School of Management

Interdisciplinary Studies Assessment (ISA)
Essay Submission Handbook

FALL 2014
Jesuit Education Since 1855
Experience Based Learning: The Interdisciplinary Studies Assessment (ISA) Essay Submission Process

The University of San Francisco recognizes that learning is a lifelong journey that can take place in a variety of settings. In support of this principle, the University has developed a process that allows Bachelor of Science in Management (BSM) students to earn up to 21 credits for learning acquired outside the traditional classroom. You may write essays for credit in any area of learning listed in Interdisciplinary Studies Assessment: Essay Submissions Handbook. A content expert will evaluate each essay to determine if you will be awarded credit for that essay.

You begin to prepare your essays during writing workshops that comprise part of the curriculum for INTD 310 “Interdisciplinary Research and Writing,” the first course you encounter in your undergraduate degree completion program. This course will assist you in preparing the experience-based learning research essays and also help you to develop the critical reasoning and writing skills you need to successfully complete your bachelor’s degree.
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FAQs on INTD 310 and the ISA Essay Submission Process

What will I do in INTD 310, Interdisciplinary Research and Writing?

This course serves many purposes. It has been designed in part to give students the tools to express themselves appropriately in an academic environment. Some of the topics to be covered in this course include: how to write essays and construct arguments using a variety of writing strategies; how to research a topic and integrate that research into an essay; how to uncover and pursue a thesis for papers on a variety of subjects; and how to properly format and document research for a formal essay. Students will address many writing issues, including grammar, structure, and editing, and the use of voice as a rhetorical strategy. In addition, this course will guide students through the creation of their Interdisciplinary Studies Assessment (ISA). The ISA is a collection of formalized accounts in essay form of experiences adult students have had throughout the course of their lives that yield knowledge equivalent to college level course work.

What is the ISA Handbook?

The ISA Handbook contains learning outcomes for a variety of academic disciplines. Students make selections based on past experience judged to be substantial enough to meet the learning outcomes of assignments in this book and to satisfy their individual degree requirements. Experience alone does not earn credits. The student must demonstrate the ability to explain the experience in a research-based critical essay.

What are ISA essays and how do I prepare them?

ISA essays are collections of formalized accounts in essay form of experiences adult students have had throughout the course of their lives that yield knowledge equivalent to college level course work. Experience-based essay credit (ISA) comes from several components. The key elements include describing personal experience with the subject and integrating scholarly, resource material appropriate for college-level learning with that personal experience in an analytical fashion. Essays that describe the student’s experiences but fail to analyze them will not receive credit. Nor will students receive credit for essays that relate theory but do not apply it to the student’s own experiences. The successful essay describes, then analyzes. An essay must do both—credits cannot be awarded to an essay that does only one or the other.

The essays should both tell the story of personal experience and analyze that experience based on the chosen academic resources, in some cases exploring other options and opinions to provide a balanced analysis. The personal experience and analysis need to be integrated throughout the essay, with frequent reference to cited material that supports the analysis. Essays that primarily relate personal narratives without academic analysis, or that are weak in integrating resources with the personal experience will not receive credit. Essays with no substantial personal experience with the subject or those without scholarly resources on the subject will receive no credit.
May I write on topics not offered in the ISA Handbook?

Essays may only be written in content areas identified in the ISA Handbook. Students may have many profound experiences from their life prior to being USF students but the ISA Handbook may not have course equivalents for many of these experiences. The ISA Handbook is not intended to be comprehensive of life experience, but representative of the kinds of experiences that match curriculum offerings at USF.

A thoughtful and extended look at the handbook may reveal surprising opportunities to write an essay. For example, a student who became a patient advocate after watching his parent die from cancer cannot write an essay that gives him biology or health science credit, but he can incorporate his experience as shaped by the disease, into an essay for theology/religious studies: Death and Dying. Part of the role of your instructor is to help students creatively explore the options offered in the ISA Handbook, but with the caveat that the experience must be authentic.

How is experience measured in ISA essays?

To possess sufficient experience to write an ISA essay a student is not restricted to first hand experiences. We believe that this may limit opportunities and also not be in the spirit of the ISA process. For a wider interpretation of experience, we believe that if the student has had a strong, personal, and engaged relationship with someone, then he or she may write about that person as part of an experience-based essay process.

For example, if one had grandparents whom one knew well and from whom one acquired stories of World War II, then that would be acceptable experience for writing a History essay, even if the student wasn't in the war him/herself. Reading about WW II without any personal connection is not acceptable. Likewise, if one had an immediate family member, partner, or close friend who suffered disease or addiction and can document one's experience with that person's ordeal, then that is acceptable, too.

Students must document by some description the depth and quality of the relationship as sufficient to make the experience personal as opposed to personally having the experience. A close and personal relationship that influences deeply the life of a student does qualify as personal experience to which a student can apply his or her ability to explain the experience in a research-based critical essay.

What is the role of the writing instructor?

Writing instructors are responsible for leading in-class writing workshops that prepare students to compose ISA essays. In these workshops students will identify content areas likely for development, build thesis statements that combine an observation about their experience with a critical interpretation of that experience, research appropriate and helpful sources, and outline their paper plans. Writing instructors evaluate student work for their literary and stylistic content, including correct usage and documentation of sources; writing instructors do not assess essays for ISA credit. Assessing essays for their eventual success in earning credits through the evaluation process is not the purview of the writing instructor. The writing instructor is grading the essay for its success as a composition; the evaluator is determining the student's knowledge and experience in the subject.
Furthermore, instructors are not responsible for suggesting essay topics for students. **Essay topic selection is the responsibility of each individual student who alone is the best judge of his/her competence to meet learning outcomes in a specific content area.** Only the student has the necessary knowledge to assess his/her experience. The responsibility to demonstrate learning lies with the student, not the writing instructor or the evaluator.

**What if I need help with writing after INTD 310 has concluded?**

The University has provided for the ongoing development of ISA essays (which may be submitted on a rolling basis up to a year after entering the program—see below) by making available to BSM students the services of a writing tutor. After the conclusion of INTD 310, you will be invited to the ISA Essay Tutoring Canvas classroom where you can find detailed information on the ISA Essay submission process, writing help, citation assistance, as well as deadlines and due dates. You'll also find the evaluation rubric for the ISA Essays there, which gives you insight into how the evaluators will be evaluating your submitted work.

Once you accept your Canvas invitation to the ISA Essay Tutoring classroom, you will have access to the ISA Essay Tutor, Dr. Beverly Schulz. Dr. Schulz can help insure you are communicating effectively and deploying your prior learning experience to the best advantage to show its equivalency to traditional classroom learning. But like your INTD 310 writing instructor, the tutor cannot assess essays for their eventual success in earning credits through the ISA evaluation, nor can she proofread or edit your papers. To minimize scheduling difficulties, all tutoring is done online through the Canvas site or by email communication. In-person appointments with the tutor are not available.

You're welcome to visit the ISA Essay Canvas classroom and browse through the information there without any obligation to use the tutoring services. If you find you need help with proofreading or editing your papers beyond the services of the ISA Essay tutor, you also have access to the USF Writing Center at [http://www.usfca.edu/writingcenter/](http://www.usfca.edu/writingcenter/)

**What are the style requirements for ISA essays?**

Experience-based essays submitted for ISA credit must be 8-12 pages, double-spaced, 12-point font, and 1” margins. Title page, abstract, bibliography, appendices, should all be on separate pages and do not count as part of the 8-12 required pages of content. Papers should be composed and submitted in MS Word. Students should number the pages and put their name in a header to appear on each page. When citing sources, students should use either the MLA or APA style (both of which will be covered in INTD 310). Which of these a student should choose for a particular discipline is indicated in the upper right hand corner of the page in question. Students are also advised to submit their papers for analysis through Turnitin to insure academic integrity. Any essay submission may be submitted to Turnitin at the discretion of an ISA evaluator. (Please see Appendix B: USF Academic Honor Code on page 127 of this handbook.) **Students are required to draw on at least two substantive academic sources and to meet all the learning outcomes to receive credit.**
What are considered acceptable sources?

Students requiring help finding relevant source material should consult a USF reference librarian. For all essays students are required to integrate at least two academic sources from the relevant disciplinary field into the essay. Sources may not be merely cosmetic. They must come from and meaningfully engage relevant authorities in the field in which the essay is written. *Wikipedia*, for example, is a helpful place to start your research and may point you in the general direction of appropriate academic sources to consult. But *Wikipedia* itself is not an acceptable source. As a general rule, no more than 10% of your paper should be direct quotes.

A rubric that evaluators use to assess your ISA essays is included in this handbook. We encourage students to consult this rubric as a final checklist to make sure they have met all the necessary requirements to receive prior learning credit. Also provided are samples of ISA evaluation forms that you will receive in the event that you did not receive credit for your essay. These forms will explain why the evaluator did not award you credit for the essay.

Must I write ISA essays?

Students who need few or no credits through the essay submission process need turn in only the number of essays that address their individual needs and the class requirements.

Who advises me concerning issues of degree completion throughout my program?

A University advisor will advise you throughout the completion of your degree program. This advisor will explain what options are available to you for completing your degree requirements. The advisor for BSM students is Alyssa Soboleski. You can reach her at dcadvising@usfca.edu or 415-422-5786.

How many credits may I acquire through the essay submission process?

You may earn a maximum of twenty-one (21) credits. Students may write up to seven (7) course equivalent essays that will earn three (3) credits each for meeting course equivalent standards; otherwise students receive no credit. Essays are worth three credits based on the number of credits students can earn through a CLEP exam or transfer credit. If students write in a subject area that also satisfies the U-core requirement, the subject area requirement will be satisfied; but students still need to achieve the overall required U-core credits for graduation. Please consult your University advisor for additional information on options to meet graduation requirements.

May I write essays on more than one topic in a given discipline?

Yes, you may write essays on more than one topic in a given discipline but you may not write on the same topic twice. For example, you may write several essays in Theology or Communication. You may not, however, write more than one essay in a given topic (only one *Spiritual Autobiography*, for example).
When do I submit my essays?

After completing INTD 310 you may submit your essays at any time on a rolling submission basis up to the stated deadlines. Students starting in Fall 2014 have until August 15, 2015 to submit essays.

How do I submit essays?

Essays are submitted electronically. You will receive instructions for how to submit essays near the conclusion of INTD 310. Instructions also can be found on page 118 of this handbook (Appendix A: ISA Essay Submission Instructions).

What happens to the essays after I turn them in?

Essays are evaluated by academics in relevant fields. The credits earned through your essays are entered on your USF transcript. These credits are un-graded and do not affect your USF grade point average. The earned credits may satisfy some Core Curriculum requirements or elective credits. Course Equivalents that satisfy Core Curriculum will be indicated accordingly. Otherwise, they will satisfy general electives. On average, BSM students experience an 85% success rate at having their essays evaluated as meriting 3 credits for prior learning.

What if I receive no credit for my essay?

Students will receive an evaluation report when essays receive no credit. The student may submit a new essay on the same topic that satisfies the missing rubric standards as identified by the evaluator’s report. A student may not resubmit an essay on the same topic if the inadequacy identified by the evaluator was insufficient experience. Then there can be no resubmission because there never should have been one in the first place. Essays that receive no credit because the evaluator cited a lack of personal experience cannot be revised on the same topic.

But if the evaluator indicates that an essay was awarded no credit because of other rubric measures that were inadequately met (page length, inadequate or insufficient sources), then the student may write an essay on the same topic. It is assumed, however, that it is new essay because it was written to meet all the rubric criteria that were absent in the first essay.

