

Goucher College

Graduate Programs in Education



Student Handbook

2008-2009 Academic Year

Revised – August 2008

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I. Faculty and Staff Directory









A. Graduate Programs in Education Department

The Graduate Programs in Education (GPE) is part of the Welch Center for Graduate and Professional Studies Department. The main office is located in Van Meter Hall, Room 120.

Office hours: Monday – Thursday 8:00 a.m. - 7:00 p.m.
 Friday 8:00 a.m. - 5:00 p.m.

GPE Office phone number: 410-337-6047
 GPE Office fax number: 410-337-6085

Graduate Program Staff Directory

Name & Office Location	Photos	Phone Number	E-Mail Address
Chadia Abras, Director of Educational Technology & Distance Learning – VM 125		410-337-6233	cabras@goucher.edu
Tammy Adams, Senior Operations Assistant - VM 120		410-337-6047	tadams@goucher.edu
Gaye Brown, Director of M.Ed. Program - VM 124		410-337-6058	gbrown@goucher.edu
Megan Cornett, Director of Admissions, Registration & Student Services – VM 123 (handles admissions for GPE)		410-337-6200	mcornett@goucher.edu
Lorraine Costella, Coordinator of Special Education - VM 216		410-337-6194	lcostella@goucher.edu
Shirley Gray, Senior Assistant Director of Registration and Billing - VM 121		410-337-6392	sgray@goucher.edu
Donna Mollenkopf, Director of M.A.T. Program - VM 122		410-337-6396	dmollenk@goucher.edu
Phyllis Sunshine, Director of Graduate Programs - VM 125		410-337-6046	psunshin@goucher.edu
Wendy Tuttle, Associate Director of Administration - VM 105B		410-337-6047	wtuttle@goucher.edu
Sandi Wallis, Coordinator of Reading Programs - VM 105G		410-337-6091	swallis@goucher.edu

B. Key Campus Phone numbers

Main Campus Phone Number	410-337-6000
Provost's Office	410-337-6044
Bookstore	410-337-6086
Computing Services Help Desk	410-337-6322
Controller's Office	410-337-6060
Health Center	410-337-6050
Human Resources	410-337-6135
Julia Rogers Library	410-337-6361
Pearlstone Snack Bar	410-337-6071
Safety and Security	410-337-6112
Student Administrative Services	410-337-6500

C. Campus Map

II. Where To Go If You Need Help

If you have a question, problem, complaint, or are just really confused, use the following alphabetical list of common needs to find out who you should contact or where to look on the web. On the left are listed a series of common student needs. On the right is listed the name of the Graduate Program staff member you should contact or the website you should go to. All phone numbers and office locations are listed on the previous page in the staff directory.

Where do I go If I Need:	You Should Call, Email or Web search:
- Appointment with professor or advisor	Tammy Adams
- Books for class	Goucher College Bookstore Books can also be ordered on-line at http://goucher.bkstore.com/bkstore/content
- Blackboard help	Computing Services Helpdesk
- Class schedules and availability	Wendy Tuttle
- Drop a class or Add a class	Shirley Gray (Forms can be found on the Goucher website: http://www.goucher.edu/x14577.xml)
- Help with Email, myGoucher, or Blackboard	Computing Services Helpdesk Email: helpdesk@goucher.edu or call 410-337-6322
- Financial aid or payment information	Shirley Gray
- General help or assistance	Wendy Tuttle
- M.A.T. information	Donna Mollenkopf
- M.Ed. information	Gaye Brown
- My grades	myGoucher: https://my.goucher.edu
- My Schedule	myGoucher: https://my.goucher.edu
- Name or address change	Shirley Gray
- One Card	Safety and Security
- Parking Permit	Safety and Security
- Registration materials	Tammy Adams
- Research assistance	Julia Rodgers Library
- Transcript request	Student Administrative Services (SAS). Forms can be found on the Goucher website: http://www.goucher.edu/records/index.cfm
- Turn in registration materials	Tammy Adams
- Weather advisories or closings	Main Campus Phone Number (337-6000) or Goucher website (www.goucher.edu)

III. Important Locations On Campus

A. Safety and Security

The Office of Safety and Security administers the programs that promote the safety and security of the campus community. The office is located on the ground floor of Heubeck Hall.

B. Goucher Bookstore (located in Pearlstone Center)

Books for courses, school supplies, stationery, and other sundries are available and can be purchased with cash, personal check (with valid Goucher ID) and VISA, Master Card, American Express or Discover credit cards.

Goucher Bookstore hours:	Monday-Thursday	9:00 a.m. to 5:00 p.m.
	Friday	9:00 a.m. to 4:00 p.m.

The bookstore will have extended hours at the beginning of each semester. These hours will be posted on-line at <http://goucher.bkstore.com/bkstore/content> or you can contact the bookstore at 410-337-6086 or the GPE Office at 410-337-6047.

Textbooks are also available for purchase on-line. You can request that the books be held for you to pick up at the bookstore or you can request for them to be mailed to you. The bookstore web address is <http://goucher.bkstore.com/bkstore/content>.

The bookstore will return books that are not purchased by the third week of classes, so please do not wait until the middle of the semester to purchase books.

C. Goucher Library

The Julia Rogers Library is the on-campus center for academic research. The library allows Goucher students free unlimited access to its extensive book and periodical collections. Research librarians are available during all regular library hours to assist you with any questions or specific research projects.

The library also houses two computer labs to which Goucher students are permitted free access during regular library hours. These computers provide unlimited internet access through the Goucher network. (See Section IV for E-mail and campus network account information).

Off-campus access to library databases is also available. There are several ways to access these databases including connecting through the Virtual Private Network (VPN), the Proxy Method, or dial-in modem connection. To determine which method will best meet your needs please go to <http://www.goucher.edu/x1689.xml> for directions on connecting to Goucher's Library databases from off-campus.

During the academic semesters, the library is generally open 24 hours a day, 7 days a week.

During the summer and winter breaks, the Library will operate on reduced hours. Please check the library website at <http://www.goucher.edu/x2933.xml> for hours during these times.

You must have a valid Goucher OneCard ID to borrow books or reserve materials from the library. If you do not have a valid OneCard, you may be charged to use certain services provided by the library. (See page 11).

D. Center for Teaching, Learning, and Technology

The Center for Teaching, Learning, and Technology (CTLT) facilitates collaboration and discussion of issues dealing with today's teaching and learning challenges and opportunities. The Center provides resources that encourage exploration of new ideas and new technologies. Center professionals provide models of innovation, collaboration, and creative solutions to learning needs.

CTLT staff offices are located on the main floor of the Julia Rogers Library. CTLT supported computing facilities are located throughout the library, in Van Meter 201 and in Hoffberger Science 133 and 149. Professional and student team members are available to assist you at the following times:

Monday-Friday: 8 a.m. - 10 p.m.

Weekends: 1 p.m. - 5 p.m.

The CTLT can be contacted at 410-337-6066 or by emailing ctlit@goucher.edu.

IV. Student Services Information and Procedures

A. Advising Sessions

The directors of the M.Ed. and M.A.T. programs have posted office hours. New students should sign up for an advising session by the middle of the first semester they are enrolled. All students should check in with their advisor in the middle of their program or as needed. To schedule an appointment, contact Tammy Adams at 410-337-6047.

B. Blackboard

Goucher College provides an online learning environment for web-enhanced, web-supported, and online courses using Blackboard Course Management software. Many instructors use Blackboard for instruction and/or communication with students. It is your responsibility to ensure that the email address in Blackboard is a current address that you look at daily. Log in to Blackboard, go to the Personal Information (left side of home page), go to Edit Personal Information, Change the email address to the address you use daily. Then scroll down to the bottom of the page and click "submit".

Students can download the Blackboard 6.3 Student Guide from the Goucher College website: <http://www.goucher.edu/x2015.xml>.

The Blackboard 6.3 Student Guide provides a review of the Blackboard teaching and learning environment for students. The manual provides information on the course Web site tools and functions that are available for students.

To login to Blackboard, use your network id and password. These were assigned to you when you first became a student. If you do not remember your login information please contact the computing helpdesk at helpdesk@goucher.edu or 410-337-6322.

C. myGOUCHER

myGOUCHER is a one-stop web page for accessing all types of Goucher information. Whether you are a student looking for your grades, or a faculty member looking for a class roster, you can find what you're looking for here. You can access myGOUCHER from the Goucher College home page under "Other Important Links".

Students can access:

- Academic Degree Information
- Course Schedule
- Grades and Transcript
- Course Catalog Search
- Course Section Search
- Billing and Financial Aid Information

Logging in is even easier!

If you've already logged into the Goucher network, you don't need to log in again. If you are off-campus, and are prompted for your username and password, use the same login information that you use to check Goucher email.

D. Change of Address

If you have a change of address, please submit your new address and phone number in writing to our office as soon as possible so that our records remain accurate and you receive important mailings. Address changes should be submitted to Shirley Gray (Senior Assistant Director of Registration and Billing) or Wendy Tuttle (Associate Director of Administration).

E. Change of Name

Name changes can occur for various reasons. If you have a change of name, please submit verification of name change (for example marriage license or divorce documents) and a written letter requesting your name be officially changed with the college. Request for name change should be submitted to Shirley Gray or Wendy Tuttle.

F. E-mail and campus network account

Every student at Goucher will receive a campus network account within the first month of registration. Students will need to have their Goucher College network ID to login to any computer on campus, myGoucher, Blackboard and to check their Goucher email account. This information is mailed to students during their first semester.

- **Changing your password**

In order to access email, Blackboard or myGoucher, the first thing you must do is change your password.

Please go to <http://password.goucher.edu>, set up your security questions, and change your password.

New passwords must be 8 characters and meet **three** of the following four criteria.

1. Upper case letter
2. Lower case letter
3. Number
4. Special character such as !@#&

Examples that meet these requirements include: Gouch2008, Home1102, Sp@ce2001. Please be creative and do not use these example passwords.

This username and password combination will provide access to the campus network, myGoucher, and Blackboard.

- **Email at Goucher College**

Prior to the summer 2008 semester, each student was assigned a Goucher College email address, however, most students did not choose to utilize this email address since they already had at least one other email address prior to becoming a student at Goucher College.

Therefore, beginning with the summer 2008 semester, for any newly admitted student, Goucher College has begun using the email address the student provided during the application and/or registration process and has associated that email address with the student's Goucher College credentials. Therefore, any email that is sent to graduate students, from faculty, staff or administration of Goucher College, will be routed to the student's personal email address provided. If you would prefer to have a Goucher College email set-up, please email your request to mcornett@goucher.edu

Students admitted prior to the summer 2008 semester will still have a Goucher College email address. If you do not wish to use the Goucher email as your primary address, please follow the directions below to forward your Goucher email to your main email address. This will ensure you do not miss any important emails that may be sent to your Goucher email account.

To Turn Forwarding on:

1. Type <http://www.goucher.edu/forward> in the Internet browser Address Field.
2. Type in your username and your password and click on the **Logon** button.
3. If your e-mail is currently being stored in your Goucher account, select to **Forward all the e-mail sent to <username>@goucher.edu to this off campus e-mail address** and then type in the e-mail address.
4. Then click the **Make changes** button and close the browser to exit.

To Turn Forwarding Off:

1. Type <http://www.goucher.edu/forward> to the Internet browser Address field.
2. Type in your username and your password and click on the **Logon** button.
3. If your mail is currently being stored in your off campus account, choose **Do not forward my e-mail. Keep it in my Goucher Mailbox.**
4. Then click the **Make changes** button and close the browser to exit.

If you do not know your Network Id please contact the Information Technology Helpdesk at helpdesk@goucher.edu or 410-337-6322.

G. Grades

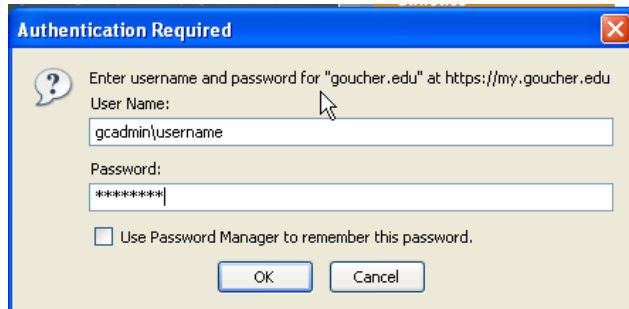
Grades can be found by accessing your account on myGoucher. Goucher College no longer sends grade reports at the end of the semester. If you require a hard copy of your semester grades, you will have to request a transcript from the Student Administrative Services Office. Please refer to the transcript section under section M.

Reviewing Your Grades Using myGoucher

1. Use your web browser to go to <https://my.goucher.edu>

If prompted for a username and password, use your Goucher network\email

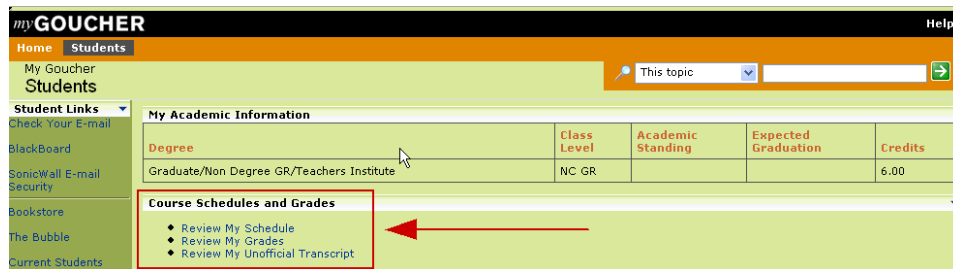
username and password. When entering your username, remember to enter it as gcadmin\username, then your password, as in the screen below.



