this referral. This referral is managed by the Office of the Associate Provost and students cannot read them.
2. **REFERRAL: Advisor for Academic Support:** If you would like to inform an advisor about a concern you have about one of your students beyond any APR you might have raised. This referral is managed by the student’s assigned faculty or success advisor and students cannot read them.
3. **REFERRAL: Retention Risk:** If a student shares with you that they want to leave Goucher, issue this referral. This referral is managed by Student Success and Retention and students cannot read them.
4. **REFERRAL: Office of Student Engagement:** If a student shares with you that they feel disconnected from their peers at Goucher, issue this alert. This referral is managed by the Office of Student Engagement and students cannot read them.
5. **REFERRAL: IT for Technology Assistance:** If you notice that a student in your class is having difficulty with technology, issue this referral. This referral is managed by the Help Desk and students cannot read them.
6. **REFERRAL: Community-Based Learning:** If a student in your class would like to engage in community-based learning, issue this referral. This referral is managed by Community-Based Learning and students cannot read them.
7. **REFERRAL: Student Fellowships:** If a student in your class may benefit from scholarship opportunities, fellowships, and post-collegiate programs. This referral is managed by the Fellowships Advisor.

You may want to ask permission and/or inform students when raising any of the above-mentioned alerts as they will trigger outreach from the appropriate office.

You may also find a longer version of these tips on this website: <https://www.goucher.edu/learn/academic-support-and-resources/navigate/>