For example, Jane Doe loves the theatre and wants to write an essay on Theatre Production and Performance. The essay is returned by the evaluator with no credit because Jane had never actually participated in the production of a theatre performance. Jane, however, is a theatre aficionado and very much wants to write about her experience. So she can use some of what she produced for her original essay, describing aspects of theatre design and production and possibly her research, but this time she is writing an essay for Theatre Arts Appreciation, where her experience as a season ticket holder for 20 years at Berkeley Rep gives her the experience to write authoritatively about her knowledge and love of the theatre. This new essay, which may have elements used in the original essay, may then earn 3 credits on evaluation. Or maybe the essay still has deficiencies; Jane neglected to include two sources and wrote 20 pages instead of 12. The essay would again
be returned by the evaluator with no credit, but in this case what needed to be corrected was not the valid documentation of experience but an inattention to detail and essay requirements. Jane may finally produce an essay that uses elements of the deficient essay but adds the missing elements and eventually earn 3 credits.

Students who do not wish to develop an essay on the same topic may write on another topic for course equivalent credit.

**After submitting my essays, how long until I get my results?**

Generally this takes about twelve weeks.

**What is the privacy policy on essays?**

Only the writing instructor and the evaluator read essays. Instructors do not discuss personal material from the essays with anyone. In rare cases, if an evaluator’s decision is appealed, the Director of Interdisciplinary Studies may read the essay. This only occurs at the student’s request.

**Is there a minimum grade policy in INTD 310?**

You must receive a C- or higher to successfully complete INTD 310. Those who do not meet the minimum grade requirement must repeat the course and may be placed on academic probation.
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<tr>
<td><strong>INTERDISCIPLINARY STUDIES ASSESSMENT EVALUATION RUBRIC</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td><strong>Personal Narrative</strong></td>
<td>No personal experience (no credit)</td>
<td>Personally connected to topic, but not deeply involved</td>
<td>Adequate personal experience to form the basis for an ISA Essay.</td>
<td>Strongly connected and personally experienced from beginning to end.</td>
</tr>
<tr>
<td><strong>Integration of Resources</strong></td>
<td>No resources (no credit)</td>
<td>Very few citations; limited integration of resources. Resources are non-academic in nature, general reference material, difficult to integrate or use in analysis. Over-dependence on non-academic Internet resources.</td>
<td>Appropriate academic resources, occasionally referenced to document personal experience. Too much personal narrative – not enough documentation. Few citations, less than is necessary to provide extensive integration of resources.</td>
<td>Intriguing and detailed references, integrated in almost every paragraph. Personal experience confirmed by documentation.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>No analysis (no credit)</td>
<td>Weak efforts made to analyze personal experience in light of academic resources.</td>
<td>At some point in the essay, an analysis based on outside resources may be one-sided. Seems to lack ability to see personal experience in an academic light.</td>
<td>Overall analysis from objective point of view – showing both sides of issue (if appropriate – especially in history), strong ability to see one's own life experience in an academic light.</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Does not address learning outcomes (no credit)</td>
<td>Addresses less than 1/3 of the learning outcomes or very weak connections between learning outcomes and written work.</td>
<td>Adequately addresses most of the learning outcomes in accordance with requirements listed in the ISA Essay Handbook for both general essays and the specific topic.</td>
<td>Clearly addresses learning outcomes in discussion, using them as a basis for the essay. Meets requirements in ISA Essay handbook for both general essays and the specific topic.</td>
</tr>
<tr>
<td><strong>Organization, Style, Mechanics</strong></td>
<td>Barely acceptable work for college-level assignments. Less than 8 pages of text in length. (no credit)</td>
<td>Weak and distracting elements in written work. Repeated errors in word choice, punctuation, spelling, and use of language.</td>
<td>Adequate writing skills, some errors in spelling, word choice, punctuation, overall presentation, but acceptable at a college level. Overly long, exceeding 12 pages of text.</td>
<td>Excellent use of language, written presentation and organization, illustrations (nice, but not necessary), nothing about the written essay is distracting from the topic. Between 8 and 12 pages long.</td>
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### Sample Evaluation Form—Blank:

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<th>ISA ESSAY EVALUATION FORM</th>
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<tr>
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<td>Essay Course Equivalent:</td>
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<th>Personal Narrative (0 – 3)</th>
<th>Integration of Academic Resources (0 – 3)</th>
<th>Analysis (0 – 3)</th>
<th>Learning Outcomes (0-3)</th>
<th>Organization, Style, Mechanics (0 – 3)</th>
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<th>Total</th>
<th>Credit:</th>
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10 and above = 3 credits.  
9 and below = no credit.  
0 in any field = no credit.

Comments (if needed):

### Sample Evaluation Form—Credit:

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<tbody>
<tr>
<td>Student Name: Student Smith</td>
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<tr>
<td>Essay Discipline: History</td>
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<tr>
<td>Essay Course Equivalent: U. S. History</td>
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<tr>
<th>Personal Narrative (0 – 3)</th>
<th>Integration of Academic Resources (0 – 3)</th>
<th>Analysis (0 – 3)</th>
<th>Learning Outcomes (0-3)</th>
<th>Organization, Style, Mechanics (0 – 3)</th>
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0 in any field = no credit.

Comments (if needed):
Sample Evaluation Form—No Credit:

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<tr>
<th>ISA ESSAY EVALUATION FORM</th>
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<tbody>
<tr>
<td>Student Name: Student Jones</td>
<td>Student ID: 87654321</td>
</tr>
<tr>
<td>Essay Discipline: History</td>
<td>Subject: Chinese Prejudice</td>
</tr>
<tr>
<td>Essay Course Equivalent: Race &amp; Ethnicity in U.S. History</td>
<td>Course No: ELHI 311</td>
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<tr>
<td>Personal Narrative (0 – 3)</td>
<td>2</td>
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<tr>
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<td>Analysis (0 – 3)</td>
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<tr>
<td>Learning Outcomes (0-3)</td>
<td>2</td>
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<tr>
<td>Organization, Style, Mechanics (0 – 3)</td>
<td>0 (Only 6.5 pages)</td>
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</table>

Total: 7

10 and above = 3 credits.
9 and below = no credit.
0 in any field = no credit.

Credit: NONE

Comments (if needed):

This student wrote a report rather than a personal essay. It was short in length, and although he expressed his frustration with racism, he really couldn't write about it from an objective point of view and any analysis is one-sided (this is a particularly difficult subject to be objective about). Academic references are simply historic in nature and without an academic level analysis; the paper fails to meet the requirements of the personal experience essay. BUT, based on the rubric, the length alone would require no credit be given.
Overview
Administration of Justice is the scientific study of human behavior and crime as it relates to the roles and responsibilities of various segments within the Administration of Justice System: law enforcement, judiciary, corrections, juvenile procedures, and criminal investigations.

Demonstrating Course Equivalent Learning
Students with experience as police officers, probation officers, non-sworn police, sheriff personnel, court employees, and so on, from either side of the bench, may wish to write an Administration of Justice course equivalent essay that includes an analysis of principles and procedures of the justice system and concepts of criminal law and evidence as applied to their experience.

Important: Police officers should double-check what POST—Police Officer Standards and Training—courses were transferred to USF in order to avoid possible duplication.

Documentation
Students should include relevant documentation of work experience in support of the learning demonstrated in their essays.

Course Equivalents in Administration of Justice
- Principles and Procedures of the Justice System- ELAJ 321
- Concepts of Criminal Law and Evidence- ELAJ 334
- Juvenile Procedures- ELAJ 372
Principles and Procedures of the Justice System essays are eligible for General Elective credit only.

Learning in Principles and Procedures of the Justice System is demonstrated by the student’s ability to understand the federal and California courts system and the various roles and duties of court support personnel.

Possible topics for an essay in this course equivalent include: the California Court System; the Attorney General's Office; the French and English Courts; the Federal Court System; Juries and the System; Court Setting–Symbols and Organization

Learning Outcomes

Students seeking credit in Principles and Procedures of the Justice System will write an essay in which they critically evaluate:

1. the structure of California and federal courts and categorize functions by jurisdiction;
2. the various court support services, explaining the different functions;
3. recent changes both in criminal and civil courts;
4. the workings of a model court in California;
5. negative and positive attitudes, unethical behavior, and recommend corrective action (as related to the justice system, generally, and specifically, as related to one or more of the topics identified above).
Concepts of Criminal Law and Evidence essays are eligible for General Elective credit only.

Learning in Concepts of Criminal Law and Evidence is demonstrated by the student’s ability to understand the historical development of law, legal definitions, classification of crime, and their application to the system of administration of justice and the rules of evidence.

Possible focuses for an essay in this course equivalent include: purposes of Criminal Law; Classification of Crimes; Mala in Se vs. Mala Prohibita Crimes; Corpus Delecti-Elements of Crime; Criminal Law vs. Civil Law; Historical Development of Law

Learning Outcomes

Students seeking credit in Concepts of Criminal Law and Evidence will write an essay in which they explain:

1. the historical development of law and the philosophy of law;
2. the Constitution (what it is and how it is applied with regard to criminal law and rules of evidence) and its effect on the fundamentals of law;
3. important Supreme Court decisions affecting law enforcement, such as Miranda warnings, decisions affecting search and seizure;
4. the different crimes as related to the Penal Code, the rules of evidence, various kinds of evidence, and admissibility of evidence.
Juvenile Procedures
Course number: ELAJ 372

Juvenile Procedures essays are eligible for General Elective credit only.

Learning in Police-Community Relations is demonstrated by the student’s ability to understand the Juvenile Justice System, the California Youth Authority, and the roles and duties of agencies in youth work.

Possible topics for an essay in this course equivalent include; Causes of delinquency in a modern society; California Juvenile Justice System; Function of a Police Juvenile Division; Civil Law pertaining to juveniles; New theories and methods in delinquency prevention; Historical development of juvenile law; Special programs of participation

**Learning Outcomes**

Students seeking credit in Police-Community Relations will write an essay in which they write a critical evaluation of:

1. the causes of juvenile delinquency;
2. the function of agencies working with delinquents;
3. laws dealing with juveniles, comparing and contrasting them with their adult equivalent and to what effect;
4. the juvenile justice system in California and how it is (or isn’t) reflective of general social conditions, exploring if the juvenile justice system is part of the problem or a solution and to what extent;
5. new research and theories in delinquency control.
Overview
Art is the consequence of skill and imagination, demonstrated in the creative juxtaposition of intellect and emotion in the fine arts, arts and crafts, photography, theatre, dance, and music. Art as an academic discipline is more than the creative act in isolation; it’s an intellectual (formal) understanding of the creative process within both its personal—experiential—context and its socio-historical, cultural milieu.

Demonstrating Course Equivalent Learning
Students may demonstrate equivalent learning in Fine and Performing Arts if they have experience in the production of fine arts (painting, sculpture), photography, arts and crafts, theatre arts, dance, or music.

Students may also demonstrate equivalent learning in Art Appreciation and/or Music History/Appreciation if they have developed a serious and formal critical appreciation of a particular genre, period, artist, or musician.

Note: Students with experience teaching art, drama, dance, or music should review Education course equivalents as possible sources for experiential learning credits.

Credits in Studio Arts, Arts and Crafts, Dance, Photography, and Music will be awarded based on the learning demonstrated by both documentation of the works of art, dance, or music the student has produced and by a discussion of the aesthetic and technical processes that went into their creation.

Students usually should discuss more than one example of their work, for credits are based on learning, as much as on doing, and on understanding a work’s merits in and of itself, as well as within the [student] artist’s oeuvre (body of work).

Course Equivalents in Fine and Performing Arts
- Studio Arts- ELAC 330
- Arts and Crafts- ELAC 340
- Art Appreciation- ELAA 312
- Theatre Production and Performance- ELAA 322
- Theatre and Movement Arts Appreciation- ELAA 332
- Performance Dance- ELAA 342
- Fundamentals of Music- ELMU 323
- Harmony and Theory- ELMU 334
- Composing and Arranging- ELMU 345
- Performing and Conducting- ELMU 356
- Music Appreciation- ELMU 302
- Black and White Photography- ELPH 312
- Color Photography- ELPH 313
Art: Fine and Performing Arts

Documentation
Students writing for Studio Arts, Arts and Crafts, or Photography will need to provide clear photographic or digital reproductions of their work, with close-up views to illustrate their discussion of specific learning outcomes. Whenever possible, students should integrate visual examples into their essays; if not possible, documentation should be included at the end of the essay, after the bibliography.