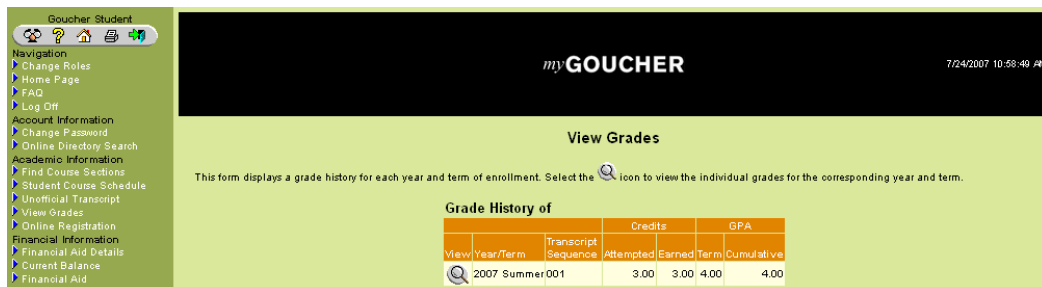
- When you enter myGoucher you will be on the Home tab. Click on the word Student to go to the Student tab.



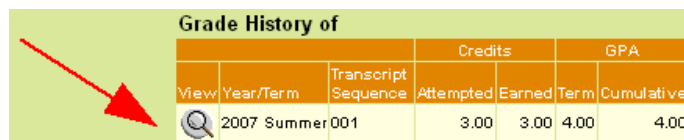
- Near the top of the Students page, you'll see a section named **Course Schedules and Grades**



- Click on the link that reads **Review My Grades**. A new window or tab will appear :



- Click on the Magnifying Glass next to the Year/Term for which you want to see your grades and you'll see:



myGOUCHER 7/24/2007 11:09:13 AM

View Grades

Grade Report for
 Year/Term: 2007/Summer
 Transcript Sequence: 001

Session	Course Id	Sub Type	Section	Course Title	Credits	Midterm Grade	Final Grade	Quality Points
Teachers Inst Term	ED 519	Lecture	001	Brain Rsrch Implicat	3.00		A	12.00
Teachers Inst Term	ED 593	Lecture	001	Tch Stud w Autism	3.00			0.00

Credits		GPA		Awards	
Attempted	Earned	Term	Cumulative	Term	Overall
3.00	3.00	4.00	4.00		

[View Grades for another Year/Term](#)

6. If there is no grade in the Final Grade column, the grade has not yet been submitted.
7. When you are done viewing your grades, close the window and/or tabs that were opened.

H. Health Insurance

Goucher College requires that full-time students (9 credits or more) receive Goucher's health insurance coverage. The cost for this insurance is \$788.00 and covers a year long period beginning at the end of August through to the following August. (If you elect insurance in the fall, your coverage automatically continues into the spring and summer - you do not need to elect it again.) If you enter the program midyear and elect health insurance, the cost is prorated for the amount of time remaining in the coverage period. If you are covered under another health insurance plan, you may waive the Goucher insurance. Please indicate on the registration form if you want to accept or waive the insurance. **If you are full time and do not indicate waiver of insurance, you will be billed.**

I. Inclement Weather Policy

In the event that inclement weather forces the college to close, the following will be observed:

1. Morning closure: The announcement will be made on WBAL-AM (1090) and most Baltimore radio/television stations between 6:30 and 7:10 a.m. A message will also be put on Goucher College switchboard number, (410) 337-6000.
2. Afternoon closure or cancellation of evening classes: The announcement will be made on WBAL-AM (1090). Decisions regarding the cancellation of evening classes are generally made by 3:00 p.m.
3. If Goucher College is closed, you may assume all graduate classes held on campus are canceled.
4. Classes held off site in the local school systems will follow the school system's inclement weather policies and procedures.

J. OneCard (Your Goucher ID Card)

All Goucher students, faculty, and staff must acquire a OneCard from the office of safety and security. A OneCard serves many purposes:

- serves as your student identification card
- opens the doors to the academic buildings in which you will have class
- works as a debit card for campus spending
- is your library card when checking out books from the Julia Rodgers Library
- is required by campus security to be present on Goucher's campus.

You may obtain your OneCard at no charge by visiting the Office of Safety and Security any day of the week, 24 hours a day. For questions, you may contact the office of safety and security at 410-337-6112. ***Newly enrolled and admitted students should allow up to 3 days for your registration forms to be processed before your name appears in the security database.***

K. Parking Permits

Parking on unauthorized campus lots or in restricted areas is subject to fines. Note that the parking lot behind Van Meter is restricted to faculty and staff parking until 4:30 p.m. Students should park in the Dorsey College Center Parking Lot if arriving for a 4:30 p.m. class. Please obey all parking signs around campus; the security office will ticket illegally parked cars (especially those parked on grassy areas).

Every student will be required to display a parking permit in his/her vehicle while on campus. Permits will be sold by semester or by academic year. Permits by semester will cost \$15 and yearly permits are \$25. These permits apply to fall and spring, but are not necessary during the summer semester. If you purchase a yearly permit in during the fall semester you do not need to purchase another one for the spring semester.

Each semester an officer will be available in the First Floor Lobby of Van Meter Hall from 6:00 – 7:00 pm during the first week of classes. If you are unable to purchase a permit during this time frame, you will need to go to the Office of Public Safety and Security. Their office is located in Heubeck Hall and is open 24/7.

Payment for parking permits can be made by check, payable to Goucher College, or cash only. No credit cards will be accepted.

L. Student Billing

Billing statements are mailed to students approximately 2 times per semester. If you have any questions regarding your tuition statement or bill, please direct all inquiries to Shirley Gray, Senior Assistant Director of Registration and Billing. Ms. Gray can be reached at (410) 337-6392 or sgray@goucher.edu.

M. Transcripts

To obtain an official transcript you must put your request in writing and submit it to the Student Administrative Services (SAS). You may fax your request to the SAS office at 410-337-6504. In your request, include your name, social security number, program in which you are enrolled, and address to whom you wish to have the transcript sent. You can also download a transcript request form from the Goucher website:

<http://www.goucher.edu/records/index.cfm>.

V. Academic Procedures and Policies

A. Academic Honor Code

The life of a citizen in the Goucher academic community is the continuous process of attaining a high quality of intellectual achievement. The Goucher degree should represent not only this final accomplishment but also a high and consistent quality of performance in pursuing that goal. The Academic Honor Code, therefore, is the cornerstone of the academic community at Goucher College. It implies and demands a sense of personal honor and moral integrity. Furthermore, it assumes that every student has the responsibility to work for the honor and integrity of the entire community.

Authority to regulate undergraduate student conduct in matters pertaining to the Academic Honor Code has been delegated by the college to the Student Government Association, whose constitution provides for the Academic Honor Board. Authority to regulate graduate student conduct in matters pertaining to the Academic Honor Code has been delegated by the college to the Graduate Studies Committee which has approved the formation of the Graduate Academic Honor Board. It is expected that students act with full responsibility in accordance with the highest standard of academic integrity and honor here stated.

Please see Appendix A for the complete text of the Academic Honor Code.

B. Code of Conduct

Goucher College is committed to maintaining a safe, healthy, and productive living and learning environment for its students, faculty, staff, and greater college community. As community members, student share a responsibility to conduct themselves in ways that promote these community objectives, and are expected to demonstrate respect and civility towards others. The Student Code of Conduct establishes standards of behavior, and a disciplinary process to enforce those standards when necessary, which are consistent with the educational aims of the college.

The complete Code of Conduct is published in the Campus Handbook which is available online at <http://www.goucher.edu>.

C. Adding a course

A student may enroll in a semester course during the first two classes of the semester with permission of the instructor. The student must complete an Add/Drop Form to add a course once he/she is already registered. This form can be found on the Goucher website: <http://www.goucher.edu/x20854.xml>.

D. Admissions

A prospective student may apply to the program as a degree candidate, provisional candidate or a non-matriculating candidate. To be eligible for degree candidate status, a prospective student must submit a complete application to the graduate program. This includes official transcript(s), two letters of recommendation, an essay, and the

\$50 application fee. In addition, a degree candidate must possess a 3.0 G.P.A. from the undergraduate degree (M.A.T. degree candidates also must have successfully passed the Praxis I exams or received a score of 1100 or higher on the SAT) (See the academic catalog for more details).

If a prospective student does not meet these entrance requirements, he/she may apply to the program as a provisional candidate. Provisional candidates must submit all required documents to be considered for admission. Upon successful completion of 9 credits with a GPA of 3.0 or higher a provisional candidate may request a change of status to degree candidate. (M.A.T. students who have completed 9 credits with a GPA of 3.0 or higher, but have not yet successfully passed the Praxis I exams or submitted SAT scores of 1100 or higher can not become degree candidates until meeting this additional requirement for degree candidate status).

Admission as a non-matriculating student is granted to qualified candidates who wish to complete a few select courses in either the M.Ed. or M.A.T. Program. Students in this category are not eligible for the degree status. Up to 12 credits may be taken as a non-matriculating student. After 12 credits, the student would be required to complete all admission requirements for the degree candidate. Prospective students applying to the program as non-matriculating candidates must submit the non-matriculating application along with an official transcript from either undergraduate or graduate school (highest earned degree).

Please contact our main office at 410-337-6047 regarding admissions questions.

E. Financial Aid

Financial Aid is available for students through grants and Federal Stafford student loans. You can apply for aid for the full year, but you must provide information about the number of credits that you expect to take in all semesters. For further information on financial aid, please call Kim-Michelle Johnson, the Financial Aid Officer for Graduate Programs, at (410) 337-6430 or email her at kim.michelle.johnson@goucher.edu. For useful websites on financial assistance please refer to the Goucher College website: <http://www.goucher.edu/financialaid/index.cfm>.

F. Incomplete Grades

An "Incomplete" can be recorded only when an official form is submitted and signed by the instructor or director and student (when possible). The form needs to be filed with the Graduate Programs in Education Office prior to the end of the semester.

"Incompletes" are granted only for reasons clearly beyond the student's control: medical reasons which the student may be required to substantiate with a statement from a treating physician, other personal crises (for example, death of a parent), or academic reasons, that is, factors within the course which have caused an unavoidable delay and have posed an insurmountable difficulty regardless of the student's ability or previous preparation.

The resolution of an “Incomplete” is the responsibility of the student and the instructor. Students have until the last day of the sixth week of the semester following the semester in which the “Incomplete” is granted to complete the work for the course. The student should submit papers, projects and examinations directly to the instructor. If extenuating circumstances exist, students may receive an extension from the director of the Graduate Programs in Education. An “Incomplete” will remain on the student’s record; the grade submitted at the time of resolution will be recorded beside it.

The Incomplete Form can be found on the Goucher website: <http://www.goucher.edu/records/index.cfm> and click on “forms” then click on “Incomplete Form.”

G. Refund Policy

Refunds of tuition are based on the date of withdrawal from a course.

A partial refund of payments may be made to students who withdraw from courses of their own accord. Any credit balance remaining after these adjustments to the student’s account will be refunded. Institutional and federal aid as well as tuition and fees will be adjusted in accordance with the Federal Return of Title IV calculation. The Title IV calculation is based on the days of attendance as a percentage of total days in the semester up until 60%. For example if a student drops a class after class after completing 20% of the semester, the student would be eligible for a refund of all but 20% of the tuition (or an 80% refund). After 60% of the semester has been completed no refunds are awarded.

Refund/Credit Allowed

Before classes begin	100% refund* (minus \$45 processing fee)
Up until 60% of the semester	Prorated refund based on Title IV refund policy
After 60% of the semester	0% refund

*In response to the increasing cost of processing the paperwork from the number of students dropping classes prior to the start of the semester, we have instituted a new policy. If you drop a class prior to the start of the semester you will be entitled to a full-refund, minus a \$45.00 processing fee. Once the semester has started, the refund policy described in the catalog remains in effect.

H. Registration Procedures

Students can register for classes in 3 ways: walk-in, mail-in or fax-in registration. Registration will begin as soon as registration materials are mailed and will continue until classes begin. New students should sign up for an advising session by the middle of the first semester they are enrolled. All students should check in with their advisor in the middle of their program or as needed. To schedule an appointment, sign up on the posted appointment schedule located in Room 120 or call 410-337-6047. Students are encouraged to register early, as classes will fill quickly and space is limited in each section. Once a class reaches the specified maximum, no additional students will be allowed to register for that course. The GPE department will only contact students if

there is a problem with the courses for which the student registered. Students are encouraged to check registration status on myGoucher.

I. Satisfactory Academic Progress (SAP) Policy

Students receiving financial aid in the form of Stafford Loans, Maryland Teacher Scholarships, and Maryland delegate and senatorial scholarships must comply with the Satisfactory Academic Progress (SAP) Policy as a condition of initial or continuing eligibility.

Satisfactory Academic Progress for a graduate student is measured in two areas: maintaining a minimum GPA, and meeting the maximum lifetime requirements.