Several course equivalents in Theatre Arts, Dance, and Music require students to document their learning with a recording: DVD video, mp3 or mp4 file, or CD. Do not submit mini audio or video cassettes. Recordings must be edited to run fifteen minutes or less.

Note: Students’ own photographs of arts or crafts, videos, or audio recordings should not be included as part of their bibliography; however, students’ own work must be included either in the body of the essay or as an appendix.
Art: Fine and Performing Arts

Studio Arts
Course number: ELAC 330

Studio Arts essays are eligible for General Elective credit only.

Learning in the Studio Arts is demonstrated by documentation of works of art the student has produced and a discussion of the aesthetic and technical processes that went into their creation.

Credit for equivalent learning in Studio Arts is confined to the fine arts, drawing, painting, sculpture, collage. There are separate course equivalents for crafts artists and photographers listed under arts and crafts and photography.

Learning Outcomes

Students seeking credit in Studio Arts will provide clear reproductions (photographs or photocopies, not slides and not irreplaceable originals) of representative works of art. They’ll write an essay in which they critically assess:

1. their intellectual involvement in the media: how and when they first began drawing, painting, sculpting; what courses they’ve taken or books they’ve read to acquire technical skills and understanding; what museums and galleries they’ve visited; what artists they’ve been influenced by; and what has stimulated and sustained their involvement in this particular artistic endeavor;

2. the formal and contextual aspects of the works submitted: the subject matter and the emotion they’re expressing and the relationship between subject and media; how the composition, color, media, further the emotional expression and the content of the works;

3. the technical process used in the creation of the work of art;

4. their emotional involvement in the process: why they are involved in this particular aesthetic endeavor; what they get out of it, how their lives are enriched by both the creative process and the consequent product;

5. their progress as artists, explaining how their work has improved over time;

6. an analysis of how the formal elements of the work (media, composition, color) contribute to (or reinforce) the work’s context: how the work would be more or less effective were it a different size or color or had it employed another medium;

7. an explanation of how the work is representative (or not) of a particular style or period; how the relevant genre fits into historical context;

8. an evaluation of the work’s merit, both in terms of its technical execution and its social relevance.
Art: Fine and Performing Arts

Arts and Crafts
Course number: ELAC 340

Arts and Crafts essays are eligible for General Elective credit only.

Learning in Arts and Crafts is demonstrated by documentation of an art or craft the student has produced and a discussion of the aesthetic and technical processes that went into its creation. Crafts Artists are: weavers, potters, stained glass makers, jewelers, quilters, and furniture makers.

Learning Outcomes

Students seeking credit in Arts and Crafts will provide clear reproductions (photographs or photocopies, not slides) of representative works of art and write an essay in which they critically evaluate:

1. their intellectual involvement in the media: how and when they first began working with wood, clay, metal, paper; what courses they’ve taken or books they’ve read to acquire technical skills and understanding; and what has stimulated and sustained their involvement in this particular artistic endeavor;

2. what makes the work a work of art in terms of its emotional and creative content, as well as the technical skills involved;

3. the technical process used in the creation of the work;

4. their emotional involvement in the process: why they are involved in this particular aesthetic endeavor; what they get out of it, how their lives are enriched by both the creative process and the consequent product;

5. the formal elements of the work: the aesthetic choices made with regard to media or composition, and how the work would be more or less effective had the artist made different choices;

6. the work’s merit, both in terms of its technical execution and its meaning in relation to its social context;

7. the student’s progress as an artist, explaining how the work has improved over time and how he or she would like to see it improve in the future.
Art: Fine and Performing Arts

Art Appreciation
Course Number: ELAA 312

Art Appreciation essays may satisfy Core Curriculum (CC) requirements in Area F (Visual and Performing Arts).

Learning in Art Appreciation is demonstrated by the student’s ability to analyze and evaluate the work of a specific artist or of a particular period or movement. More than simply demonstrating exposure, students will demonstrate a critical understanding of both the formal and contextual elements of representative works of art, sculpture, film, photography, or architecture, which they’ll document by the careful selection of representative reproductions.

The work of any recognized artist, any period, or any movement may provide the focus by which students can demonstrate equivalent learning in Art Appreciation. The specific subject is less important than the critical understanding it stimulates. (A child’s refrigerator art may stimulate a parent’s appreciation but would not provide an appropriate focus for academic inquiry as its content is so limited; however, a relatively unknown regional artist with only limited public exposure would, for his or her work can be analyzed within a broader contextual milieu.)

Learning Outcomes

Students seeking credit in Art Appreciation will write an essay in which they:

1. describe the artist’s oeuvre (body of work), the period, or movement (giving some attention to the historical context of the period), supported by clear reproductions of the works discussed, with detailed close-ups to illustrate specific characteristics;

2. analyze their emotional-aesthetic attraction to the art or artist: convey how the student first discovered the movement, period, or artist; where and when he or she has seen examples of the work (exhibits, museums visited and/or courses taken);

3. critically evaluate individual, representative examples, exploring what the artist is trying to accomplish and how well he or she meets the intent of the work;

4. explain the artist’s oeuvre, the period, or movement within the socio-historical context of its time: how works may be related to a specific time and place, how they are (or aren’t) representative of the period or movement;

5. evaluate the artist or representations of the period or movement: how do specific works compare and contrast with works by other artists and/or other works of the period or movement;

6. provide an annotated Works Cited list of books consulted.
Art: Fine and Performing Arts

Theatre Production and Performance
Course Number: ELAA 322

Theatre Production and Performance essays may satisfy Core Curriculum (CC) requirements in Area F (Visual and Performing Arts).

Learning in Theatre Production or Theatre Performance is demonstrated by the student’s experience and learning in various theatrical venues, which includes legitimate theatre from acting, directing, playwriting, set design, sound design, lighting design, make-up, to costume design and whenever possible, providing video documentation of production or performance experience.

Learning Outcomes

Students seeking credit in Theatre Production/Performance will write an essay in which they critically assess:

1. the roles and responsibilities of the producer, director, playwright, stage manager, light or sound designer, costume designer, make-up artist, actor;

2. the general and specific goals of a particular performance or presentation, its planning, execution, and evaluation and how various obstacles were anticipated and avoided and/or overcome;

3. more than a single performance;

4. the theoretical basis by which acting and/or staging decisions were made;

5. a specific role within the context of the overall production as well as within the discipline itself;

6. the relevant historical context of the art form under discussion;

7. finally, provide an annotated Works Cited list of whatever references were consulted.
Art: Fine and Performing Arts

Theatre and Movement Arts Appreciation
Course Number: ELAA 332

Theatre and Movement Arts Appreciation essays are eligible for General Elective credit only.

Learning in Theatre and Movement Arts Appreciation is demonstrated by analyzing some aspect of the theatre and movement arts gained through exposure to performances, establishing a critical understanding of both the formal and contextual aspects of various productions and exploring how a production, play, dance and/or performance confirms or denies the student’s world view.

Learning Outcomes

Students seeking credit in Theatre and Movement Arts Appreciation will write an essay in which they:

1. describe their personal experience attending performances in theatre or movement arts (plays, musicals, ballet and other forms of movement art, including experimental forms like STOMP), identifying and evaluating the performances they’ve seen;

2. examine reasons for the personal power of live performance (compared and contrasted with filmed or other versions);

3. explain what constitutes genre (type);

4. critically evaluate a representative example of a genre, exploring what the playwright, choreographer, dance, producer, or actor(s) tried to accomplish (and include discussion of the historical context of the work under discussion);

5. evaluate how well a performance is a product of its own time and place and, when applicable, how well it reflects the time and place it portrays;

6. provide an annotated Works Cited List of plays the student has seen that includes a brief discussion of each work’s contribution to the student’s knowledge.
Performance Dance essays are eligible for General Elective credit only.

Learning in Performance Dance is demonstrated by video documentation of the student’s ability as a dancer and a discussion of the student’s learning process.

Student dancers may earn credits in Performance Dance based primarily on their ability demonstrated in the accompanying video. Whenever possible, students should narrate the video, explaining the steps, movements, and/or portrayals. If this is not possible, a written script should be provided with the student’s essay.

Learning Outcomes

Students seeking credit in Performance Dance will demonstrate the depth and breadth of their experience and ability, including clips and/or documentation of public performances if available. They will write an essay in which they:

1. describe their personal experience and training as dancers, when they began and why they continue;
2. examine their learning process and evaluate their training;
3. explain their dancing techniques;
4. convey the meaning they sought to communicate in at least one past performance;
5. place the particular style of dance experienced into historical context;
6. provide an annotated Works Cited list of any dance-related books or films, against which to explain their experience.
Art: Fine and Performing Arts

Fundamentals of Music
Course Number: ELMU 323

Fundamentals of Music essays are eligible for General Elective credit only.

Learning in Fundamentals of Music is demonstrated by the student’s knowledge and understanding of the concepts and procedures of traditional music notation.

Learning Outcomes

Students seeking credit in Fundamentals of Music will write an essay in which they:

1. describe their personal experience and training as musicians;
2. identify by name, define, and demonstrate according to function music notation symbols;
3. write notation symbols legibly on music manuscript paper;
4. identify, define, and demonstrate simple concepts such as key signature, tempo, meter signature, transposition;
5. read simple notation patterns and perform (on an instrument or sing) them accurately;
6. notate the pitches of simple songs heard with the aid of an instrument and notate the song.

Note: Students will need to select a target song that will provide the focus by which they can demonstrate the above learning outcomes. For example, the student could notate a simple song, such as “Michael Row the Boat Ashore” or “Silent Night”; transpose a song into a new key, or sing or play a simple song from music notation (documented by an audio recording).
Art: Fine and Performing Arts
Harmony and Theory
Course Number: ELMU 334

Harmony and Theory essays are eligible for General Elective credit only.

Learning in Harmony and Theory is demonstrated by the student’s knowledge and understanding of the concepts, techniques, and principles of tonal harmony and theory involving stylistic analysis and composition.

Learning Outcomes

Students seeking credit in Harmony and Theory will write an essay in which they:

1. identify and write triads and simple seventh chords and their inversions using figured bass symbols;

2. identify and define key areas, modulations, harmonic progression, and cadences using appropriate notation symbols;

3. harmonize a given melody or bass line;

4. compose a melody based on a given harmonic progression;

5. identify and define melodic components for compositions, such as motifs, phrases, periods, sections;

6. relate harmonic and melodic components analyzed to the composition.

Note: Students will need to select a focus by which they can demonstrate the above learning outcomes; this could include but is not limited to an analysis of a Bach Chorale, Blues changes, harmonic progressions of contemporary songs, using substitute chords, secondary dominants in Beethoven sonatas, or the formal structure of pop songs.
Art: Fine and Performing Arts

Composing and Arranging
Course Number: ELMU 345

Composing and Arranging essays are eligible for General Elective credit only.

Learning in Composing and Arranging is demonstrated by the student’s knowledge, understanding, and application of the concepts, procedures, theories, and relationships involved in creating original music compositions and arrangements.

Learning Outcomes

Students seeking credit in Composing and Arranging will provide a clear recording of an original song, solo or group instrumental work, choral arrangement, background music, jingle, or commercial composition and an essay in which they:

1. compose an original work or arrange an existing work for instrument, voice, or ensemble;

2. perform (sing or perform as an instrumental work) the composition or arrangement; or

3. initiate and supervise the performance by others; then

4. provide musical notation for the composition or arrangement in traditional notation.
Performing and Conducting essays are eligible for General Elective credit only.

Learning in Performing and Conducting is demonstrated by the student's knowledge, understanding, and application of the concepts, theories, and procedures necessary to perform or direct musical compositions.

Learning Outcomes

Students seeking credit in Performing and/or Conducting will provide a clear recording of their own performance or a performance they conducted in which they demonstrate their ability:

1. to execute the music correctly by applying appropriate performance techniques;
2. to perform or conduct compositions in a musically creative manner;
3. to perform or conduct compositions by reading from the musical score (included as documentation with the corresponding essay);
4. to perform or conduct compositions before a live audience (in recital, in concert, church);
5. to describe characteristic performance problems unique to one or more compositional styles;
6. to discuss the development of their individual style in performing or conducting;
7. to explain the accompanying taped performance in terms of the learning outcomes listed above;
8. to place the genre of the composition into historical context.
Art: Fine and Performing Arts

Music Appreciation
Course Number: ELMU 302

Music Appreciation essays may satisfy Core Curriculum (CC) requirements in Area F (Visual and Performing Arts).

Learning in Music Appreciation is demonstrated by the student’s ability to analyze and evaluate the work of various composers or performers or particular periods or movements as related to developments in music history.

The work of any recognized composer (e.g. Ludwig van Beethoven) and/or or performer (e.g. Count Basie) or a specific genre (jazz, opera, symphony) may provide the focus by which students can demonstrate equivalent learning in Music Appreciation. However, particularly when exploring contemporary music (popular songs or artists, folk music), students must go beyond describing its general development and analyze the work as part of the larger musical historical context.

Learning Outcomes

Students seeking credit in Music Appreciation will write an essay in which they describe:

1. their personal affinity and/or involvement with a specific kind of music, performer, or composer, providing an annotated listening list of the works they’ve studied;

2. the musical contributions of one composer, conductor, or performer, or more and their place in music history;

3. developments in compositional and performance practices of one or more periods throughout history;

4. and identify relationships among various stylistic periods and movements;

5. and examine a significant historical problem, such as the role of traditional harmony in contemporary music, and research possible conclusions.
Black and White Photography essays are eligible for General Elective credit only.

Learning in Basic and Advanced Black and White Photography is demonstrated by documentation of photographs the student has produced and by a discussion of the aesthetic and technical processes that went into their creation.

Student photographers may earn credits in Black and White Photography based primarily on their skills and understanding demonstrated in the accompanying photographs. Whenever possible, students should integrate photographic examples within their essay discussion, explaining how each photograph relates to the learning outcome. Students must also include a selection of representative photographs that demonstrate both their current expertise and the learning process that brought them to this point; as such, students should also include photographs that are less effective than others and explain what should have been done differently.

**Learning Outcomes**

Students seeking credit in Black and White Photography will provide representative photographs and write an essay in which they critically explain:

1. their personal experience and training as photographers, when they began and why they continue, the cameras and equipment (various lenses, filters, tripods) they’re familiar with;*

2. their learning process and the training they’ve received: what courses they’ve taken or books they’ve read to acquire technical skills and understanding; what photographers they’ve been influenced by;

3. how their example photographs differ from common snapshots in terms of image quality and technical skill;

4. representative photographs in terms of their basic composition, the angle of view, and control of the moment of exposure;

5. representative photographs selected to demonstrate using correct exposure under various lighting conditions (sun, overcast, interior ambient light);

6. representative photographs in terms of the aesthetic and technical choices made with regard to their composition and image quality and how they might be improved, explaining why specific photographs are “better” than others
Art: Fine and Performing Arts

Color Photography
Course Number: ELPH 313

Color Photography essays are eligible for General Elective credit only.

Learning in Color Photography is demonstrated by documentation of photographs the student has produced and by a discussion of the aesthetic and technical processes that went into their creation.

Student photographers may earn credits in Basic and Advanced Color Photography based primarily on skills and understanding demonstrated in the accompanying photographs.

Whenever possible, students should integrate photographic examples within their essay discussion, explaining how each photograph relates to the learning outcome. Students must also include a selection of representative photographs that demonstrate both their current expertise and the learning process that brought them to this point. Students should also include photographs that are less effective than others and explain what should have been done differently.

Learning Outcomes

Students seeking credit in Color Photography will provide representative photographs and write an essay in which they critically evaluate:

1. their personal experience and training as a photographer, when they began and why they continue, the cameras and equipment (various lenses, filters, tripods) they’re familiar with;*

2. their learning process and the training they’ve received: what courses they’ve taken or books they’ve read to acquire technical skills and understanding; what photographers they’ve been influenced by;

3. how their example photographs differ from common snapshots in terms of image quality and technical skill;

4. representative photographs in terms of their basic composition, the angle of view, and control of the moment of exposure;

5. offer representative photographs selected to demonstrate understanding of color harmony and complement: how color per se plays a role in the resulting image;

6. explain the role color as a variable plays in the technical decisions and the aesthetic choices the photographer makes;

7. assess representative photographs in terms of the aesthetic and technical choices made with regard to their composition and image quality and how they might be improved, explaining why specific photographs are “better” than others.
Overview
Communication studies the ways in which people interact with each other and society. It considers the many variables that make communication effective or ineffective. It includes many types of communication as they occur in different venues, such as the personal, professional, cultural, mediated (in the media), and in the arts.

The success with which we communicate has an enormous influence on the success we achieve in the many, varied, aspects of our lives. We learn this through experience by the time we reach adulthood. We develop an unconscious yet active set of theories about communication and use these daily. Often, in order to validate these we read and study articles, books, and sometimes consult professionals on communication theory. As a result we formulate strategies for communicating. Communication, therefore, is the study of how and why we develop these strategies, when and where we apply them, and the results of our doing so.

Demonstrating Course Equivalent Learning
Many students have theoretical understanding and practical experience in some of the course equivalents in Communication. In order to demonstrate course equivalent learning in Communication, essays should discuss how communication variables, such as the sender, the receiver, the setting, the message’s content and/or its intent, and other variables, such as culture, age, gender, affect the success of the communication.

The student must be able to discuss specific communication experiences, and analyze the success or non-success of these situations. This analysis should cite recognized theory and apply it to the specifics of the situation. The analysis should result in moving from the specific to the general, in terms of the learning under discussion.

In short, the essay should discuss the specific, analyze it, and generalize from it. For example, if a particular theoretical construct works in a particular situation, the student should demonstrate how it could be applied generally (generalized) to similar situations, (i.e. if continuous eye contact works in one kind of situation, show how it can be applied to other situations.) This is a very basic concept that demonstrates how to move from the specific to the general. In sum, students must synthesize theory and experience.

Course Equivalents in Communication
- Public Speaking- ELCO 301
- Intercultural Communication- ELCO 322
- Communication in Practical Politics – ELCO 321
- Communication in Mass Media – ELCO 331
Public Speaking essays may satisfy Core Curriculum (CC) requirements in Area A1 (Foundations of Communication).

Learning in Public Speaking is demonstrated by the student’s ability to analyze his or her experience speaking in front of an audience. Students must demonstrate knowledge of speech preparation and presentation and show that they have experience in making speeches. The essay must discuss how, through experience, the student learned what is effective in public speaking, including audience analysis, organization of content, and presentation techniques. Students should be able to discuss and analyze what is and is not effective in these areas.

Students who have made only one or two speeches will not receive public speaking credit. Making one or two speeches is in no way the equivalent of taking a college course in Public Speaking. However, public speaking occurs in many situations, not just in making business presentations. Students who have experience teaching classes, addressing social and/or religious groups, addressing community groups, working in politics should realize that these too are speaking events.

Learning Outcomes

Students seeking course equivalent credit in Public Speaking should write an essay in which they discuss their own public speaking experiences, including:

1. the purpose of the speech;
2. the use of audience analysis, including how to perform such analyses in various venues, and how this information affects the speaker’s preparation and methods;
3. the methods of collecting and organizing material effectively;
4. effective speech structure, use of an attention-getting opener, a well-organized easy to follow speech body, and a well thought-out conclusion;
5. the importance of clear articulation, good projection, variety, and animation in presenting the speech;
6. the importance of nonverbal variables, such as eye contact and body language;
7. the use of various kinds of visuals, such as graphs, charts, demonstrations, and how these can be presented, such as on power point, on video tape, or by less technical methods;
8. analysis and evaluation of the student’s speaking experiences—specifics of what was effective, what was not, and suggestions for improvement.
Communication

Intercultural Communication

Course Number: ELCO 322

Intercultural Communication essays are eligible for General Elective credit only.

Learning in Intercultural Communication is demonstrated by the student’s ability to analyze and evaluate communication within and between cultures based on personal cultural interaction experiences. This interaction should be extensive, involving communication on a regular basis, such as marriage to/working with someone from another culture and/or extensive foreign or domestic travel experience.

Students with experience in Intercultural Communication, such as students who have interaction with those of a different culture, could write an essay to this area.

The extent and details of experience and analysis will determine the number of credits awarded.

Learning Outcomes

Students seeking course equivalent credit in Intercultural Communication will write an essay in which they:

1. describe their experiences with another culture;
2. describe the characteristics, cultural norms, and oral communication traits of individuals belonging to the cultural group, as well as oral traditions of the culture as a whole;
3. analyze the successes and failures experienced in communicating with the member(s) of the culture;
4. compare/contrast characteristics, cultural norms, and especially oral communication traits of the culture with the student’s culture;
5. make suggestions for ways in which intercultural communication may be improved.

Note: The term “culture” may refer to many different things. A culture can be a nationality, or ethnic or religious group within a nationality. It can also be a social and/or a professional group. For example, the police force, military, and other agencies are cultures that may be analyzed. Cultures are also formed around identity markers such as race, gender, or sexual orientation. Intercultural communication can be analyzed by members of the culture, or by those who interact with the members.

For example, a member of the military may analyze his/her experiences within military culture, while a spouse, child, or even parent of such a person may analyze the culture from the point of view of an outsider dealing with a member of the culture, as long as there is direct experience on the part of the student with the cultural communication being analyzed.
Communication

Communication in Practical Politics
Course Number: ELCO 321

Communication in Practical Politics essays are eligible for General Elective credit only.

Learning in Communication in Practical Politics is demonstrated by the student’s ability to describe his or her experience in politics as it pertains to the ways one communicates within and outside of a political role and one’s discourse with the public about the issues relevant to the political context. Pertinent roles one may have played include those who have run for office, have managed campaigns, have worked for politicians, worked on campaigns, or have been active grassroots supporters.

Learning Outcomes

Students seeking credit in Communication in Practical Politics should write an essay in which they:

1. describe their experiences in politics;
2. discuss the goals and aspirations of political campaigns and the candidates they support;
3. discuss the goals and aspirations of both incumbent and/or candidates for political office;
4. describe the characteristics of successful politicians and political campaigns;
5. analyze the elements of this success;
6. compare and contrast this success with unsuccessful candidates and campaigns;
7. analyze both personal and public personae of successful politicians.
Communication in Mass Media essays are eligible for General Elective credit only.

Learning in Mass Media is demonstrated from the perspective of either creator or consumer of mass communication. Electronic media, film, newspapers, letters, brochures, mailings and so forth are all channels of mass communication, as are videos, and motion pictures.

As creators, students may be skilled in either creating the message (performer, producer, writer, analyst) or in the technical aspects of the medium (camera, printing, layout, editing).

Both creators and consumers must examine the implications of their project or projects: who is affected by the message and for what purpose.

The extent of experience and analysis will determine the number of credits awarded.

Learning Outcomes

Students seeking course equivalent credit in Mass Media as creators should write an essay in which they critically assess:

1. particular project goals and the target audience (or producer or client when applicable);
2. what is needed to achieve this goal (for example, equipment, skills, competition, image, audience awareness, client demands);
3. any unanticipated factors that arose, their causes and consequences;
4. the actions planned and taken;
5. the outcome, how and why the endeavor was a success (or not), and what should be done to improve or ensure success in future endeavors;
6. the impact of the message or service on receivers;
7. insights and skills gained from the above processes and their applicability in other endeavors.