1. **Minimum Grade Point Average (GPA)** – Graduate students at Goucher College must maintain the required GPA of 3.0 to receive federal financial aid.
2. **Maximum Time Frame** – Federal regulations state that in order to maintain eligibility, students receiving federal financial aid must be making satisfactory progress toward the degree. The maximum time for the completion of the graduate degree requirements is four years. Students who take longer than four years to graduate will be considered for federal financial aid for one additional year only.

Please contact the Financial Aid Office for further information on this policy, including the appeals process.

Special Note: Please contact the Financial Aid Office to determine when your loan refund will be available for you.

J. Title IV Refund Policy for Financial Aid Students

Any student who withdraws from Goucher College or drops below the required 4.5 credits and who receives Federal Aid will be subject to the Return of the Title IV funds process. This calculation will determine how much Title IV Aid was earned by the student, and how much Title IV Aid must be returned and to which programs. Please see the Financial Aid Office for further information on this policy.

K. Tuition and Fees

- Tuition rates for the academic year go into effect with the summer semester and remain in effect through the spring semester. See the registration catalogue for information regarding the specific cost per credit hour.
- M.A.T. students in a traditional field placement/student teaching experience as well as M.A.T. students in their supervised teaching experience will be charged a \$350 student teaching fee each semester.
- M.Ed. students who has received an Incomplete in ED 606, Action Research, and do not complete the work by the last day of the sixth week of the semester following the semester in which the Incomplete was granted will be charged a \$100.00 action research incomplete extension fee. If the work is not completed by the end that semester, the \$100.00 action research incomplete extension fee will be assessed again at the beginning of the 2nd semester following the semester in which the Incomplete was given. After the fee has been assessed the 2nd time, and if the work is not completed by the end of that semester, the

student will receive an FX (failure to withdraw) in ED 606 and will be required to register and pay tuition again for the course.

L. Withdrawing from a course

If you register for a course but decide that you need to withdraw from it, you **MUST** sign an Add/Drop Form. This form can be found on the Goucher website: <http://www.goucher.edu/records/index.cfm> and click on “forms” then click on “Add/Drop Form.” You may withdraw from a full semester course up through the **sixth class** without academic penalty. You may withdraw from a half semester (7 week) course through the **first class** without academic penalty. However, tuition refunds are based on the schedule under Refund Policy.

VI. Professional Standards

Goucher College Programs in Education Standards

Knowledge, Skills and Dispositions Fostered in Students

The faculty of the Graduate Programs in Education foster in the students enrolled in the programs the knowledge, skills, and dispositions presented below. These professional commitments and dispositions form Goucher's professional standards, and are adapted and applied to every program within the Graduate Programs in Education. Additionally, they are reflected in courses within the programs.

Knowledge: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

1. Apply knowledge of psychological and educational theory, research, and/or philosophy related to the area of specialization or certification.
2. Demonstrate understanding and use of the types of assessments appropriate to the area of specialization or certification.
3. Identify the purpose of education in society, and be able to analyze why things happen in the educational community and/or in the political community that surrounds education.
4. Demonstrate knowledge of concepts related to diversity, and the interaction between concepts related to diversity and the area of specialization or certification.

Plus

Specific Knowledge Standards for the Different Specializations

Demonstrate mastery of content and pedagogy contained within professional standards defined for the area of specialization or certification, including local (Goucher), state and national standards.

Skills: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

1. Demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
2. Demonstrate the ability to gather appropriate data and use data in problem analysis and decision-making related to the area of specialization.
3. Use problem solving/critical thinking strategies appropriate to the area of specialization.
4. Use reflective practice within the area of specialization.
5. Demonstrate effective communication and presentation skills related to the area of specialization.
6. Use a variety of technologies appropriate for working in the area of specialization.

Plus

Specific Skill Standards for the Different Specializations

Demonstrate mastery of specific specialization skill standards

Dispositions: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

1. Demonstrate service to the community.
2. Demonstrate positive dispositions toward diversity and equity.
3. **Demonstrate professionalism in one's demeanor, behavior, conduct, decision-making, and interactions with colleagues.**

Master of Arts in Teaching Standards

The MAT standards are considered knowledge standards within courses and become skill standards within the internship.

Planning Shows Content Knowledge and Embraces Developmental and Diverse Student Needs

1. The intern's long- and short-range plans include the voluntary state curriculum standards/content standards/IEP goals, teacher objectives, and student outcomes.
2. **The intern demonstrates an understanding of the content underlying a discipline(s) and accurately plans that content (declarative and procedural knowledge).**
3. **The intern plans long- and short-range units/lesson that show an understanding of the developmental nature of students.**
4. **The intern's plans show an understanding of the diverse needs, concerns, abilities, and interests of students.**

Management of Student Behavior Maximizes a Positive Learning Environment

5. **Student behavior is managed so as to result in the maximum amount of time for students to engage in productive learning experiences.**
6. **Time is managed to allow for maximum time on successful learning experiences.**
7. **The intern creates an environment that invites learning.**
8. **In creating a climate that encourages learning, the intern demonstrates an enthusiasm about learning and sensitivity to students.**
9. **Diverse teaching strategies are used to help students develop positive attitudes and perceptions (DOL 1).**

Instructional Practices Complement Student Needs and Encourage Problem Solving and Critical Thinking

10. **Diverse teaching strategies are used to help students acquire and integrate knowledge (DOL 2) as correlated with local system curriculum or an Individual Education Program.**
11. **Diverse teaching strategies are used to help students extend and refine knowledge (DOL 3) as correlated with local system curriculum or an Individual Education Program.**
12. **Diverse teaching strategies are used to help students use and apply knowledge meaningfully (DOL 4) as correlated with local system curriculum or an Individual Education Program.**
13. **Diverse teaching strategies are used to help students apply productive habits of mind (DOL 5) to learn local school system curriculum or the goals and objectives of an Individual Education Program.**
14. **The structure of lessons is logical and coherent; lessons function as a part of a larger instructional and developmental context.**
15. **Appropriate materials and technologies are chosen to support student skill levels, needs, backgrounds, and interests. These materials and technologies are organized for efficient use by students and include both print and non-print**

resources, including computer technology and manipulatives. (At the end of the internship, Maryland Teachers Technology standards are completed.)

16. **The effective intern uses a variety of strategies to accommodate and differentiate identified student needs, strengths, cultural attributes, language, and learning styles.**
17. The intern demonstrates effective instruction of students with disabilities in academic and social areas. Use of appropriate motivational techniques and instructional strategies/adaptations to meet individual differences is evident.
18. Assignments are appropriate to learners, are related to a lesson's objectives, and are a productive use of the learner's time for the practice of new learning and review of previous learning. Assignments help students transfer previous knowledge to new learning.
19. The intern is skilled in the art of questioning. The intern uses different types of questions according to the purpose of instruction. Ongoing emphasis is given to questions that foster students' higher order thinking skills and extend and refine their knowledge base.

Assessments Evaluate Instruction and Student Learning

20. The evaluation of student progress is based on the objectives of instruction. The tools and techniques that the intern uses to evaluate students are appropriate to the student and the teacher objectives of instruction.
21. **The intern uses the results of assessing student accomplishment of objectives, including student feedback, as a device for further planning and teaching.**
22. **The intern demonstrates competent development and utilization of informal assessment measurements and use of the findings to determine progress and future instruction for students.**
23. **The intern demonstrates competent administration of formal individual assessment measurements and/or utilization of the findings to aid in diagnosing special needs of students (special education students only).**
24. The intern writes assessment reports providing background information, describing a student's current levels of functioning, and prescribing appropriate educational and behavioral interventions to address the student's needs (**special education students only**).
25. The intern develops realistic individual goals and objectives based on assessment information to meet the special needs of students (**special education students only**).

Professionalism and Interpersonal Relationships Maintained

26. **The intern maintains effective communications with the home to promote positive home-school relationships.**
27. **The intern works collaboratively with his/her mentors and supervisors, as well as other professionals inside and outside the school, to develop effective partnerships.**
28. **The intern demonstrates reflection, as well as effective coping and conflict resolution skills, to deal with professional concerns and problems.**
29. **The intern accepts and uses feedback in a positive manner to further his/her professional development.**
30. **The intern maintains ethical and honest behavior and is sensitive to issues of confidentiality and follows all state and local legal guidelines.**

Master of Education, Specialization Standards At-Risk Students

Knowledge

1. Evaluate differing perspectives of identifying at-risk children/youth.
2. Explain the extent and manner in which biological, psychological, social, and environmental forces affect at-risk children/youth during different developmental periods.
3. Explain how to develop environments that prevent children/youth from becoming at risk and help them develop resilience.
4. Recognize the psychological and social characteristics of resilient children and youth.
5. Correlate the differing perspectives of causality to prevention and intervention programs/strategies for at-risk students.
6. Relate the role of defense mechanisms and coping strategies in controlling student and youth stress.

SKILLS

1. Analyze the psychological and social dynamics related to specific at-risk student problems.
2. Analyze psychological and social intervention strategies/programs that may help in the development of student resilience in schools.
3. Implement a social skills intervention strategy that can assist in the development of student resilience.
4. Demonstrate techniques/strategies to restructure the classroom environment to meet the needs of at-risk children.

Master of Education, Specialization Standards

ATHLETIC PROGRAM LEADERS AND ADMINISTRATORS STANDARDS

Knowledge

1. Philosophy: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who have knowledge and understanding of the role of philosophy and ethics in the management of athletics.

- a) ethics of program management
- b) principles, practices and strategies of coaching

2. Contemporary Issues: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who understand the impact of contemporary issues in athletics on program development and implementation.

- a) historical and philosophical issues in development of athletic programs
- b) societal and legal forces that shape athletic programs
- c) contemporary issues in management, leadership and coaching

Skills

1.: Management: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who are able to facilitate the management of athletic programs.

- a) personnel management
- b) program management
- c) legal issues
- d) fiscal and budgetary controls
- e) rules compliance
- f) marketing and public relations

2. Competition: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who apply the implications of competition to the athletic programs they deliver.

- a) relationship between personality development, self esteem and development of student athlete
- b) relationship between personality development, aggression and athletic performance
- c) applying group processes to the athletic team
- d) attitudes and motivation

Master of Education, Specialization Standards Middle School Students

Knowledge

1. Recognize the significant transitions that middle level children and youth experience.
2. Explain the extent and manner in which biological, psychological, social, and environmental forces affect the middle level child and youth during different developmental periods.
3. Examine middle school practices and their effect on the learning environment of middle school students.
4. Examine curriculum practices for middle level children and youth.
5. Examine how outside forces affect the behavior, character, ethics, and values of a diverse middle level population.
6. Correlate the differing perspectives of causality to prevention, intervention, and discipline management programs and strategies for middle level children and youth.

SKILLS

1. Analyze the psychological, emotional, and social dynamics related to the middle level child and youth and its affects on teaming and instructional approaches.
2. Demonstrate a variety of techniques and strategies to structure the assessment process for middle level children and youth.
3. Analyze a curriculum for its appropriate learning for middle level children and youth.
4. Analyze a cooperative learning environment that is inclusive of middle level children and youth, their parents, staff, and community.

Master of Education, Specialization Standards

International Reading Association Standards (IRA)

Reading Specialist

Standard
<p>1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p> <ul style="list-style-type: none"> • Know and apply elements from learning theory. (p) • Know foundational theories related to practices and materials they use in the classroom. (ct) • Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories. (rs)
<p>1.2 Demonstrate knowledge of reading research and histories of reading.</p> <ul style="list-style-type: none"> • Recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research. (ct) • Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading. (rs)
<p>1.3 Knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.</p> <ul style="list-style-type: none"> • Can articulate developmental aspects of oral language and its relationship to reading and writing. They can also summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity. (p) • Can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance. (ct) • Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read. (rs)
<p>1.4 Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.</p> <ul style="list-style-type: none"> • List and define the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation). (p) • Explain how the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components. (ct) • Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading. (rs)
<p>2.1 Use instructional grouping options (individual, small-group, whole-group, whole-class, and computer based) as appropriate for accomplishing given purposes.</p> <ul style="list-style-type: none"> • Use a variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist. (p) • Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections. (ct) • Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students. (rs)
<p>2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • Use a wide range of instructional practices, approaches, and methods, including technology-based practices, that are selected and supervised by a classroom teacher or reading specialist. (p) • Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students. (ct)

Standard
<ul style="list-style-type: none"> • Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching. (rs)
<p>2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • Use a wide range of curriculum materials selected by a classroom teacher or reading specialist. (p) • Plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students. (ct) • Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching. (rs)
<p>3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</p> <ul style="list-style-type: none"> • Administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel. (p) • Select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments. (ct) • Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments. (rs)
<p>3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.</p> <ul style="list-style-type: none"> • Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services. (ct) • Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services. (rs)
<p>3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/ evaluation/instruction cycle. (ct) • Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze and use schoolwide assessment data to implement and revise school reading programs. (rs)
<p>3.4 Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).</p> <ul style="list-style-type: none"> • Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators. (ct) • Communicate assessment information to various audiences for both accountability and instructional purposes, (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents). (rs)
<p>4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p> <ul style="list-style-type: none"> • Assist the teacher and reading specialist in gathering information on students' interests, and cultural and linguistic backgrounds. They can use appropriate technology to collect this information. (p) • Collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice. (ct) • Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students. (rs)