Students writing essays on producing mass media are encouraged to submit audio or video, scripts, or at least detailed descriptions of their performances. These tapes must run fifteen minutes or less.

Students seeking course equivalent credit in Mass Media as consumers should write an essay in which they critically analyze:
Communication

1. a particular segment of mass media (for example, the portrayal of women in 1940s Hollywood movies, the history of television, children’s television and its influence, Italian films, science fiction films) and their familiarity with it;

2. a representative example of the media, exploring what the work is trying to accomplish and how well it meets that intent;

3. the media beyond content, for example the visual elements of print media, the cinematic elements of film, etc.;

4. how the media is a product of its own time and place (including social, political, and economic elements in the environment).

Note: No credit will be awarded for simply having been a consumer; as such, students must demonstrate a critical understanding of the target media.
Discipline: COMPUTER SCIENCE

Overview
Computer science, as an academic discipline, is the study of computers (their design, performance, and operation, as well as their hardware and software), telecommunications, networks (the Internet, the World Wide Web, private networks, wired/wireless networks, intranets/extranets, etc.), programming (from systems-level to high-level), databases, applications (design, implementation, and use) and attendant topics and issues, such as security and privacy. Routine use of word processors, spread sheets, email systems, and the Internet do not qualify for learning credit in Computer Science.

Demonstrating Course Equivalent Learning
Learning in Computer Science course equivalents is demonstrated by describing the situation in which the learning was acquired, the exact nature of the personal assignments and responsibilities involved, and how the learning evolved or was enhanced in the workplace.

In demonstrating equivalent learning in Computer Science students should discuss their most difficult problem(s) and the lessons they learned from their mistakes, as well as the results of their successes. Self-study alone cannot be awarded credit, though it can contribute to the picture of overall learning garnered from job-related experience. Professional classes and certificate programs can be included in appendices as documentation, but the primary measure of learning is the student’s ability to convey the actual learning that took place experientially, i.e., by performing work that carried with it the requirement for a successful outcome in the workplace.

Note: Students should be very specific as to the technical area involved, the task at hand, the level of their personal participation (as opposed to the total team’s), what went right and what went wrong, and how approach, methodology, work habits, and assumptions were changed as their experience evolved.

Course Equivalents in Computer Science
- Computer Programming and Applications- ELCS 311
- Systems Programming- ELCS 322
- Computer/Network Architecture and Design- ELCS 378
- Computer/Network Operations- ELCS 355
- Systems Analysis and Data Management- ELCS 325
- Use of Applications Systems- ELCS 345
- Systems Testing- ELCS 335
Computer Science

Documentation
Students should include any relevant documentation of work experience, including classes and certificate programs, in support of the learning discussed in their essay(s).

A Must for Computer Science Essays
Students must explain their personal roles in the projects they describe. It is not enough to say one was part of a team and then describe what the team did. The student must say specifically what his or her role was.
Computer Science

Computer Programming and Applications
Course Number: ELCS 311

Computer Programming and Applications essays are eligible for General Elective credit only.

Learning in Computer Programming and Applications is demonstrated by describing in detail the situation in which the student’s programming experience occurred, the application(s) written, the technical tools and resources utilized, and the end-users of the program. This area refers primarily to applications programs.

Learning Outcomes

Students seeking credit in Computer Programming and Applications need to document and discuss their skills and understanding of programming in a particular programming language and/or their knowledge of developing the particular computer applications by writing an essay in which they critically explain:

1. the process for writing computer programs in one (or more) languages (C, C++, Java, HTML);
2. the “programmer’s toolbox” in which the program development took place (the hardware, operating system, compilers, programming languages, debuggers, libraries, other support software);
3. how the problem statement for the ultimate program was conveyed to the programmer, and what original work which the programmer was required to do to write the software;
4. how the programming language was used to solve some aspect of the final program;
5. the approximate number of lines of code in each program written, the total number of programs involved, and the number of lines of code directly attributable to the student;
6. the user experience—who the ultimate users of the program(s) were and how they interacted with the program(s).

Note: Students should describe their experience, not the syntax or rule of the programming language. Possible documentation (provided as an appendix at the end of the essay) can include program listings, design documents, user instructions, and seminar certificates. All documentation provided should be referenced and explained within the text of the student’s essay.
Systems Programming essays are eligible for General Elective credit only.

Learning in Systems Programming is demonstrated by describing in detail the situation in which the student’s systems programming experience took place, the role which the systems programs described contributed to the overall operation of the system, and the technical tools and resources utilized. This area refers primarily to programs which are part of the operating system, communications protocols, programmer support tools, and any software which is embedded for standalone use within operating systems, chips or chip sets.

Learning Outcomes

Students seeking credit in Systems Programming need to document and discuss their skills and understanding of Systems Programming in the particular low-level programming language or assembly language with which they are experienced by writing an essay in which they critically explain:

1. the process for writing computer programs in one or more languages (assembly language, C, C++, RISC, Java);
2. the role which the systems program played in the operation of the overall system;
3. the “programmer’s toolbox” in which the program development took place (the hardware, operating system, assemblers/compilers, linkers, debuggers, libraries, other support software);
4. how the problem statement for the ultimate program was conveyed to the programmer, and the original work which the programmer was required to do to write the software;
5. a sample discussion of how the programming language was used to solve some aspect of the final program;
6. the approximate number of lines of code in each program written, the total number of programs involved, and the number of lines of code directly attributable to the student;
7. if there were users of the systems code, who used it and in what way.

Note: Students should describe their experience, not the syntax or rule of the programming language. Possible documentation (provided as an appendix at the end of the essay) can include program listings, design documents, programmer instructions, or seminar certificates. All documentation provided should be referenced and explained within the text of the student’s essay.
Computer Science

Computer/Network Architecture and Design
Course Number: ELCS 378

Computer/Network Architecture and Design essays are eligible for General Elective credit only.

Learning in Computer/Network Architecture and Design is demonstrated by describing in detail the situation in which the student’s knowledge of computer or network architecture was learned. The knowledge should include the architecture of the computer, the network or chip designed, and it should clearly identify the student’s specific participation and responsibilities. This area refers to designing and building computers, networks, and architecturally-programmable chips. It does not include assembling simple personal computers or networks from off-the-shelf parts available from computer stores or electronics suppliers.

Learning Outcomes

Students seeking credit in Computer/Network Architecture and Design need to document and discuss their skills and understanding of building and designing computers, networks and/or chips, as well as the architecture issues involved. Students write essays in which they critically explain:

1. the situation in which the student had this experience;
2. the overall architecture of the system or device;
3. if applicable, all significant logic circuits, storage credits, addressing capabilities;
4. the design performance considerations;
5. the ultimate outcome: the measurement of success or failure of the computer, network or chip;
6. how they would approach the problem—or design the computer network or chip—if doing it again.

Note: Students should describe their experience, not simply technical descriptions. Possible documentation (provided as an appendix at the end of the essay) can include design documents, equipment lists, manuals, or seminar certificates. All documentation provided should be referenced and explained within the text of the student’s essay.
Computer Science

Computer/Network Operations
Course Numbers: ELCS 355

Computer/Network Operations essays are eligible for General Elective credit only.

Learning in Computer/Network Operations is demonstrated by describing in detail the student’s experience operating a medium to large computer system and/or network of computers, and should clearly identify the student’s specific participation and responsibilities. This area refers to primary responsibility for keeping computers running on an ongoing basis, as well as being responsible for their optimum performance. Credit requires management or supervisory–level responsibility. This area does not include responsibility for operating a single personal computer or a single home server.

Learning Outcomes

Students seeking credit in Computer/Network Operations need to document and discuss their experience operating medium to large computer systems and/or a network of computers. Students write essays in which they critically explain:

1. the hardware and software for which the student was responsible;
2. the overall architecture of the system, including (as relevant) the number of users, the applications running, the data bases (content and size);
3. their own specific operations responsibility;
4. the performance demands on the system and the role of the student vis-à-vis making adjustments to meet performance goals;
5. any supervisory or management level responsibilities;
6. any experience with defining new systems requirements or actual procurement of new equipment;
7. particular challenges experienced, including the role of the human in the smooth operation of the computer or network.

Note: Students should describe their experience, not simply technical descriptions. Possible documentation (provided as an appendix at the end of the essay) can include equipment lists, official procedures, manuals, seminar certificates. All documentation provided should be referenced and explained within the text of the student’s essay.
Computer Science

Systems Analysis and Data Management
Course Number: ELCS 325

Systems Analysis and Data Management essays are eligible for General Elective credit only.

Learning in Systems Analysis is demonstrated by describing in detail the student’s experience defining applications systems, user interfaces, and data bases, as well as working with technical services staff (or performing the technical tasks themselves) to implement the solution.

Learning Outcomes

Students seeking credit in Systems Analysis and Data Management need to document and discuss their skills and understanding by writing essays in which they critically explain:

1. creating a user and/or system specification;
2. defining the essential data;
3. defining the essential formulas,
4. defining input and output screens, reports, and files;
5. defining the test and acceptance criterion;
6. interfacing and obtaining buy-off with the relevant users;
7. interfacing and working with the technical services staff;
8. accepting the resulting system, once implemented.

Note: Students should describe their experience, rather than offer only technical descriptions. Possible documentation (provided as an appendix at the end of the essay) can include specifications, user manuals, or seminar certificates. All documentation provided should be referenced and explained within the text of the student’s essay.
Use of Applications Systems essays are eligible for General Elective credit only.

Learning in Use of Applications Systems is demonstrated by describing in detail the student’s experience with one or more applications system. This does not include standard personal computer word processors, spread sheets, email, and presentation applications. Credit is determined by the complexity of the application system and the responsibility of the student for proper operation of the application and correctness of the data.

Learning Outcomes

Students seeking credit in Use of Applications Systems need to document and discuss their skills and understanding by writing essays in which they critically explain:

1. the user application(s), with specific orientation to the level of complexity and performance demands of the application in question;

2. the data;

3. their responsibilities;

4. problems with the technology;

5. any experiences with recovering from disasters;

6. if applicable, updating versions of software or new data bases;

7. the toughest challenge(s) the student has addressed as a user of this application system.

Note: Students should describe their experience, rather than merely offering technical descriptions. Possible documentation (provided as an appendix at the end of the essay) can include specifications, user manuals, or seminar certificates. All documentation provided should be referenced and explained within the text of the student’s essay.
Computer Science

Systems Testing
Course Number: ELCS 335

Systems Testing essays are eligible for General Elective credit only.

Learning in Systems Testing is demonstrated by describing in detail the student’s experience in testing or troubleshooting software or systems, whether this is at the application level or the systems level, for the total system or for ensuring that a system modification works as described and without adverse effect to other elements.

Learning Outcomes

Students seeking credit in Systems Testing need to document and discuss their skills and understanding by writing essays in which they critically explain:

1. how they have developed test plans;
2. obtaining test data, validating test data, and analyzing test results;
3. their experience of actually testing software and/or systems;
4. troubleshooting problems with technology, including such aspects as clarifying the problem(s), dealing with users, developing isolation strategies;
5. if applicable, tracking problem reports;
6. the toughest challenge(s) the student has addressed as a tester.

Note: Students should describe their experience, rather than merely offering technical descriptions. Possible documentation (provided as an appendix at the end of the essay) can include test plans, trouble reports, or seminar certificates. All documentation provided should be referenced and explained within the text of the student’s essay.
Discipline: CONSUMER AND FAMILY SCIENCE

Overview
Consumer and Family Science explores the basic concepts of home and family life and how these concepts are interrelated with consumer issues as persons enter the marketplace to satisfy their basic needs and wants.

Demonstrating Course Equivalent Learning
Consumer and Family Science is an academic discipline in which many students may have acquired course equivalent learning. Feeding a family, furnishing a home, managing finances, and all the learning and loving that constitute being part of a family may provide the experiential basis for academic learning. However, in all Consumer and Family Science course equivalents, it’s important that students demonstrate their understanding of theory and its application.

For all course equivalents in Consumer and Family Science, students should: present specific personal applications of these concepts in their own lives; relate the outcome of these applications or lack of applications to their present situation; evaluate the effect of these concepts upon their personal lives in terms of goals and needs; demonstrate, where applicable, the result of a concept’s application; provide a bibliography of relevant references used in the essay.

Documentation
When applicable, students should include relevant documentation of instruction, including commercial training or workshops, explaining what concepts were discussed and how these concepts have been applied to various aspects of the student’s personal experience since receiving the training.

Important: Application of theory is required to obtain course equivalent credit. It does not suffice to provide the theory alone. For example, it’s not enough to discuss color theory in the Housing and Interiors course equivalent. Students must show how they have utilized color harmony, complementary colors in their own home furnishings (supported by photographs). It’s not enough to discuss the Food Pyramid and its components; students must show how the food groups are utilized in specific menu planning.

Course Equivalents in Consumer and Family Science
☐ Food and Nutrition- ELCF 313
☐ Housing and Interiors- ELCF 314
☐ Human Development and the Family- ELCF 316
☐ Drug Use and Abuse- ELCF 303
☐ Gerontology- ELCF 304
Food and Nutrition essays are eligible for General Elective credit only.

Learning in Food and Nutrition is demonstrated by a student examining the essential nutrients incorporated in meal planning and preparation to achieve a well-balanced diet (Learning Outcomes #1-5 below) and discussing factors related to food selection, storage, preparation, and serving in order to achieve aesthetically pleasing and nourishing meals (Outcomes #6-9).

Students must include 1) at least a three-day personal menu plan, including snacks, to show the application of nutrition theory; 2) sample menus used for entertaining and other meal services; and 3) a bibliography of appropriate sources. If experientially applicable, students should include sample menus demonstrating nutritional planning for special needs, including developmental needs, such as those of growing children or the elderly; or situational needs, such as those of convalescents, the disabled.

Learning Outcomes

Students seeking credit in Nutrition will write an essay in which they critically assess:

1. sources and functions of essential nutrients, explaining how nutrients contribute to maintenance and regulation of body functions;

2. the Food Plate as the foundation for daily menu planning;

3. personal daily menu plans for the presence of the recommended number of servings from each of the food groups (including meals outside the home), exploring possible social and/or cultural and/or individual barriers to maintaining a healthy diet;

4. preparation techniques which preserve nutrients and aesthetic qualities of food and evaluate handling, preparation, and storage procedures used to maintain optimum nutrient retention;

5. food marketing practices and their influence on consumer choice, analyzing the various educational appeals used by marketers to influence consumer choices, including nutritional labeling, recipe and information brochures, and media advertising;

6. methods of handling foods in the distribution chain to obtain the highest quality product, from farmer-manufacturer-processor to consumer;

7. effective storage practices, explaining issues related to rotation and shelf life in terms of optimum storage for specific food items;
8. preparation procedures of a variety of foods, relating special skills in preparation of foods of other cultures to add variety to daily menus;

9. nutritional planning and preparation of foods for special occasions and entertaining and, when experientially applicable, for special needs, developmental and/or situational.

Credit may be awarded if the general principles of nutrition have been incorporated within techniques of food purchase, planning, preparation, and storage as applied to personal needs and lifestyles. In addition, credit in Food and Nutrition will require students demonstrate a science background that includes previous college coursework in anatomy, physiology, and biochemistry. However, food preparation credit may be granted for extensive reading and application of concepts found in current college food preparation materials.

Note: Course equivalent learning in Nutrition must be demonstrated by an integration of theory and application. Students must support their observations and conclusions with appropriate academic references. As Nutrition is a rapidly-changing discipline, it is important students consult current sources. They should avoid any work written prior to 1990.
Consumer and Family Science
Housing and Interiors
Course Number: ELCF 314

Housing and Interiors essays are eligible for General Elective credit only.

Learning in Housing and Interiors is demonstrated by a student examining factors which influence consumer selection, use, and satisfaction with housing, furnishing, and equipment.

Students must include sketches, plans, photographs (or slides), paint, or textile swatches. They document of the completed project (or projects) and discuss their decision techniques in order to demonstrate their understanding of theory and its application.

Learning Outcomes

Students seeking credit in Housing and Interiors will provide clear color photographs (prints or digital images, not slides) of a completed project(s), with, if possible, before and after photos of the project(s) in process and will write an essay in which they critically evaluate:

1. design principles in meeting housing and furnishing needs;

2. design principles (balance, rhythm, proportion, scale, emphasis, and harmony) of individual and family needs for privacy, aesthetic appreciation, self-expression, status, and specific activities that take place in the environment;

3. design elements in planning specific interiors, explaining the inter-relationship among particular design elements (color, texture, space, line, form, and light in planning specific interiors);

4. manufacturing standards which apply to equipment and furniture and evaluate equipment as to life expectancy, life cycle costs, operating costs, and the maintenance required;

5. choices (based on research) of purchased materials for building and decorating, indicating choices available in materials required and explaining reasons for final choices.

Credit will be awarded based on comprehensive coverage of the topic reflected in personal experience and documentation. Credit will be awarded if the information in the student’s essay coheres with college texts, conveys completed project and decision techniques, and includes a bibliography of references.

Note: Keep in mind, simply demonstrating what a student did to create a personally pleasing, healthy, and safe, cost-effective home environment for his or her own family will not demonstrate college-level equivalent learning. Students will need to demonstrate their understanding of the underlying theories by which their decisions were made, explaining what particular conclusions have general application to others in similar situations and what conclusions were only applicable to their own situation and/or needs.
Human Development and the Family essays are eligible for General Elective credit only.

Learning in Human Development and the Family is demonstrated by a student discussing stages of human development and the associated needs and problems within the family and demonstrating their ability to apply their knowledge about human development to family life.

Learning Outcomes

Students seeking course equivalent credit in Human Development and the Family will write an essay in which they describe and analyze:

1. the social and emotional development of individuals within the household, analyzing characteristics of social and emotional development present at the various stages of growth (infancy, primary, elementary, secondary, adult), including factors which influence this development;

2. the role effective communication plays in the development of more meaningful interpersonal relationships, discussing strategies in effective communication for maximizing human potential at each stage of development;

3. how children and adults change as a natural product of the interaction between people and ideas;

4. the influence of social change on the individual and the structure and function of the family credit, identifying the various approaches to child guidance and comparing and contrasting the effectiveness of methods of child control, including discipline and punishment;

5. the influence of social change on the individual and the structure and function of the family credit, analyzing changes in basic family patterns, including trends in relations between males and females and in decreased parental authority;

6. how knowledge about general human development is applied in family life, evaluating how various theories are confirmed or denied in particular families.

Essays must include an annotated bibliography of sources.
**Consumer and Family Science**

**Drug Use and Abuse**

**Course Number: ELCF 303**

**Drug Use and Abuse essays are eligible for General Elective credit only.**

Learning in Drug Use and Abuse is demonstrated by the student’s knowledge of the physiological, psychological, and social aspects of drug use and abuse.

**Learning Outcomes**

Students seeking credit in Drug Use and Abuse can write an essay in which they discuss:

1. what stimulated their interest or experience and consequent learning regarding stimulants, narcotics, and other frequently abused drugs;
2. physiological, social, and psychological effects of drugs;
3. effects of drugs on individuals using them and on individuals associated with the user;
4. causes of drug abuse;
5. treatment modalities;
6. counseling skills related to drug use or abuse.
Consumer and Family Science

Gerontology
Course Number: ELCF 304

Gerontology essays are eligible for General Elective credit only.

Learning in Gerontology is demonstrated by student knowledge of the physical, social, and psychological problems of the aged.

Learning Outcomes

Students seeking credit in Gerontology can write an essay in which they discuss:

1. their basis for experience in living or working with the elderly;
2. the physiological aspects of aging, including nutrition, sexuality, and medical, emotional, and physical problems;
3. the relationship of physiological aspects related to aging to psychological, social, and/or other major health problems;
4. the importance of social services and extended health care facilities for the aged.
**Overview**

Education examines the concepts, skills, and content that comprises the discipline of education and includes all the basic areas of teaching and learning.

**Demonstrating Course Equivalent Learning**

In order to earn course equivalent credits, students must present specific personal knowledge of an educational issue or issues relating to their own experiential background by relating application of educational principles in their own lives; evaluating the effect these experiences had in contributing to prior learning; providing a bibliography of relevant references; providing verification and/or documentation of the education experience.

To be acceptable for academic credit, students’ prior learning must not only be adequately described but also interpreted or analyzed as professional educators would analyze it. Simply describing the experiences without relating them to the fundamental aspects of education in general and teaching and learning in particular would not demonstrate sufficient course equivalent learning.

Credits awarded in Education will be granted according to the number of outcomes demonstrated, the scope of the experience, and the depth of the interpretation and analysis. **Note:** Students with volunteer or occupational experience as teaching assistants, teacher’s aides, counselors, PTA or school committee members, child care coordinators, training officers, sales trainers, religious instructors, vocational education instructors, military instructors, or police or fire instructors may have acquired equivalent academic learning.

**Documentation**

Students seeking credit in Education course equivalents must document their learning with appropriate academic references. When applicable, they should include their own lesson plans, curriculum guides, course syllabi, class materials, assessment instruments, feedback forms, and photographs.

**Course Equivalents in Education**

- Curriculum and Instruction- ELED 312
- Bilingual/Cross-Cultural Education -ELED 313
- Educational Psychology- ELED 314
- Guidance and Counseling- ELED 315
- Educational Programs- ELED 316
- School-Community Relations- ELED 318
- Special Education- ELED 337
- Early Childhood Education – ELED 343
- International Comparative Education- ELED 338
- Arts Education- ELED 346
Curriculum and Instruction essays are eligible for General Elective credit only.

Learning in Curriculum and Instruction is demonstrated by a student examining curricular and instructional design and development as they relate to both teaching and learning.

Learning Outcomes

Students seeking credit in Curriculum and Instruction will write an essay in which they critically analyze:

1. the foundations of teaching/learning from a psychological, philosophical, and sociological perspective;
2. the process by which a lesson (or course of study) is planned, implemented, and evaluated;
3. the planning, implementation, and evaluation of a specific lesson or course of study;
4. instruction within an educational setting such as a classroom, laboratory, or tutorial program;
5. theories, programs, and organizations for teaching and learning;
6. teaching techniques, methods, and materials that take into account diversity in pupil abilities and characteristics;
7. how to select and organize components of curriculum designs and instructional systems;
8. personnel training in the use of various educational learning packages;
9. curriculum plans and instructional systems and the supervision of personnel, facilities, and equipment management, and other resources essential to successful teaching.
**Bilingual/Cross-Cultural Education**  
Course Number: ELED 313

Bilingual/Cross-Cultural Education essays are eligible for General Elective credit only.

Learning in Bilingual/Cross-Cultural Education is demonstrated by a student examining the theory and practice of bilingual/cross-cultural education in the United States, supported by the student’s own experience working with bilingual or multi-cultural teachers and learners.

**Learning Outcomes**

Students seeking credit in Bilingual/Cross-Cultural Education will write an essay in which they critically assess:

1. the nature of bilingualism and the process of becoming bilingual;
2. the pluralistic nature of American society and its educational implications;
3. various methods, techniques, and strategies in bilingual/cross-cultural teaching;
4. the evaluation, selection, adoption, and development of bilingual and cross-cultural instructional materials.
Education Psychology
Course Number: ELED 314

Educational Psychology essays are eligible for General Elective credit only.

Learning in Educational Psychology is demonstrated by a student examining concepts and principles of educational psychology as applied to teaching and learning.