Standard
<p>4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • Assist students in selecting books, technology-based information and nonprint materials that are appropriate for them. (p) • Select books, technology-based information, and nonprint materials representing multiple levels, broad interests, cultural and linguistic backgrounds. They can articulate the research that grounds their practice. (ct) • Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. (rs)
<p>4.3 Model reading and writing enthusiastically as valued lifelong activities.</p> <ul style="list-style-type: none"> • Read aloud enthusiastically and fluently when reading to students. (p) • Model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students. (ct) • Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities. (rs)
<p>4.4 Motivate learners to be life-long readers.</p> <ul style="list-style-type: none"> • Support student’s choice of reading materials. (p) • Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children’s literature, interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice. (ct) • Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice. (rs)
<p>5.1 Display positive dispositions related to reading and the teaching of reading.</p> <ul style="list-style-type: none"> • Know the importance of confidentiality and respect students and their cultural and linguistic backgrounds. They care for the well-being of students and believe that all students can learn. (p) • Ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues and communities to support students’ learning. (ct) • Articulate the theories related to the connections between teacher dispositions and student achievement. (rt)
<p>5.2 Continue to pursue the development of professional knowledge and dispositions.</p> <ul style="list-style-type: none"> • Study specific aspects of reading/instruction as recommended by teachers, reading specialists, and/or principals with whom they work. They demonstrate a curiosity and interest in the area of knowledge, skills, and dispositions related to reading and writing instruction. (p) • Identify specific questions related to knowledge, skills and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators, school boards, and local, state, and federal policymaking bodies. (ct) • Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices. (rs)
<p>5.3 Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.</p> <ul style="list-style-type: none"> • Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations. (ct) • Positively and constructively provide an evaluation of their own or others’ teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice. (rs)
<p>5.4 Participate in, initiate, implement, and evaluate professional development programs.</p> <p>Participate individually and with colleagues in professional development experiences. (ct) Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice. (rs)</p>

Master of Education, Specialization Standards

School Improvement Leadership

The Educational Leadership Constituent Council (ELCC) standards and the Maryland Instructional Leadership Framework set the framework for School Improvement Leadership.

Educational Leadership Constituent Council (ELCC) Standards

Standard 1: Vision

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- 1.1 Develop a vision
- 1.2 Articulate a vision
- 1.3 Implement a vision
- 1.4 Steward a vision
- 1.5 Promote community involvement in the vision

Standard 2: Instructional Program

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote positive school culture
- 2.2 Provide effective instructional program
- 2.3 Apply best practice to student learning
- 2.4 Design comprehensive professional growth plans

Standard 3: Management

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing of organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the organization
- 3.2 Manage operations
- 3.3 Manage resources

Standard 4: Community Collaboration

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with families and other community members
- 4.2 Respond to community interests and needs
- 4.3 Mobilize community resources

Standard 5: Ethics

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

- 5.1 Acts with integrity
- 5.2 Acts fairly
- 5.3 Acts ethically

Standard 6: Political, Social, Economic, Legal, and Cultural Context

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing

the larger political, social, economic, legal, and cultural context.

- 6.1 Understanding the larger context
- 6.2 Respond to the larger context
- 6.3 Influence the larger context

Standard 7: Internship

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice, and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

- 7.1 Substantial
- 7.2 Sustained
- 7.3 Standards-based
- 7.4 Real settings
- 7.5 Planned and guided cooperatively
- 7.6 Credit

Maryland Instructional Leadership Framework

Instructional Leadership Outcome	Evidence in Practice
<p>1. Facilitate the Development of a School Vision</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 1.1 A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student 1.2 A process for ensuring that all staff and other stakeholders are able to articulate the vision 1.3 Procedures in place for the periodic, collaborative review of the vision by stakeholders 1.4 Resources aligned to support the vision
<p>2. Align All Aspects of a School Culture to Student and Adult Learning</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents 2.2 High expectations for all students and teachers in a culture of continuous improvement 2.3 An effective school leadership team 2.4 Effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning 2.5 Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers

Instructional Leadership Outcome	Evidence in Practice
<p>3. Monitor the Alignment of Curriculum, Instruction, and Assessment</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 3.1 Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction 3.2 Teacher assignments that are rigorous, purposeful, and engaging 3.3 Student work that is appropriately challenging and demonstrates new learning 3.4 Assessments that regularly measure student mastery of the content standards
<p>4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 4.1 A process to determine what students are reading, writing, producing, and learning 4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction 4.3 Formal feedback during observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction 4.4 Regular and effective evaluation of teacher performance based on continuous student progress 4.5 Identification and development of potential school leaders

Instructional Leadership Outcome	Evidence in Practice
<p>5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 5.1 Multiple and varied assessments that are collaboratively developed 5.2 Formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction 5.3 Summative assessments that are aligned in format and content with state assessments 5.4 Appropriate interventions for individual students based on results of assessments
<p>6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 6.1 Effective use of appropriate instructional technology by students, staff, and administration 6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement) 6.3 Review of disaggregated data by subgroups 6.4 Ongoing root cause analysis of student performance that drives instructional decision making 6.5 Regular collaboration among teachers on analyzing student work

Instructional Leadership Outcome	Evidence in Practice
<p>7. Provide Staff with Focused, Sustained, Research-based Professional Development</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 7.1 Results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals 7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded) 7.3 Differentiated professional development according to career stages, needs of staff, and student performance 7.4 Personal involvement in professional development activities 7.5 Professional development aligned with the Maryland Teacher Professional Development Standards
<p>8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 8.1 Parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children learn 8.2 Parents and caregivers who are active members of the school improvement process 8.3 Community stakeholders and school partners who readily participate in school life

Master of Education, Specialization Standards Technology Leadership

The Technology Standards for School Administrators (TSSA) set the framework for Technology Leadership.

I. Leadership and Vision:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice:

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.

- F. use technology to advance organizational improvement.

IV. Support, Management, and Operations:

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation:

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Master of Education, Specialization Standards Urban and Diverse Students

KNOWLEDGE

1. The educators and other professionals have knowledge and understanding of frameworks for educating urban and diverse learner.
2. The educators and other professionals have knowledge and understanding of the urban environment and its educational and social impact on teaching and learning.
3. The educators and other professionals have knowledge and understanding of the importance of diversity and equity in a democratic society
4. The educators and other professionals have knowledge and understanding of the social problems confronting urban and diverse learners.

SKILLS

1. Educators and other professionals develop skills and are able to identify and discuss the various frameworks for educating urban and diverse learners.
2. Educators and other professionals develop skills and are able design culturally responsible instructional strategies and assessment techniques and apply them to classroom situations for use with urban and diverse learners.
3. Educators and other professionals develop skills and are able to use an issue analysis format with at least one current issue related to urban and diverse learners.
4. Educators and other professionals develop skills and are able analyze problems of urban and diverse learner and generate viable alternative for resolving social, behavioral, and academic.

VII. Technology Requirements

Each student entering the Master of Education (M.Ed.) or Master of Arts in Teaching (M.A.T.) Programs since the Fall 2003 semester is required to meet a set of technology standards.

Maryland Teacher Technology Standards

Maryland State Department of Education
Program Approval and Assessment Branch

SEVEN STANDARDS AND OUTCOMES	INDICATORS
<p>I. Information Access, Evaluation, Processing and Application.</p> <p>Access, evaluate, process and apply information efficiently and effectively.</p>	<ul style="list-style-type: none"> • Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology. • Evaluate information critically and competently for a specific purpose. • Organize, categorize, and store information for efficient retrieval. • Apply information accurately in order to solve a problem or answer a question
<p>II. Communication</p> <p>A. Use technology effectively and appropriately to interact electronically.</p> <p>B. Use technology to communicate information in a variety of formats.</p>	<ul style="list-style-type: none"> • Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field. • Select appropriate technologies for a particular communication goal. • Use productivity tools to publish information. • Use multiple digital sources to communicate information online.
<p>III. Legal, Social and Ethical Issues</p> <p>Demonstrate an understanding of the legal, social and ethical issues related to technology use.</p>	<ul style="list-style-type: none"> • Identify ethical and legal issues using technology. • Analyze issues related to the uses of technology in educational settings. • Establish classroom policies and procedures that ensure compliance with copyright law, <i>Fair Use</i> guidelines, security, privacy and student online protection. • Use classroom procedures to manage an equitable, safe and healthy environment for students.
<p>IV. Assessment for Administration and Instruction</p> <p>Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.</p>	<ul style="list-style-type: none"> • Research and analyze data related to student and school performance. • Apply findings and solutions to establish instructional and school improvement goals. • Use appropriate technology to share results and solutions with others, such as parents and the larger community.
<p>V. Integrating Technology into the Curriculum and Instruction</p> <p>Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.</p>	<ul style="list-style-type: none"> • Assess students' learning/ instructional needs to identify the appropriate technology for instruction. • Evaluate technology materials and media to determine their most appropriate instructional use. • Select and apply research-based practices for integrating technology into instruction. • Use appropriate instructional strategies for integrating technology into instruction. • Select and use appropriate technology to support content-specific student learning outcomes.

	<ul style="list-style-type: none"> • Develop an appropriate assessment for measuring student outcomes through the use of technology. • Manage a technology-enhanced environment to maximize student learning.
<p>VI. Assistive Technology</p> <p>Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.</p>	<ul style="list-style-type: none"> • Identify and analyze assistive technology resources that accommodate individual student learning needs. • Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.
<p>VII. Professional Growth</p> <p>Develop professional practices that support continual learning and professional growth in technology.</p>	<ul style="list-style-type: none"> • Create a professional development plan that includes resources to support the use of technology in life long learning • Use resources of professional organizations and groups that support the integration of technology into instruction. • Continually evaluate and reflect on professional practices and emerging technologies to support student learning. • Identify local, state and national standards and use them to improve teaching and learning.

Completing the Technology Requirements

There are three modules that make up the Technology Requirements at Goucher College.

Module 1: Using Blackboard, MS Word, PowerPoint, Excel and the Internet for own scholarship

Module 2: Setting up your E-Portfolio.

Module 3: Using technology for instruction

M.Ed. Technology Requirements:

We offer a Module 1 session for M.Ed. students who feel their technology skills are weak in Technology Module 1.

M.Ed. students who feel they are proficient in the use of Module 1 content (Word, Excel, PowerPoint and the internet) will demonstrate the completion of the requirements for Module 1 during ED 605 Research Methods.

ALL M.Ed. students **must complete** Modules 2 and 3 by attending these two modules as outlined on the next page. Students are encouraged to complete these modules early in their program.

M.A.T. Technology Requirements:

We offer a Module 1 session for M.A.T. students who feel their technology skills are weak in Technology Module 1.

M.A.T. students who feel they are proficient in the use of Module 1 content (Word, Excel, PowerPoint and the internet) will demonstrate the completion of the requirements for Module 1 during the M.A.T. core courses.

ALL M.A.T. students are required to complete the module 2 requirement prior to their student teaching internship. Students are encouraged to complete this module early in their program.

Completion of the Technology Module 3 requirements will occur during the student teaching seminar.

VIII. Helpful Financial Aid Information

STUDENT FINANCIAL AID & SCHOLARSHIP TIPS

New this year - **Teach Grant**

All candidates must file a FAFSA report to be eligible. The grant is not based on income; however it is a government grant. It does require that you teach for 4 years after being certified in a high need area and is only available to people that want to teach in high need areas of the USA. For details and orientation information about receiving a Teach Grant at Goucher College please contact Shirley Gray at 410.337.6392 to set up an appointment.

Where to get information and applications:

State of Maryland, MD Higher Education Commission Call 410-260-4500 or call toll free 1-800-974-0203 or Website www.mhec.state.md.us

Maryland State Department of Education Call 1-888-246-0016 or 410-767-0483
Website www.msde.state.md.us/programs/byrdscholarship.html

Sources of Federal Student Aid – Can check the status of your FAFSA form or request a copy of your SAR. Call 1-800-433-3243
Website www.ed.gov/finaid.html or www.fafsa.ed.gov

USAFunds Call 1-888-272- 5543 or Website www.usafunds.org

Department of Veterans Affairs Call 1-888-442-4551 or
Website www.gibill.va.gov/education/benefits.htm

AmeriCorps Program Call 1-800-942-2677 or Website www.cns.gov

Bill and Melinda Gates Foundation – Gates Millennium Scholars (for various minority students of color) Call 1-877-690-4677 or Website www.gmsp.org

United Negro College Fund Call at 1-800-331-2244 or Website www.uncf.org

Free sources to help locate other sources of student aid

Sponsored by the National Association of Student Financial Aid Administrators www.finaid.org

Free search through the web with a personal on line mailbox for answers www.fastweb.com

Peterson Education And Career Center, easy to use www.petersons.com

*It's very important to READ all applications and information to find the best scholarships, grants or loans to fit your needs. Questions? Call our financial aid professional Kim-Michelle Johnson at 410-337-6430, Mondays – Friday, 9am to 5pm.