Learning Outcomes

Students seeking credit in Educational Psychology will write an essay in which they critically evaluate:

1. using educational theory to improve students' learning;
2. assisting typical and atypical students in cognitive, affective, and psychomotor learning;
3. the relationship of learning to cognitive, social, and emotional developmental growth stages of students;
4. testing, including discussion of its appropriate uses and limitations;
5. modification of the social system to assist students in school adjustment;
6. how to use psychological knowledge of learning disorders to identify those pupils requiring special education;
7. current theories relating to learning, development, and behavior in children with learning and/or behavioral problems;
8. useful remedial solutions for children with special learning and/or behavioral problems.
Guidance and Counseling essays are eligible for General Elective credit only.

Learning in Guidance and Counseling is demonstrated by a student examining the objectives, techniques, and tools of educational, vocational, and personal counseling and guidance.

Learning Outcomes

They will write an essay in which they critically evaluate:

1. the application of counseling techniques individually and in groups;
2. using career theories and information without bias;
3. materials and methodologies for developing self-esteem and acceptance of others;
4. educational, personal, and vocational counseling and guidance;
5. assessing social and emotional factors as they relate to therapeutic techniques used with deviant or exceptional people;
6. providing guidance in terms of occupational information and vocational opportunities;
7. using techniques of individual and group counseling in vocational opportunities and community employment services;
8. interviewing skills and the use of techniques and resources in the counseling process;
9. using counseling and guidance for the identification and resolution of learning problems;
10. participation in interviewing, administering, and interpreting tests and the use of counseling records in the preparation of case studies;
11. obtaining, developing, and using occupational information in career planning;
12. developing career guidance and life planning programs, including labor and career market analysis;
13. using techniques related to understanding and resolving transitional life crises (for example, serious illness, divorce, career change, or dealing with death and dying).
Education

Educational Programs
Course Number: ELED 316

Educational Programs essays are eligible for General Elective credit only.

Learning in Educational Programs is demonstrated by a student examining the nature of creating improvement in educational programs.

Learning Outcomes

Students seeking credit in Educational Programs will write an essay in which they offer a critical treatment of

1. trends in curriculum design, explaining their classroom application;
2. newer developments in teaching procedure in subject fields;
3. the development of techniques leading to improvement in educational programs;
4. the social, political, and economic forces affecting education and how one responds to using these forces to improve educational programs;
5. planning and conducting instructional programs for people with special educational needs.
School-Community Relations essays are eligible for General Elective credit only.

Learning in School-Community Relations is demonstrated by a student examining the relationship among schools and community constituencies, from students and parents to school boards and members of state legislatures.

Learning Outcomes

Students seeking credit in School-Community Relations will write an essay in which they critically address:

1. interaction with community forces, particularly with school boards, community groups, and leaders;

2. how the contributions of all concerned persons and groups are employed in the development of educational policy;

3. federal and state legislation affecting public education.
Special Education essays are eligible for General Elective credit only.

Learning in Special Education is demonstrated by a student examining the basic principles, concepts, and practices of special education, including education of the gifted, developmentally delayed, autistic, physically challenged learner.

Learning Outcomes

Students seeking credit in Special Education will write an essay in which they establish their own experiences and analyze:

1. experience with exceptional children or adults with special needs;
2. how experience fostered learning how to work with children or adults with intellectual, physical, psychological, and behavioral problems;
3. how to work with children or adults exhibiting learning disorders, sensory disorders, motor disorders, and communication disorders;
4. how to work with gifted children or adults.
Early Childhood Education essays are eligible for General Elective credit only.

Learning in Early Childhood Education is demonstrated by the student examining the theory and practice of early childhood education.

Learning Outcomes

Students seeking credit in Early Childhood Education will write an essay in which they offer a critical analysis of:

1. experience with young children in informal, semiformal, or formal learning environments;
2. experience in infant care, day care, Headstart, Follow-Through, or other existing programs providing services to young children;
3. models and methods in early childhood education, including techniques of screening and diagnosis,
4. assessment in reading and language, culture and linguistic differences, and evaluation.
International Comparative Education essays are eligible for General Elective credit only.

Learning in Comparative Education is demonstrated by a student examining the educational principles, practices, and achievements in countries other than the United States.

Learning Outcomes

Students seeking credit in Comparative Education will write an essay in which they establish their own experience, then critically evaluate:

1. systems of public or private education in countries other than the United States;

2. selected systems of education of the world.
Arts Education essays are eligible for General Elective credit only.

Learning in Arts Education is demonstrated by a student examining the concepts, procedures, and theories of curriculum development and classroom or private teaching in music, art, dance, or drama.

Students who have taught general arts in a junior high school (private or public), given substantive private lessons may have acquired course equivalent experience in Arts Education.

Learning Outcomes

Students seeking credit in Arts Education will write an essay in which they offer a critical evaluation of:

1. lesson plans for teaching specific skills and/or techniques;
2. the variety of teaching or learning materials in a teaching situation;
3. management of the teaching and learning environment;
4. those factors (student’s age, experience, and teaching-learning environment) affecting the teaching-learning process;
5. materials and methodologies designed to meet the needs of individual students and how to integrate appropriate supplementary material into the curriculum;
6. assessing student growth based on teacher defined objectives and student performance.

Note: Students should document their learning in Arts Education with examples of curriculum, lesson plans, assessment tools, and, when possible, photographs of student performance or work.
Discipline: ENGLISH

Overview
English, as an academic discipline, focuses on written discourse.

Demonstrating Course Equivalent Learning
Students with experience writing business or technical documents or who have journalism experience may have acquired equivalent academic learning. All essays submitted for credit in English course equivalents must demonstrate the student’s ability to: write grammatically correct sentences with sound punctuation; vary sentence patterns and length and make logical transitions from one sentence to the next; provide unified, substantively supported, and appropriately organized paragraphs; write coherent, well-developed, and effectively argued analytical essays.

Documentation
Writing course equivalents require that students include examples of their own work to document their learning. Such examples must be directly referenced in the student’s essay and included in an appendix at the end of the essay after the bibliography.

Course Equivalents in English
- Business and Technical Writing- ELRC 210
- Journalism- ELRC 211
Business and Technical Writing essays are eligible for General Elective credit only.

Learning in Business and Technical Writing is demonstrated by documentation of representative writing examples the student has produced and by an analysis of the rhetorical skills and strategies employed in their composition.

Note: Students must provide a variety of examples. A single document will not usually demonstrate significant course equivalent learning. Generally, at least three different types of writing are required to demonstrate course equivalent learning. It is also important students directly reference particular examples of their writing in the essay.

Learning Outcomes

Students seeking credit in Business and Technical Writing will establish their professional experience and write an essay in which they critically assess:

1. writing professional reports, examining how their writing has improved with practice in the professional workplace;

2. the general principles of planning, organizing, and writing effective communications and the specific conventions used in business discourse;

3. how to apply these principles to meet a variety of discourse needs, for example, how the writer’s intention and the intended audience determine rhetorical strategies;

4. experience writing business or technical documents longer than ten pages, such as proposals, policies, procedures, or manuals;

5. the research, composition, and review phases of creating longer business documents;

6. how format, style, and rhetorical strategy vary according to audience;

Students must demonstrate all of the above Learning Outcomes, documented by at least 20-30 pages of significant excerpts from business documents. Variety is required for a comprehensive demonstration of course equivalent learning.

Note: In much business writing, authorship is absent. In such cases, students must supply letters of verification of their role in the samples submitted.
English

Journalism
Course Number: ELRC 211

Journalism essays are eligible for General Elective credit only.

Learning in Journalism is demonstrated by documenting representative writing examples the student has produced and by analyzing the rhetorical strategies employed in writing for the mass media.

Students must provide no fewer than five published articles or scripts. Writing in high school or community college publications does not count. Generally, students should include representative examples of their published work that demonstrate a range and variety of journalistic discourse. These need not be circulated widely, but professionalism is expected. Students should reference their writing samples. A journalism handbook or other technical manual used in professional training may be used as one of the sources.

Learning Outcomes

The student seeking credit in Journalism will establish substantive experience and critically assess:

1. writing for newspapers or magazines or preparing news scripts for radio or television,

2. writing for a variety of mass-media audiences, explaining how style, tone, and format vary according to audience.

Note: Letters of verification are necessary if articles contain no by-line.
Overview
Exercise and Sport Science may be defined as the art and science of voluntary, purposeful human movement. As an academic discipline, it studies human beings engaging in motor performance for aesthetic, competitive, or personal satisfaction. These satisfactions come from transcending some of the limits of the physical environment and are expressed in many of our leisure activities. As an area of scholarly study and research, Exercise and Sport Science has a unique body of knowledge composed of five major categories:

3. Exercise physiology, including the adaptation of the human organism to exercise and stress under a variety of environmental conditions.
4. Sociology and anthropology of sports and physical activities.
5. History and philosophy of Exercise and Sport Science.

Demonstrating Course Equivalent Learning
Generally, credit for topics drawn from the five categories listed above is rarely awarded because of the considerable learning required. Students may gain credit in these areas if experiences are extensive and the interpretation and analysis of experience are of a high level. For example, a study of exercise physiology should include an analysis of the physiology of aerobic and anaerobic muscle contraction, the chemistry of muscle contraction, fatigue, training techniques, and muscle physiology and structure.

Relevant Exercise and Sport Science experience includes athletic team coach (Little League, private school, or professional), recreation director, administrator, organizer, official, league administrator, fitness program leader or participant, sports activity participant (for example, skiing, tennis, jogging, skating, and so on). Course equivalent learning in Analysis of Coaching requires not only extensive experience, but also an analysis of skills, techniques, strategy, training, and conditioning.

Documentation
When appropriate, students should include documentation (verification, training certificates, syllabi, lesson plans, and so on), still photographs illustrating techniques of an activity, and, when available, video documentation of performance.

Course Equivalents in Exercise and Sport Science
- Analysis of Coaching- ELPE 322
- Recreation Organization and Supervision- ELPE 323
Exercise and Sport Science

Analysis of Coaching
Course Number: ELPE 322

Analysis of Coaching essays are eligible for General Elective credit only.

Learning in Analysis of Coaching is demonstrated by the student’s ability to discuss and analyze advanced level coaching techniques.

Learning Outcomes

Students seeking credit in Analysis of Coaching can write an essay, including diagrams of drills, in which they discuss:

1. skill sequence and continuity;
2. psychological factors in coaching;
3. training and conditioning;
4. coaching techniques;
5. strategy;
6. advanced levels of sports skills.

Note: A minimum of 30 documented hours of coaching experience is required for students to demonstrate course equivalent learning.
Exercise and Sport Science
Recreation Organization and Supervision
Course Number: ELPE 323

Recreation Organization and Supervision essays are eligible for General Elective credit only.

Learning in Recreation Organization and Supervision is demonstrated by the student’s ability to manifest knowledge of organizing and supervising recreation programs.

Learning Outcomes

Students seeking credit in Recreation Organization and Supervision can write an essay in which they discuss:

1. techniques of management and supervision;
2. group leadership and communication skills;
3. public relations competencies; and
4. budget and financial procedures.

Note: A minimum of 30 documented hours of experience is required for students to demonstrate course equivalent learning.
Overview
A simple definition of history is that it’s the record of past events. That means all past events, not simply a record of political and military events. A more accurate definition of history is that it is a record of human behavior in a particular set of circumstances.

We live in a changing society. As a result, many students have already lived through a significant amount of U.S. history. And some societal changes have had a profound impact on American life, such as an entire decade (the 1960s), a particular movement (the Civil Rights Movement or the women’s movement), or a technological development (television or the computer). These also constitute history, and students may have a college level understanding of relevant U.S. history.

Demonstrating Course Equivalent Learning
U.S. History or Race and Ethnicity in U.S. History course equivalents allow students to demonstrate experiential learning about any significant public event, societal change, or movement in which they have participated, directly or indirectly.