Appendix A

Goucher College Academic Honor Code

Introduction

At Goucher, we honor freedom of expression, inquiry, and action. In return, we expect consideration of others, academic integrity, and a commitment to the value of truth. The tradition of freedom with responsibility at Goucher is fundamental to the ideals to which the life and work of the college are dedicated. The courage to challenge, the praise for honesty and effort, and the appreciation for commitment or involvement make our community open to truth and knowledge rather than to ignorance and misunderstanding. These same principles are relevant when we interact with the nonacademic world. It is important for each of us to be thoroughly familiar with the principles and procedures of the Academic Honor Code which obliges each member of the Goucher community.

Liberal Arts Education and Human Interdependence

Professor Joseph Morton

What is a liberal arts education? The phrase “liberal arts” (or “liberal education”) referred originally to the humanistic, pre-professional studies of free men, distinguished from the professional training of doctors, lawyers, et al, and from the allegedly inferior learning (“on-the-job-training,” we might say) of manual laborers, however skilled their crafts. This rather snobbish distinction can be replaced by one more humane, more general, and more significant. Education in the liberal arts—in contrast to professional training—has as its objective liberating the individual:¹ developing the individual’s basic intellectual, spiritual, and aesthetic characteristics. This development should not conflict with the individual’s professional growth; in the long run, it should enhance it. But whether a student does benefit professionally from a liberal arts education, whether a student pursues a professional career at all, each of us is first, always, and fundamentally a person—not a consumer, a worker, or even a professional.²

How does a liberal arts education foster such lofty ideals of “character development”?

Through a wide variety of studies having different subject matters, methods, and approaches, the program of education aims at eliciting and strengthening human elements such as these: understanding of the arduous pursuit of knowledge, and of the importance of knowing; appreciation of moral and aesthetic values; sensitivity to human problems and commitment to cooperative action to alleviate them; tolerance, courage, dignity, and integrity. These are very difficult goals to achieve; one should not expect these characteristics to be developed completely in four years—or in forty. If the graduate has advanced toward this liberation and has acquired the incentive to continue, then the program has succeeded. It is a fundamental feature of human knowing and of scholarly work that human beings are inevitably and pervasively dependent on others. Human interdependence is, of course, a basic aspect of human existence. A person does not build a house alone, even if—like Thoreau—he or she has no “visible” helpers. Not only are the material components (bricks, boards, pipes, glass, etc.) and the tools used by the builder usually made by others; the “lone” builder is, to an even greater extent, dependent on centuries of human development in carpentry, masonry, engineering, architecture, and other arts and sciences.

Analogously, the scholar—even a very original, creative one—is thoroughly dependent on others for the components of her or his work: in this case, not for bricks and boards, but for ideas, methods, information, questions, and values. To recognize and to emphasize this dependence are in no way to cramp the creativity of the scholar or to deny the novelty and achievement of his or her work. It is, rather, to say that creativity and achievement flow from knowledge, not from ignorance; the intelligent and sensitive creator stands on the shoulders of countless human beings, not in isolation from them. Of course, the greater the understanding and the more powerful the imagination, the more daring and comprehensive can be the synthesis produced—whether in designing a new building or a new theory. It should be the objective of liberal arts students to become thoroughly familiar with some of the best ideas, methods, and values of past and present scholars, so that they can work gradually toward their own more and more individual systems of knowledge and values.

In this process of learning, they should recognize their debt to other human beings, past, present, and future³—a debt which all of us (teachers as well as students) should gratefully acknowledge. ¹ As, for example, “Women’s Liberation” has as one of its basic goals freeing women (and men) to recognize and to develop the full range of their human capacities.² I would argue, however, that a person’s vocation-

whether paid or not-is one of the most important components in her or his personality. 3 We are not only dependent on predecessors and contemporaries. We also depend on our successors-to test, develop, improve, and (we hope) confirm our works. And often, successors find rich, significant suggestions which the author of a book, a theory, or a work of art perceived dimly, if at all.

The Liberal Arts and Academic Integrity

Professor Bart Houseman

By defining itself as a college, Goucher is asserting that it is a community of colleagues (both teachers and students) mutually committed to the pursuit of learning and the search for truth. By calling itself a liberal arts college, Goucher is establishing itself within a strong tradition that recognizes not only the unbroken nature of the fabric of knowledge but also the primary importance of learning how to acquire, evaluate, and communicate knowledge. It is acknowledging that understanding precedes success.

By declaring ourselves members of the Goucher community, colleagues in the pursuit of truth, we are professing our dependence, not only upon scholars before us, but upon each other as fellow learners. Just as we are mutually dependent on each other, so are we mutually responsible for each other. Although the description of this responsibility varies from person to person, at minimum it includes the maintenance of an atmosphere conducive to achieving the high goals of liberal education enumerated earlier by Joseph Morton—tolerance, courage, dignity, integrity.

This requires, among other things, a college characterized by honesty, a group of learners opposed to the use of deception in the pursuit of knowledge, a community of colleagues which resolutely forswears dishonest means to gain an academic advantage, no matter how important that advantage may seem to be. For this reason, the college governs itself by the Goucher Academic Honor Code, which reflects the conviction that the principle of academic honesty calls both for individual adherence and for community commitment. Individuals are not merely responsible for their own honesty; they share in the college's defense against breaches in adherence to the honesty principle, knowing that the entire community is weakened by the violations of even a few.

The Academic Honor Code stands as one of the important pieces of Goucher's liberal arts educational structure; it is for this reason that we have assembled this book.

The life of a citizen in the Goucher academic community is the continuous process of attaining a high quality of intellectual achievement. The Goucher degree should represent not only this final accomplishment but also a high and consistent quality of performance in pursuing that goal.

The Academic Honor Code, therefore, is the cornerstone of the academic community at Goucher College. It implies and demands a sense of personal honor and moral integrity. Furthermore, it assumes that every student has the responsibility to work for the honor and integrity of the entire community.

Authority to regulate undergraduate student conduct in matters pertaining to the Academic Honor Code has been delegated by the college to the Student Government Association, whose constitution provides for the Academic Honor Board. Authority to regulate graduate student conduct in matters pertaining to the Academic Honor Code has been delegated by the college to the Graduate Studies Committee which has approved the formation of the Graduate Academic Honor Board. It is expected that all students, including those in the undergraduate, graduate, and professional programs, act, with full responsibility, in accordance with the highest standard of academic integrity and honor here stated.

The Criteria of Academic Dishonesty

Academic dishonesty shall be considered a failure to meet the criteria outlined below. Principles of honor and integrity in academic work cannot be codified in every aspect, therefore, the following criteria shall be considered as a guide, not an inclusive manual of usage. The student's intent in cases of alleged academic dishonesty shall be determined solely by the Graduate or Undergraduate Academic Honor Board.

I. Examinations

- A. Students shall neither give nor receive assistance from other individuals during examinations. They shall not communicate with any other students in any way during the test.
- B. Students shall avoid leaving the examination room unaccompanied for an excessive length of time during an examination.
- C. There shall be no use of aids (tests, notes, pictures, etc.) unless authorized by the instructor. No pages shall be inserted or torn out of the examination blue book.
- D. All take-home, internet-based, or prepared examinations shall be taken according to a procedure clearly specified by the instructor. In all cases of doubt, students should request clarification from the instructor. On internet-based tests, electronic signatures will be acceptable.
- E. There shall be no discussion about any self-scheduled exam.

II. Plagiarism, Cheating and Academic Misconduct

- A. There shall be no collaboration between a student and any other individual(s) unless authorized by the instructor.
- B. It is expected that students will discriminate carefully between parts of their writing for which they are solely responsible and other parts for which credit is owed to someone else. Failure to acknowledge the work of others incorporated into a student's written work is a serious offense. When a borrowed idea is stated in a student's own phraseology, there shall be an acknowledgment of the source of information. When it is expressed in the phraseology of the source itself, it shall be placed in quotation marks and acknowledged. Quotations that exceed several connected words shall be put in quotation marks unless the passages are proverbial or well-known. There shall be accurate placing of quotation and punctuation marks, and adequate indication by brackets of any changes or interpretations. Acknowledgments shall be in the citation form specified by the instructor.
- C. Laboratory/research work shall be unacceptable unless all measurements of data, drawings, etc., are recorded independently and employed in the work by each student and/or authorized group.
- D. No data, information, or citation may be falsely reported or falsely attributed in an academic exercise. This includes, but is not limited to, deliberate falsification of laboratory experiment results, data or judgments attributed to scholarly sources, results of calculations and the output of computer programs.

III. Library Regulations

No student shall infringe upon the rights of others to enjoy equal access to the library, its materials, and its equipment. Students are responsible for knowledge of library regulations, and violation of these rules is considered a breach of the Academic Honor Code. Of paramount importance is the rule that library materials must be checked out at the circulation desk before removal from the building.

IV. Resubmitting Course Work (paper, homework, laboratory work)

No student shall turn in work that has received a grade in one course for a grade in a second course, unless the instructor in the second course has given permission to do so.

PROCEDURE

I. Academic Honor Boards

A. Undergraduate Academic Honor Board

The Undergraduate Academic Honor Board shall be composed of the chair, the recording secretary, board members and faculty. At least one faculty member and four students shall serve at each hearing.

1. General. Violations of the Academic Honor Code alleged against undergraduate, including Goucher II, students shall be reviewed and decided by the Undergraduate Academic Honor Board ("Undergraduate Board"). Hearings before the Undergraduate Board shall be conducted according to these procedures. The coordinator for the Undergraduate Board ("coordinator") is the associate dean for undergraduate studies, who shall advise the Undergraduate Board, perform the duties described in this procedure, and be present at all hearings, but is not a member of the Undergraduate Board and does not have authority to vote on hearing decisions.
2. Composition and selection. The Undergraduate Board shall be composed of six regular undergraduate student members and two alternates, selected annually by the coordinator and the

president and vice president of the Student Government Association. Each student application for a position on the Undergraduate Board must be supported by two faculty letters of recommendation. The students serving on the Undergraduate Board shall elect a chair and recording secretary from among their members. The recording secretary shall be a voting member of the Board, and the chair shall vote only in the event of a tie. The chair shall also serve on the college's Academic Policies Committee, which is responsible for oversight of the academic honor system at the college. Two undergraduate faculty members shall be selected on a rotating basis for each Undergraduate Board hearing by the associate dean for undergraduate studies. At least one faculty member at each hearing must have previously served at an Academic Honor Board hearing. All members of the Undergraduate Board shall be present at hearings, unless excused by the chair for substantial reasons. At least one faculty member and four students shall serve at each Undergraduate Board hearing.

B. Graduate Academic Honor Board

1. General. Violations of the Academic Honor Code alleged against graduate shall be reviewed and decided by the Graduate Academic Honor Board ("Graduate Board"). Hearings before the Graduate Board shall be conducted according to these procedures. The coordinator for the Graduate Board ("coordinator") is the associate dean for graduate studies, who shall advise the Graduate Board, perform the duties described in this procedure, and be present at all hearings, but is not a member of the Graduate Board and does not have authority to vote on hearing decisions.
2. Composition and selection. The Graduate Board shall be composed of three regular graduate student members, and three alternates. The executive director of graduate and professional studies, the director of graduate programs in education, and the director of the post baccalaureate premedical program shall annually select one regular and one alternate student representative from each of their programs to serve on the Graduate Board. A chair and recording secretary shall be selected, and both officers shall be voting members of the Graduate Board. The above-named directors shall select two faculty members from each of their graduate programs to serve on the Graduate Board. Two faculty members from this group shall be selected on a rotating basis to serve at each Graduate Board hearing. At least two students and one faculty member shall serve at each Graduate Board hearing.

- C. In addition to members of the Undergraduate or Graduate Academic Honor Board, the associate dean for undergraduate studies shall be present at each hearing.

II. Reports of Violations of the Academic Honor Code

- A. Who may report. There are three methods by which an alleged violation of the Academic Honor Code may be brought to the attention of either Academic Honor Board for hearing and decision:

1. A student who has violated the Academic Honor Code is honorbound to report the violation.
2. A student who has witnessed or otherwise has personal knowledge of a violation of the Academic Honor Code is honorbound to report the violation directly.
3. A faculty member who has reason to believe that a violation has occurred may ask the student to self-report, or may report the violation directly.

- B. Making and distribution of report of violation. All alleged violations shall be reported promptly in writing to the chair of the appropriate Academic Honor Board. The written report, whether made by a student self-reporting a violation or by another person (the 'reporting person'), shall be signed by the maker or sent from the maker's Goucher email account. Upon receipt of a report, the recipient shall ensure that both the Board chair and the coordinator have copies.

III. Prehearing Procedures

- A. Meeting with Honor Board Coordinator. Upon receipt of a report or copy of a report of violation, the coordinator shall contact and schedule a meeting with the accused student (including a student who self-reports). At the meeting, the coordinator shall provide the accused student with a copy of the report of violation, unless it is a self-report. The accused student shall acknowledge receipt of the report by signing the coordinator's copy. The coordinator shall explain the hearing procedure and respond to any questions raised by the accused student. The coordinator shall inform the accused student of the right to have an adviser, as described below.

In the case of distance learners, upon receipt of a report or copy of a report of violation, the coordinator shall contact the accused student and fax or otherwise send a copy of the report of violation to the student for signature acknowledging receipt of the report. Either by personal meeting

or other means, the coordinator shall explain the hearing procedure and respond to any questions raised by the accused student, and shall inform the student of the right to have an adviser, as described below. The coordinator may obtain additional materials of direct relevance to the case from the instructor and/or the student. Such materials may include, but are not limited to, the course syllabus, the assignment in question, text from other sources in cases where the reported violation is plagiarism, and the grading system employed. All materials gathered for the hearing shall be shown to the student by the coordinator prior to the hearing.

B. Advisers. An accused student may have an adviser to assist the student during the process and be present at the hearing. The adviser shall be a member of the Goucher community, and may not be a practicing attorney. The coordinator may recommend an adviser at the accused student's request. The accused student shall identify the adviser to the coordinator before the hearing. Legal counsel shall not be permitted to participate in any hearings conducted under these procedures.

C. Hearing Date. Upon receiving the report of violation, the coordinator shall promptly set a date for a hearing before the appropriate Academic Honor Board. The date of the hearing shall usually be not more than 10 school days after receipt of the report of violation by the accused student, unless the following exceptions apply:

1. The hearing would occur when the college is not in session, in which case the accused student may choose to either have the hearing scheduled at the earliest possible date when the college is in session again, or to proceed with the hearing before a reduced Board, including two members of the faculty and as many student board members as are available; or
2. The coordinator determines, in his or her discretion, that circumstances require a later date.

D. Notice of Hearing. At the time a hearing is scheduled the coordinator shall notify the accused student and all participants, including the reporting person(s), of the time, date, and place of the hearing. Such notice shall be provided in person, by Goucher e-mail, and/or by telephone.

IV. Evidence and Witnesses

A. Evidence Permitted at Hearings. Strict rules of evidence do not apply to hearings conducted under these procedures, but information provided at the hearing must be relevant, not privileged, and legally acquired. Information about the character of the accused student is considered of very limited relevance to the proceedings and will only be permitted at the discretion of the chair. The accused student's standing in the course in which the violation is alleged to have occurred, and any record of prior Academic Honor Code violations, may be considered by the Board only when determining sanctions. The relevance of all witnesses and information shall be determined by the Board chair, in consultation with the coordinator.

B. Witnesses. The Board chair or coordinator may accept verbal or written requests for the calling of witnesses by both the accused student and the reporting person. In cases of self reported violations, the course instructor may be called as a witness. The chair may limit the number of witnesses called for such reasons as redundancy and relevancy. The coordinator shall notify each party of the names of all witnesses, and shall notify all witnesses of the time, date, and place of the hearing. If a witness is unable to attend the hearing, the chair, in consultation with the coordinator, may accept written testimony. No Academic Honor Board member shall serve on the Board for any hearing at which the Board member is a witness.

C. Disabilities Consultant. In cases where an accused or self-reporting student has a documented disability that may impact the Board's finding, the college disabilities specialist or the director of ACE will, upon request of either party or the Board itself, be present at the hearing to serve as a consultant to the Board. The consultant may provide testimony and answer questions from either party or the Board, but will not be present at or participate in the Board's deliberation of the case.

V. Hearing and Decision

A. Scheduling. All hearings are held on campus, at a time and place determined by the coordinator. Hearings involving distance-learning students, or students who, for good cause as determined by the coordinator, are unable to attend in person, may be conducted by conference call. All hearing participants shall be notified as provided in III.D above.

B. Presence of Participants.

1. On-campus hearings. The accused student and the reporting person shall be present at all times during the hearing, unless excused at the discretion of the chair for special circumstances. Witnesses excluded or excused by the chair shall remain in the immediate vicinity of the hearing, so that they will be quickly available if called.
2. Hearings by conference call. The accused student and the reporting person shall participate for the entire hearing by telephone, unless excused at the discretion of the chair for special circumstances. Witnesses may be disconnected after they present their information, but are to remain available by telephone for the time period designated by the chair.
3. Presence of Accused Student. If an accused student, having been given notice of a hearing as provided in this policy, fails to appear or otherwise participate in the hearing, the information in support of the alleged violation(s) shall be presented and considered in the accused student's absence, and the Board may make a decision based on that information.

C. Hearing Record. The recording secretary shall keep a written record of the hearing, including the specific violation, names of all participants, and a summary of all testimony. The hearing record, a copy of the written decision of the Board, and any other records related to each case shall be maintained by the coordinator and shall remain the property of the College.

D. Confidentiality. Proceedings under the Academic Honor Code are confidential.

Hearings shall be closed to all persons except the members of the Board, the coordinator, the accused student and his or her adviser, the reporting person, and any witnesses. The chair may either permit witnesses to remain during the entire proceedings or exclude them except when providing information. All records of the Academic Honor Boards are confidential, and may be disclosed only to college officials as necessary to perform their official duties, or as otherwise required by law.

E. Officers at Hearing. The chair of the appropriate Academic Honor Board shall preside at all hearings. In the event that the chair is a participant or is unable to preside, the secretary shall preside as acting chair. If the secretary is a participant or acting chair, another member of the appropriate board shall be designated to act as secretary by the chair or acting chair.

F. Hearing Procedure. Formal rules of process and/or procedure such as are applied in criminal or civil court do not apply to hearings under this policy. All hearings shall be conducted in accordance with the following applicable procedures:

1. The chair shall assemble in the hearing room or connect by conference call all persons who are to participate in the hearing, and shall call the hearing to order.
2. The chair shall inform all persons present that the proceedings are to be held in strictest confidence.
3. The chair shall administer the following pledge to all persons who are to testify: "For the integrity and honor of the Goucher academic community, I pledge that my statements shall be the truth and only the truth to the best of my knowledge, observation, memory, and conscience."
4. The chair shall then exercise his or her discretion to exclude or excuse witnesses.
5. The chair shall ensure that the accused student is given copies of all documents to be considered in the hearing and shall ask the student to verify that he/she viewed them prior to the hearing.
6. The chair shall read the report of violation, and the accused student shall state if he or she accepts responsibility for the violation. The accused student may also make a brief opening statement.
7. If the accused student admits responsibility for the violation, the Board may ask questions of any participants as it deems necessary, before recessing to determine the appropriate sanction as provided below.
8. If the accused student does not admit responsibility for the violation, the reporting person and the witnesses called at the request of the reporting person shall present information, followed by the accused student and witnesses called at the request of the accused student.
9. Board members may ask questions at any time during the proceedings. Issues concerning the appropriateness of any questions shall be determined by the chair.

G. Board Deliberations. At its conclusion, the hearing shall be recessed and the Board shall confer in privacy in order to reach a decision. Upon recessing the hearing, the chair shall request that the

accused student, the student's adviser, and the reporting person remain available so that they can be informed immediately of the Board's decision.

VI. Decision and Sanctions

A. Decision. The Board shall make its decision solely on the verbal and written testimony and materials presented at the hearing. The decision shall be made on the basis of whether it is more likely than not that the accused student violated the Academic Honor Code. The decision and any sanctions to be imposed must be agreed upon by a majority of the Board members present and voting.

B. Sanctions Imposed by the Board. The Board may impose one or more of the following sanctions upon any student found to have violated the Academic Honor

Code:

1. Written Reprimand. Notice in writing that the student has violated the Academic Honor Code and that any further violations will result in the imposition of more severe disciplinary sanctions.
2. Loss of Privileges. Denial of specified privileges for a designated period of time, including but not limited to the ability to hold elective office in a student organization.
3. Restitution. Compensation for loss, damage, or injury. This may take the form of appropriate service, monetary or material replacement, or other compensation.
4. Discretionary sanctions. Work assignments, essays, required coursework, grade adjustment, or any other discretionary sanctions as deemed appropriate by the Board.

C. Sanctions Recommended to the Academic Appeals Board. The Board may recommend to the appropriate Academic Appeals Board that the following sanctions be imposed upon any student found to have violated the Academic Honor Code:

1. Academic Suspension: Separation of the student from the academic program of the College for a period of time designated by the Appeals Board, after which the student is eligible to return. Conditions for readmission may be specified. Suspensions imposed under this policy may not exceed two academic years.
2. Academic Dismissal: Permanent separation of the student from the College.

D. Communication of Decision. When the Board has completed its deliberations, the Board chair shall prepare a brief verbal statement of the Board's decision, the reasons supporting that decision, and the sanctions imposed or recommended, if any. The chair shall then reconvene the hearing, in person or by telephone, and read the Board's decision and the determination of sanctions, if any, to the accused student, the accused student's adviser, and the reporting person. If a violation has been found, the chair shall inform the accused student of his or her right to request an appeal of the Board's decision. The coordinator shall notify the course instructor of the Board's decision, as appropriate. Within five days of the hearing, the chair, in consultation with the coordinator, shall confirm the Board's decision in writing and provide such decision to the accused student.

E. Preservation of Written Materials. When a violation of the Academic Honor Code is found, the coordinator shall keep copies of any materials presented at the hearing until the time for appeal is exhausted. Original material may be returned to the individual who presented it, after the Board's decision has been confirmed in writing, as provided above. In the absence of any appeal, copies maintained by the coordinator may be destroyed, unless the coordinator determines that such materials should be retained for a longer period of time. If the case is appealed, or if the Board's decision is sent automatically to the Academic Appeals Board as provided below, copies of the materials shall be sent to that board for its review.

VII. Subsequent Review

A. Academic Appeals Boards.

1. Undergraduate. The Undergraduate Academic Appeals Board shall consist of the provost, one faculty member selected by the provost on a case-by-case basis, and the president of the Student Government Association. The provost will preside at the appeals hearing.
2. Graduate. The Graduate Academic Appeals Board shall consist of the provost, one faculty member selected by the provost on a case-by-case basis, and one graduate or professional certificate student selected jointly by the directors of the graduate and professional programs. The provost shall preside at the appeals hearing.

- B. Cases Appropriate for Subsequent Review. The following cases are appropriate for review by an Academic Appeals Board:
1. Cases in which the Academic Honor Board has recommended suspension or academic dismissal as the sanction for a violation. Subsequent review in such cases is automatic.
 2. Decisions that are appealed by the accused or self-reported student or a faculty member who served as the reporting person. A decision reached or a sanction imposed by the Academic Honor Board may be appealed by the student or a faculty member who served as the reporting person within 10 school days of announcement of the decision at the hearing. Such appeals shall be in writing, shall state the grounds for appeal, and shall be delivered to the coordinator. Subsequent review in such cases shall be determined as provided in section C below.
- C. Appeal by Accused Student or a Faculty Member Who Served as the Reporting Person. Upon its receipt, the coordinator shall provide a copy of the written appeal to the provost, who shall determine, in his or her sole discretion, whether the appeal is made on appropriate grounds. Appropriate grounds for subsequent review are limited to the following:
1. To determine whether the Honor Board hearing was conducted fairly in light of the charges and information presented, and in conformity with these procedures. Deviations from such procedures will not be a basis for sustaining an appeal unless significant prejudice results.
 2. To determine whether the sanction(s) imposed or recommended were appropriate for the violation of the Academic Honor Code which the student was found to have committed.
 3. To consider new information or other relevant facts sufficient to alter a decision, that were not brought out in the original hearing because such information and/or facts were not known to the person appealing at the time of the original hearing. If the provost determines that appropriate grounds are provided, the coordinator shall so inform the appealing party, and shall provide a copy of the written appeal to the other party for response. The other party shall provide a written response to the coordinator within five (5) days of receiving the written appeal. If the provost determines that appropriate grounds are not provided, the provost shall so inform the appealing party in writing, and no further review is available.
- D. Scope of Subsequent Review. Except as required to explain the basis of new information, any subsequent review by an Academic Appeals Board shall be limited to a review of the record of the Honor Board hearing and documents or other information presented at that hearing. In the case of an appeal by an accused student or a faculty member who served as the reporting person, the Academic Appeals Board shall also review the written appeal provided by the appealing party and the written response provided by the other party.
- E. Decision. The Academic Appeals Board may affirm, reverse, or modify the decision and/or the penalty imposed, or recommended, or remand the decision to the Honor Board for further consideration. The decision of the Academic Appeals Board represents the final decision of the college.

VIII. Academic Record.

Other than those resulting in suspension or expulsion, violations of the Academic Honor Code shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of such violations other than those resulting in academic suspension or academic expulsion, upon written application to the Honor board coordinator.

IX. Distribution of Academic Honor Code

This policy shall be published in the Campus Handbook, both on-line and in the hard copy provided to all incoming students. It shall also be discussed as appropriate during orientation, first year programming for undergraduate students, and course syllabi.

Honor System Orientation

Each fall, the chair of the Undergraduate Academic Honor Board shall organize honor system orientation sessions for incoming undergraduate students and the associate dean for undergraduate studies shall inform new faculty about the Academic Honor Code to increase awareness of the system among all members of the Goucher academic community. For the graduate education, the post baccalaureate and the masters of arts and master of fine arts students and faculty, the associate

dean for graduate and professional studies shall ordinarily have an orientation meeting during the summer.

Appendix B

GOUCHER COLLEGE SEXUAL MISCONDUCT POLICY

I. PREAMBLE

Goucher College commits itself to providing a community of mutual trust and respect for students, faculty and staff. Therefore, sexual misconduct will not be tolerated. Such behavior seriously undermines the achievement of Goucher's mission and its effectiveness as an educational institution and a workplace. Each member of the Goucher College community shares a common responsibility to maintain an environment free from sexual misconduct.

It is the purpose of this policy to promote and maintain such an environment, by educating the community and vigorously investigating reports of sexual misconduct in a manner that is expeditious and sensitive to the needs and rights of the victim and the accused. The policy applies to all constituencies of the college: students, trustees, faculty, administration, staff, and all other employees. Vendors and contractors employed by Goucher are required to ensure compliance by their employees as well.

II. EDUCATION

Education and training are a key component of maintaining an environment free from sexual misconduct. Goucher College is therefore committed to providing effective educational and training programs to all students, faculty and staff.

All students, faculty and staff will be given a copy of this sexual misconduct policy. It will also be reproduced in full in the Campus Handbook, and described in other informational brochures as appropriate. Such materials are available in the offices of the Dean of Students, Academic Dean, Residence Life, Safety and Security, Human Resources and the Student Health and Counseling Center.

Educational programs on sexual misconduct and this policy will be provided for all new students, including transfer, graduate and Goucher II students. Whenever possible, this will occur within the first four weeks of each semester. Sessions for first-year students will occur during orientation or in the Connections program. Sessions on sexual misconduct will also be included in the Wellness and Residence Life programs.

Training and education on sexual misconduct and this policy will be provided for all new faculty and staff, and for Resident Assistants. Periodic refresher programs will also be provided for all faculty, staff and RAs. Individuals with specific responsibilities described in this policy will receive additional training as required to fulfill those responsibilities effectively.

III. CONFIDENTIALITY

All persons involved in the handling of complaints of sexual misconduct, including the person bringing the complaint and the person accused, are obligated to keep the complaint as confidential as is reasonably possible.

IV. COURSE SITUATIONS

Complaints under this policy that course materials, projects or classroom discussions are offensive because they include references to sexual terms are to be evaluated with due regard to principles of academic freedom. Consistent with those principles, course content and teaching methods remain the province of individual faculty members. However, content or methods that focus attention on sexual terms or characteristics not germane to the academic discussion, or on sexual characteristics of individual students, faculty or staff, are inappropriate and may be a violation of this policy.

V. DEFINITIONS

- A. "Consent" or "consensual" means willingly and knowingly agreeing to engage in specific sexual conduct. Consent may be expressed by mutually understandable words or actions. In order for consent to be valid, all parties must be capable of making a rational, reasonable decision about the sexual act, and must have a shared understanding of the nature of the act to which they are consenting. The use of drugs or alcohol may render a person incapable of giving consent. Silence conveys a lack of consent. All parties are responsible for expressing and obtaining consent, and if at any time consent is withdrawn, the conduct must stop immediately.
- B. "Student" means any individual taking a course, writing a thesis or doing an internship at Goucher College, including those in the undergraduate, graduate, continuing education, non-degree and certificate programs.

VI. SEXUAL EXPLOITATION

A. Definition

Sexual exploitation occurs when a person takes non-consensual, unjust or abusive sexual advantage of another person for his or her own benefit, or for the benefit of anyone other than the person being exploited, and which conduct does not otherwise constitute sexual misconduct under this policy.

B. Examples

Examples of conduct prohibited by this policy include, but are not limited to:

- non-consensual video or audio taping of sexual activity;
- non-consensual sharing of a consensually-made video or audio-tape of sexual activity;
- prostituting another individual;
- going beyond the boundaries of the consent given, such as by secretly allowing others to watch consensual sex;
- voyeurism of a sexual nature.

VII. SEXUAL ASSAULT

A. Definition

Sexual assault is defined as non-consensual physical contact of a sexual nature. Sexual assault includes rape, acts using force, threat, intimidation or coercion, or using advantage gained by the victim's inability (whether temporary or permanent) to make rational, reasonable decisions about sex of which the accused was aware or should have been aware. Sexual assault includes:

- non-consensual sexual intercourse, which is any sexual intercourse (anal, oral or vaginal), however slight, with any object, between any genders, without effective consent; and
- non-consensual sexual contact, which is any sexual touching (including disrobing or exposure), however slight, with any object, between any genders, without effective consent.

B. Reporting

Victims of sexual assault may report an incident directly to (1) the Department of Safety and Security, (2) the director or assistant director of Residence Life, (3) the Dean of Students or (4) the Director of Human Resources. A victim of an attack or rape on campus is strongly encouraged to contact Security immediately. When appropriate, Security will issue a campus-wide alert for the protection of the college community.

C. Criminal Procedures

All victims of sexual assault have the right to file criminal charges. Victims have the option of notifying the appropriate law enforcement officials, including local police, of an incident of sexual assault. At the victim's request, the Department of Safety and Security, as well as the victim's consultant, if requested, will promptly assist the victim in notifying law enforcement officials.

XIII. Campus Sources of Support

Goucher Consultants

The victim may choose to contact a sexual assault consultant who will assist the victim in making decisions about the reporting process. Such decisions include whether to report the assault to the college administration, whether to file a complaint under the formal disciplinary procedures of this policy, and whether to bring criminal charges. At the victim's request, the consultant may accompany the victim to report the assault. **Consultants will maintain confidentiality to the extent reasonably possible.** The following people are sexual assault consultants on campus:

- Jeannette Hadfield, director of student health and counseling services, 410-337-6050
- Cynthia Terry, chaplain, 410-337-6048

Other Sources of Support

A victim may choose to seek support from other members of the college community, such as students, Resident Assistants or faculty. Ra's and faculty members may be required to disclose to the administration information concerning the incident that is not personally identifiable. In cases where a member of the college community is at risk, Ra's and faculty members may be required to disclose personally identifiable information concerning the incident to appropriate administrators.

A victim may choose to receive assistance from a non-Goucher source. The following resources are available off-campus:

Turn Around

hotline 410-828-6390
Baltimore County office 410-377-8111
Baltimore City office 410-837-7000

House of Ruth

hotline and Victim Advocate Program 410-889-7884
Domestic Violence Legal Clinic 410-889-0840

STTAR Center (Sexual Trauma Treatment, Advocacy and Recovery Center)

hotline 410-997-3292
office 410-290-6432

Maryland Coalition Against Sexual Assault, Inc.

office 410-974-4507

Rape, Abuse & Incest National Network

hotline 800-656-HOPE

Contact information for off-campus resources may change, and other resources may become available, over time. Goucher College will periodically update this list as appropriate.

XIV. Counseling

Victims of sexual assault may receive confidential counseling from the college's counselors:

- Gayle Davis, therapist (410-337-6563)
- Ellen Lewis, Ph.D., licensed psychologist (410-337-6562)

Alternatively, victims may contact Turn Around in Towson for counseling (daytime general information 410-377-8111 or 837-7000; 24-hour hotline 410-828-6390). Turn Around is the nearest state-designated rape crisis program. It may be important to talk with a counselor who is trained to assist rape victims about the emotional and physical impacts of the assault.

XV. What to Do; Preservation of Evidence

It is extremely important to preserve all evidence of a sexual assault if a criminal prosecution is to be considered. Victims of sexual assault who may wish to consider criminal prosecution should immediately contact the Department of Safety and Security. Victims should follow these procedures:

- *Call Safety and Security immediately. This is important for your protection, and for prosecution: evidence of sexual assault by medical examination is most effectively obtained within 72 hours of the assault. Reporting the assault can also help you regain a sense of personal power and control, and can help ensure the safety of other potential victims.*
- *If you are in a secure environment (such as your room), lock the door and wait for Security to arrive.*
- *Do not disturb the area, room, or vehicle where the offense was committed.*
- *If you feel unsafe, call a friend, family member or someone else you trust and ask her or him to stay with you. If the assault occurred in your room, do not allow anyone to enter. Once your support person has arrived, secure the door and go to a safe area.*
- *Preserve all physical evidence of the assault. Do not bathe, shower, douche or brush your teeth (this can be done after a medical examination). Do not wash or throw away any articles of clothing worn during the assault. Place the items in a paper bag (plastic may break down the evidence), with each separate item in a separate bag if possible. Paper bags are available from Security, the consultants, or Ras.*
- *Try to remember any helpful details that may lead to the identification of the person responsible, such as scars, marks, jewelry, dress, language, approximate height in comparison to your own, vehicle description and tag number.*

G. Medical Attention

It is the victim's option to be taken to a local hospital for a medical examination:

- (1) to be examined for injuries, semen, vaginal secretion and disease,
- (2) to have evidence collected for prosecution,
- (3) to receive immediate counseling and referral service.

Even if you think that you do not have any physical injuries, you should still have a medical examination and discuss with a health care provider the risk of exposure to sexually transmitted diseases and the possibility of pregnancy resulting from the sexual assault. If you suspect that you may have been given a rape drug, such as rophynol ("roofies"), ask the hospital or clinic where you receive medical care to take a urine sample.

The dean on call will accompany and assist student victims at the hospital. Turn Around in Towson (24-hour hotline 410-828-6390) also offers "ER companion" advocates who will escort a victim to the hospital. Victims of sexual assault shall also receive full and prompt cooperation from campus personnel in obtaining appropriate medical attention, including transporting the victim to the nearest designated hospital. Any victim desiring transportation

to the hospital should contact Goucher Security and Safety, which will arrange for transportation.

Greater Baltimore Medical Center (GBMC) is the nearest hospital equipped with Maryland State Police Sexual Assault Evidence Collection Kits.

H. Special Disciplinary Procedures for Sexual Assault

The college may institute disciplinary procedures against an accused student, faculty member, or employee regardless of whether any criminal charges are filed. Pursuant to Goucher's Administrative Action policy (under "Campus Policies" in the Campus Handbook), persons accused of sexual assault may be removed from campus pending disciplinary action or criminal procedures to avoid additional conflict within the community and to protect the safety of all those involved and of the campus community.

Disciplinary procedures pursuant to this policy (see section IX.D) may be instituted by the victim or by the college. If a criminal charge is filed, the college's general counsel shall determine whether action under this policy should be delayed pending the outcome of the criminal case. The college need not await the outcome of any criminal proceedings before taking action under this policy. If a student or employee is found guilty of, or pleads guilty to, a rape charge in a criminal case and no appeal is filed within the appeal period, the student shall be immediately expelled from Goucher or the employee shall be immediately terminated without further investigation or hearing. If a student or employee is found guilty of, or pleads guilty to, any other charge of sexual assault in a criminal case and no appeal is filed within the appeal period, the student may be immediately expelled or the employee may be immediately terminated without further investigation or hearing. Such individuals may not return to campus.

VIII. SEXUAL HARASSMENT

A. Definition

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or an individual's participation in an educational program;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment on the Goucher campus.

Such conduct is a violation of this policy and may be a violation of federal law.

B. Types of Sexual Harassment

- Quid Pro Quo Harassment

Quid pro quo sexual harassment may occur when anyone in an institutional position of power or authority over another uses any academic or supervisory reward (withholding of appropriate grades, promotion, evaluation, etc.) to subject such other person to unwanted sexual attention or to subject such other person to verbal or physical conduct of a sexual nature. Examples of relationships involving institutional positions of power or authority include but are not limited to, department chair to faculty member, teacher or teaching assistant to student, supervisor to employee, and administrator to staff or student.

- Hostile Environment Harassment

Sexual harassment may also occur when unwelcome sexual advances, requests for sexual favors, inappropriate displays of sexually suggestive material and other verbal or physical conduct of a sexual nature unreasonably interfere with an individual's work or academic performance or create an intimidating, hostile, or offensive campus environment. Such conduct may create a hostile environment for individuals other than those at whom the conduct is directed. Hostile environment harassment includes peer harassment, such as student-to-student or colleague-to-colleague.

To constitute a hostile environment, the harassment must be sufficiently severe or pervasive to affect the conditions of the complainant's employment, academic standing or participation in an educational program or activity, and must create an offensive or abusive environment. A single incident or isolated incidents of offensive sexual conduct or remarks may create a hostile environment, but generally do not unless the conduct is quite severe. Even instances that may not constitute a hostile environment should, however, be addressed under the Informal Procedures of this policy, so that they are not repeated.

C. Examples

Examples of conduct prohibited by this policy include, but are not limited to:

- insults of a sexual nature, including lewd, obscene, or sexually suggestive displays, remarks or conduct;
- unwanted patting, pinching, hugging, or other touching;
- sexist remarks and sexist behavior;
- unwelcome flirtation, advances, inappropriate social invitations or unwanted requests for sexual favors;
- unwanted discussions of sexual matters;
- requests or demands for sexual favors accompanied by implicit or explicit promised rewards or threatened punishment.

IX. CONSENSUAL RELATIONSHIPS

Persons in positions of power or authority over others should be aware of and sensitive to the problems that may arise from apparently consensual relationships with their subordinates. The power differential inherent in such relationships may compromise free choice. Any perceived abuse of authority diminishes trust and respect among members of the college community. For example, others not involved in the relationship may believe they are being treated or evaluated unfairly as a result of the relationship. Claims of sexual harassment may emerge, from the subordinate person in the relationship or from third parties.

Accordingly, Goucher College prohibits consensual sexual relationships between members of the college community when one of the individuals involved has direct professional influence or direct authority over the other.

- In the case of students, direct professional influence or direct authority exists when an individual teaches, supervises, or evaluates a student in any capacity, serves as a counselor or academic advisor, or has influence over a student's academic or monetary awards, employment, housing, participation in athletics or any other college activity.
- In the case of faculty and staff, direct professional influence or direct authority exists when an individual supervises or evaluates the performance of a faculty or staff member, or recommends or awards reappointments, promotions or tenure of the faculty or staff member.

When direct professional influence or direct authority develops between individuals who are involved in a consensual sexual relationship, the person with power or authority shall report the existence of the relationship to his or her immediate supervisor. Together with the parties, the supervisor shall take immediate steps to eliminate the direct professional influence or direct authority, by such means as changing class assignments, reassigning duties or responsibilities, or removal from committees.

Failure to comply with this policy or to self-report the existence of a relationship with a student will result in sanctions, up to and including dismissal, imposed against the person having direct professional influence or direct authority over the student. In all other cases, such failure may result in sanctions, up to and including dismissal, imposed against the person having direct professional influence or direct authority over the other person in the relationship.

While members of the college community are generally expected to maintain professional, non-sexual relations with each other, when no direct professional influence or direct authority exists between the parties, consensual sexual relationships between members of the college community do not violate this policy. However, even in the absence of such influence or authority, consensual sexual relationships of faculty or staff with students undermine significant educational goals of the college, and may lead to difficulties for the parties should circumstances change. Accordingly, Goucher College strongly discourages faculty and staff from engaging in consensual sexual relationships with students, regardless of whether direct professional influence or direct authority exists.

Subject to the appropriate approvals, an individual department or office within the College may implement more restrictive policies for its employees, according to the special nature and requirements of their employment. For example, the Department of Safety and Security prohibits its employees from dating students.

XVI. PROCEDURES

Goucher College wishes to protect the rights and the integrity of all members of its community. This includes the right of individuals to be free from sexual misconduct. Any person who feels that he or she has been subjected to sexual misconduct as defined in this policy may choose to implement either the informal or formal procedures described below. These procedures should be followed in as confidential and sensitive a manner as possible in order to protect all of the individuals involved.

The persons charged with handling and investigating sexual misconduct complaints may consult with the General Counsel at any point during the informal and formal process.

A. Campus Protective Order

Any person who brings a complaint of sexual misconduct under this policy may seek a campus protective order pending administrative disciplinary action. Campus protective orders are written orders issued by the Director of Safety and Security to the accused, that restrict or prohibit contact with the complainant or impose such other restrictions as may be appropriate. Requests for campus protective orders may be made to the administrator handling the complaint, who will consult with the Director of Safety and Security. Complainants may also seek protective measures from outside law enforcement agencies.

XVII. Changes in Housing, Class, Internship, Office or Work Assignment

Any student who brings a complaint of sexual misconduct under this policy may request a change in housing (i.e. a new room assignment in the residence halls, class assignment (i.e. a change to a different section of a course), or internship placement (i.e. a change to a different intern site) so that the student will be removed from the influence of the accused. Such requests may be made to the administrator handling the complaint, who will consult with the appropriate individuals and grant the request if alternative arrangements are reasonably available.

Any faculty or staff member who brings a complaint of sexual misconduct under this policy may request a change in office location or in work assignment so that the person will be removed from the influence of the accused. Such requests should be made by faculty to the Academic Dean and by staff to the Director of Human Resources, and will be granted if alternative arrangements are reasonably available.

C. Informal Procedure

Note: The informal procedure is not appropriate for and will not be implemented in cases of sexual assault.

When an incident arises in which a person feels that he or she has been subjected to sexual misconduct as defined in this policy, the situation should be addressed as soon as possible. In many cases, informal actions can be taken that will effectively stop the misconduct. As a first step, the person should make it clear to the offender that he or she does not want any further incidents to occur. If this does not stop the misconduct, or if the person does not feel that he or she can confront the offender or needs help in the process, any one of the following administrators may be contacted:

- Academic Dean or Associate Academic Dean, when the offender is a faculty member
- Dean of Students or Associate Dean of Students, when the offender is a student
- Director of Human Resources, when the offender is a staff member
- Director of Residence Life
- Director of Safety and Security

The administrator can provide the person with support and advice on how to confront the accused and how to discourage any further misconduct. At the person's request, the administrator may also intervene directly with the accused. In such cases, the administrator will provide the accused an opportunity to respond to the allegation, then after discussions with both parties may attempt to mediate or suggest another person to mediate a solution, which may result in a written agreement between the parties. In appropriate cases, disciplinary or other remedial action may also result, but such action may only be taken by the Academic Dean, the Dean of Students or the Director of Human Resources.

Both parties in the informal process may have an advisor present throughout the process. The administrator will make every effort to resolve informal complaints in a timely manner.

At any time either party may end the informal process and begin the formal complaint procedure. The formal procedure may also be implemented if the informal complaint procedure has been exhausted without resolution satisfactory to the complainant.

D. Formal Procedure

Prompt reporting of a complaint of sexual misconduct as defined in this policy is strongly encouraged, as it facilitates a faster resolution. Ordinarily, formal complaints of sexual misconduct must be filed under these procedures within four years of the date when the incident is alleged to have occurred. However, there may be instances where the person making a complaint is reluctant to report the alleged misconduct within four years. The administrator with whom the complaint is filed is authorized to process a complaint of sexual misconduct after the four-year period when such administrator is satisfied as to the adequacy of the complainant's written explanation of the delay in reporting the complaint. An individual, such as a former student or former employee, that has left the Goucher community may bring a complaint within the four-year period for misconduct that occurred while the individual was a member of the Goucher community.

There may be situations or circumstances when a member of the College community is subjected to sexual misconduct but does not wish to come forward or pursue a complaint, or when a person observes sexual misconduct directed at another member of the College community. Goucher College will do all it can to respect the victim's wishes, but may proceed to address allegations of sexual misconduct if and when College administrators become aware of such allegations, especially where the circumstances present a threat of harm or injury to the victim or other members of the community.

1. Complaint Panel: Formal complaints of sexual misconduct will be received and decided by a three-person panel. Two panel members and one alternate member shall be appointed for

two-year terms by the President of the College. For the 2003-2005 academic years, appointed panel members are Tom Alcide (Information Technology), Lesley Brown (faculty), and alternate Frederick Mauk (faculty and associate dean).

In addition to the two appointed members, each panel shall include one of the following administrators:

- the Dean of Students, when the accused is a student;
- the Academic Dean, when the accused is a faculty member;
- the Director of Human Resources, when the accused is a staff member

The alternate member shall serve on a panel when one of the appointed members is unavailable or must be recused from a particular case due to conflict of interest. All panel decisions shall be made by majority vote.

2. Filing a complaint: All formal complaints of sexual misconduct must be made in writing by the complainant, and describe the particulars of the alleged misconduct. Complaints may be filed with any of the appropriate panel members.
3. Notice to accused: The person accused of sexual misconduct is notified in writing and in person (if feasible) of the complaint and investigation, and is provided with a copy of the written complaint.
4. Investigation: The panel shall promptly appoint two individuals to conduct an investigation of the complaint. One of the investigators shall be female and one shall be male. At least one investigator shall be a faculty member when the complaint is against a faculty member. The Director of Safety and Security or his or her designee shall be one of the investigators for complaints of sexual assault. To the extent possible, no investigator appointed by the panel shall be a direct supervisee of any panel member.

The complainant and the accused shall each be interviewed by the two investigators and may have an advisor with them for the meeting. Both parties may present documents, the names of witnesses and other evidence to the investigators. The accused may not be present for the complainant's interview unless the complainant consents, and vice versa. The investigators, either alone or together, may also interview other witnesses.

5. Report and Recommendation: In a timely manner, but barring special circumstances no later than one month from the date the complaint is filed, the investigators shall make a report with recommendations to the panel. The report shall describe the investigation and all relevant evidence obtained in the investigation, provide support for the conclusions drawn by the investigators and make recommendations for sanctions or other remedial action as appropriate.

The parties shall be provided a copy of the investigators' report with recommendations. However, a redacted copy or summary of the report will be provided when necessary to protect privileged information or the safety or well-being of individuals involved in the investigation, or to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA).

6. Response: Both parties shall be given the opportunity to respond to the report and recommendation before the panel. Such response may be in writing or in person, and shall be made within the timeframe established by the panel.
7. Decision: The panel shall review the investigators' report and recommendation, and any responses made by the parties. The panel will then issue a written decision that includes the imposition of sanctions, if appropriate. In determining sanctions, the panel will take into account any previous violations of this policy.

If the accused is a College employee, copies of the written decision are provided to the complainant and the accused. If the accused is a student, a copy of the written decision is

provided to the accused, and the complainant shall be advised of the panel's decision as permitted by the provisions of FERPA.

8. Sanctions: If the panel determines that the accused has violated the sexual misconduct policy, the appropriate administrator (Dean of Students, Academic Dean or Director of Human Resources) shall implement any sanctions imposed by the panel. When the accused is an employee other than a faculty member, the Director of Human Resources shall institute sanctions together with the accused's supervisor and/or department head. Sanctions may include, but are not limited to:
 - a. for student violations an oral warning, a written letter of warning, a letter of reprimand, mandatory attendance of an educational program on sexual harassment or sexual assault, mandatory referral for psychological assessment and compliance with any resulting treatment plan, change in room assignments, probation, expulsion from the residence halls and/or from nonacademic campus activities, suspension for up to one year, or expulsion from the College;
 - b. for faculty violations an oral warning, a written warning, a letter of reprimand, mandatory attendance of an educational program on sexual harassment or sexual assault, mandatory referral for psychological assessment and compliance with any resulting treatment plan, restriction of responsibilities, reassignment, denial of salary increase, suspension without pay, or dismissal;
 - c. for violations by employees other than faculty members an oral warning, a written warning, a letter of reprimand, mandatory attendance of an educational program on sexual harassment or sexual assault, mandatory referral for psychological assessment and compliance with any resulting treatment plan, restriction of responsibilities, reassignment or transfer to another department, denial of salary increase, suspension without pay, final written warning, or termination.

The sanctions described in this policy are not exclusive of and may be in addition to other actions taken or sanctions imposed by outside authorities.

9. Appeals: Either party may appeal the panel's decision to the President of the College. Appeals may be based only on the ground that proper procedure was violated and the procedural error caused material prejudice to the complainant's or accused's case, or that new and relevant evidence has arisen that was not reasonably available at the time of the hearing and that would have a material effect upon the outcome of the case.

Appeals must be submitted in writing within seven business days after the panel's decision is issued, and must state the specific reason(s) for the appeal. The non-appealing party shall be provided a copy of the appeal, and shall be given the opportunity to submit a written response within five business days of receiving the appeal.

The President may affirm, reverse or modify the decision of the panel, or may remand the decision to the panel for further consideration. The President's decision shall be in writing, and shall be issued within 15 business days of the date the appeal is submitted.

This is the exclusive process for appeal in cases of sexual misconduct. No administrative processes otherwise available to faculty, staff or students may be used for appeal of a decision brought under this policy.

10. Complaints against persons who are not Goucher students or employees:
Complaints against students from other institutions or other campus visitors should be reported to the Director of Safety and Security, who shall investigate the complaint and take appropriate action.

Complaints against employees of entities that do business with Goucher should be reported to the Director of Human Resources, who will investigate the complaint and take appropriate action.

Complaints against individuals at internship sites should be reported to the Assistant Director for Internships, who in consultation with the Director of Career Development will investigate the complaint and take appropriate action.

Complaints against individuals at international study sites should be reported to the resident director or to the site's international student officer, and to the Associate Director of International Studies, who in consultation with the Director of International Studies will investigate the complaint and take appropriate action.

XVIII. PROTECTION FOR COMPLAINANTS AGAINST RETALIATION

Threats, intimidation, and retaliation against a complainant for bringing a sexual misconduct complaint are violations of this policy and thus may be grounds for disciplinary action.

The College will take steps to protect students and employees from reprisal by the accused. Such protection will need to be appropriate to the individual's circumstances. For students, this may include the opportunity to drop a course, transfer to another section, complete the course independently, have a pass/fail option, have a third party grade the work, have another person assigned to write recommendations or references on behalf of the student, have another person assigned as an advisor to the student. For employees, such protection may include having a third party conduct the annual evaluation or the option to transfer to another department, if feasible.

XII. FALSE CHARGES

The purpose of this policy is to promote and maintain an environment at Goucher College that is free from sexual misconduct. Any member of the college community who believes that he or she has been subjected to sexual misconduct is encouraged to use the procedures provided in this policy, not only for the benefit and protection of that individual but ultimately of the entire college community. However, false charges of sexual misconduct undermine the purpose and effectiveness of this policy. Accordingly, persons who knowingly make false charges of sexual misconduct may be subject to disciplinary action. Allegations of false charges must be reported within six months of the date the complaint was brought. Such allegations may be reported to the administrator handling the complaint, who shall investigate the allegations and take any appropriate action. The failure of a complaint to result in a finding of sexual misconduct is not alone evidence that the charges were knowingly false.

XIII. INFORMATION CONCERNING REGISTERED SEX OFFENDERS

As required by the Campus Sex Crimes Prevention Act, the College community is advised that law enforcement agency information provided by the State of Maryland concerning registered sex offenders may be obtained at the following web site: <http://www.dpscs.state.md.us/sor/onlineview.shtml>. In addition, the Baltimore County Police Department provides Goucher's Department of Safety and Security with notice of registered child sex offenders who reside in Baltimore County. This information is available for review upon request by all members of the College community.

APPROVED BY GOUCHER PRESIDENT SANFORD J. UNGAR ON AUGUST 6, 2003