Students who have experienced history and have thought about influences on its occurrence and its significance may wish to write a U.S. History course equivalent essay or a Race and Ethnicity in U.S. History course equivalent essay. Students must be able to demonstrate an in-depth understanding of an event, series of events, or movement. The key is the ability to evaluate how the student writer and American society were affected.

To earn course equivalent credit for World History, students will demonstrate how the various elements of a country’s past history are relevant to its contemporary national makeup. These elements include the nation’s value system, art forms, language, social institutions, social stratification, and status by age and sex. The student should be able to reveal through experience how these elements play a dynamic role within a nation. Students will need to support their conclusions with relevant research in the field. Students may wish to take a particular perspective in her analysis, for example analyzing the role of the military and armed conflicts.

Note: The student should be able to show clearly a relationship to what is being discussed. This means analysis, not only of personal experience within a historical period or movement or experience, but also about what happened, why, and to whom. Theory derived from reading or other secondary sources should be tested against first-hand observations. An encyclopedia is not an appropriate academic reference. Students may also develop their own primary sources via oral history interviews. These sources should be included in the essay’s MLA Works Cited list.

Course Equivalents in History
- U.S. History- ELHI 310
- Race and Ethnicity in U.S. History- ELHI 311
- World History - ELHI 312
U.S. History
Course Number: ELHI 310

U. S. History essays may satisfy Core Curriculum (CC) requirements in Area C2 (History).

Learning in U.S. History is demonstrated by the student’s ability to explain the impact of history upon society or an individual, in other words, the cause-and-effect relationship of history and human beings.

Learning Outcomes

Students seeking credit in U. S. History will write a critical essay in which they evaluate:

1. their own involvement in a particular event, movement, or historical issue. They’ll explain the terms of the issue and of their involvement and its historical context (i.e., how it fits into a significant span of history);

2. the particular terms that define the event or movement as having historical meaning;

3. the lasting significance of the subject in political, economic, or cultural terms (how does it matter to what follows?);

4. the ethical aspects of the subject;

5. relevant sources in the field, against which they measure and indemnify their own interpretation of experience.

Possible ways students may demonstrate the above Learning Outcomes include:

**Family History:** Students might trace their own family back as far as possible, integrating public and private events that shaped their family. In this case, students need a firm sense of how their family was touched by significant history.

**Changing Roles of Women:** Students should analyze particular historical developments that matter to definitions of gender and to sexual politics (gender-based power relations).

**Civil Rights:** Students who have either been particularly affected by history’s impact on civil rights or students with direct involvement in the Civil Rights movement may be able to write in this area.

**Technological Developments:** Students measure the impact of technology in changing American life (and vice-versa). This is an appropriate course equivalent for students working in various fields of technology, particularly the computer industry and related areas where historical developments are so fast-paced.
**Region:** Students with significant experience in a circumstance where region mattered (such as the Deep South and its role in American race relations) may be able to write in this area.

**Era:** Various periods throughout American history have had profound effects on individuals, the “free love” sixties, “greedy” eighties, and so on. Students should compare and contrast how their own lives and those of other Americans are products of a particular time.

**Military History:** Learning in American Military History is demonstrated by the student’s understanding and ability to analyze the historical implications of armed conflict during the historical evolution of the United States. Suggested topics include the principles of war, including specific examples of how each was properly applied or violated during the American Civil War; the theoretical concepts developed by military historians to codify the periods of conflict, for example, ten threads of continuity; identification and analysis of the significant events and factors influencing one or more periods of conflict.

**Note:** Theory derived from reading or other secondary sources should be tested against first-hand observations. Whenever possible, students should document their experience with relevant material to illustrate their observations and conclusions. If such documentation cannot be integrated into the essay, it should be included in an appendix.

In areas that pre-date the student’s lifetime, the student must demonstrate substantive engagement with the subject matter. Belonging to some society that devotes itself to studying the Civil War, for example, might provide sufficient experience. Likely, the student will need to offer support from sources by experts in the field. Just reading a book to write this essay would be insufficient experience.
Race and Ethnicity in U.S. History
Course Number: ELHI 311

Race and Ethnicity in U.S. History essays may satisfy Core Curriculum (CC) requirements in Area C2 (History).

Learning in for Race and Ethnicity in U. S. History is demonstrated by the student’s ability to analyze an ethnic or racial minority group and demonstrate how its various elements (values, art forms, language, social organization, and customs) are relevant to its past and present conditions. Students should demonstrate an understanding of the most important aspects of the target racial or ethnic group, which requires that the student analyze in depth, the dynamic aspects of the culture.

Whenever possible, students should document their experience with relevant supporting material that supports their conclusions. If such documentation cannot be integrated into the essay, it should be included in an appendix.

Students who were born in a different country and migrated to the U.S. or who have had exposure to regional ethnic groups through the military, volunteer work, and so on, may wish to write an essay in Race and Ethnicity in U.S. History.

Learning Outcomes

Students seeking credit in Race and Ethnicity in U.S. History will write an essay in which they analyze:

1. their relationship to the racial or ethnic group, explaining their access to it;
2. the relevance of the group’s history to present day American society, the significance of specific conditions or events to the current status as a minority group;
3. the group’s place in U.S. life (its history in becoming part of the U.S.);
4. the ways in which the group has been altered or Americanized by U.S. values and cultural practices;
5. the ways in which the group has been affected by distinctive treatment based on race or ethnicity;
6. the unifying elements of social aspects of the group which are racially or ethnically determined;
7. (if applicable) genealogical research techniques as they relate to the student’s experience;
8. relevant sources in the field, used to measure personal experience.
World History
Course Number: ELHI 312

World History essays may satisfy Core Curriculum (CC) requirements in Area C2 (History).

Learning in World History is demonstrated by the student’s ability to analyze a nation other than the United States through personal experience and research. Although the detailed description of an experience might be important to the presentation, description alone would be insufficient for receiving credit. The student should be able to show a relationship to what is being discussed. This means discussion not only of personal experience with a nation but of personal conclusions about that nation. Theory derived from reading or other secondary sources should be compared to and tested against first-hand observations.

Students who are from another country or have lived outside the Credited States, students who have lived as part of an immigrant group or whose work has taken them beyond the borders of the United States, and students who have traveled extensively may wish to write a World History essay.

Learning Outcomes

Students seeking credit in World History will write a critical essay in which they evaluate:

1. how the nation they experienced emerged out of its past history (political, economic, religious, ethnic, and so on);

2. applicable social, political, or religious practices they witnessed within the national history under consideration;

3. the meaning of national practices differing from those of the U.S.;

4. the ethnic diversity within a country. Explain how it arose out of the country’s past;

5. relevant sources from experts in the field, against which to measure their own experience.

Documentation, such as photographs, may be useful. If the student does not integrate them into the text, they should be put into an appendix.

Note: Students must offer in-depth analysis of the dynamic aspects of a nation and arrive at a significant overview of how the historical past has made the social and political present.
**Overview**
As an academic discipline, Human Resources includes specialized knowledge regarding the management of human resources, such as employee training and development, personnel appraisal and evaluation, wage and salary administration, employee benefits, EEOC compliance/affirmative action, labor/management relations, grievance procedures, negotiations, collective bargaining, arbitration, recruiting, interviewing, placement, and personnel policy development.

**Demonstrating Course Equivalent Learning**
Students may have acquired course equivalent experience in Human Resources from a combination of the following: decision making and problem solving in organizations; workshops, seminars, or certificate programs; extensive reading; and observation of techniques used by supervisors, employees, mentors, or peers. Course equivalent learning in Human Resources is best acquired by actual decision-making experience and is best demonstrated by systematic reflection on the decisions and their impact. This reflection may be enriched by readings or seminars.

All essays written in Human Resources course equivalents must include: a description of the specific experience in organizations that has led to the learning; a demonstration of the student’s knowledge, generalized to a theoretical level, that leads to effective decision making and problem solving and moves beyond facts and procedures to principles, models, and theories; a demonstration that this theoretical knowledge is applicable outside of the specific context in which it was learned.

The simple relating of experience or the description of what has been learned does not qualify for credit. The student must analyze what has been done in the past and how this provides a basis for future decisions.

**Documentation**
Students must support their observations with whatever primary (first-hand observations, interviews, and so on) and secondary (reference works, seminar materials, and so on) sources that contributed to their learning. They should include documentation of work experience in support of learning demonstrated in their essays.

**Course Equivalents in Human Resources**
- Human Resources Management- ELHR 335
- Compensation Administration- ELHR 315
- Labor and Management Relations- ELHR 422
Human Resources Management essays are eligible for General Elective credit only.

Learning in Human Resources Management is demonstrated by the student’s knowledge of the principles and techniques of Human Resources management and his or her ability to use them effectively to achieve management objectives.

Learning Outcomes

Students seeking credit in Human Resources Management will write an essay in which they identify and evaluate:

1. the basic principles involved in the management of the human resources in an organization, including planning, recruiting, selection, and training, and development of personnel policies;

2. how the knowledge has led to effective decision making (or could lead to effective decision making) in the following areas:
   - planning, recruiting, selection, and training of employees
   - development of personnel policies
   - interpretation of governmental laws and regulations (such as EEOC, OSHA, wage and hour law, and so on)
   - labor management relations

3. their own relevant experience in this area.
Compensation Administration essays are eligible for General Elective credit only.

Learning in Compensation Administration is demonstrated by the student’s knowledge of the methodology used in determining wage and salary policy.

Learning Outcomes

Students seeking credit in Human Resources Management will write an essay in which they critically assess

1. methodology used to determine wage and salary policy, including factor, point, ranking, and classification systems;

2. federal and state laws affecting the development of compensation systems;

3. methods of identifying and selecting appropriate health and welfare retirement benefit programs for an organization;

4. how their knowledge of compensation administration has led to (or could lead to) effective decision making in their organization, identifying and evaluating policies and procedures which they have designed or selected.
Labor and Management Relations essays are eligible for General Elective credit only.

Learning in Labor/Management Relations is demonstrated by student knowledge of the history of the labor movement in the United States and his or her ability to explain effective decisions that further either union objectives or management objectives.

Learning Outcomes

From a management point of view, students seeking credit in Labor/Management Relations will write an essay in which they assess:

1. the history of the labor movement in the United States, placing their organization in this historical context;
2. their organization's goals and philosophies toward labor;
3. decision-making experiences in contract negotiations and contract maintenance, grievance proceedings, strikes, lockouts, union organizing efforts, mediation, or arbitration;
4. the effectiveness of these decisions.

From a labor point of view, students seeking credit in Labor/Management Relations will write an essay in which they evaluate:

1. the history of the labor movement in the United States, placing the student's union in this historical context;
2. their union's goals and objectives;
3. the internal organization of the union and its relationship to national labor organizations;
4. their participation in and decision-making role regarding contract negotiations, grievance proceedings, strikes, organizing efforts, mediation, and arbitration;
5. the effectiveness of these decisions.
Human Services is interdisciplinary in both its theory and practice. Human services workers include health workers, community organizers, drug rehabilitation counselors, geriatrics nurses, child welfare social workers, teacher’s aides, probation officers, job developers, day-care center workers. Despite differences—whether in the context of public or private, residential or non-residential, voluntary or involuntary, large or small, community or non-community, regional or local organizations—human service occupations have some common characteristics.

Human Services professionals deliver tangible and intangible services to a wide range of people with the long-term goal of improving the quality of their lives—economically, socially, physically, or emotionally. Working in a human services position requires a mastery of a specific field of knowledge related to a particular service. Moreover, it often requires an understanding of the interaction between the psycho-dynamic functioning of an individual and a complex socioeconomic environment. In upper level positions, it requires theoretical and applied knowledge of supervisory and social policy planning skills.

Demonstrating Course Equivalent Learning
Students seeking course equivalent credit must do more than simply describe the nature of their work experience. They must be able to analyze and interpret the experience in a comprehensive way. The level and extent of that experience must be documented. All essays written in Human Services course equivalents must include: a description of the experience which incorporates a summary of the theoretical knowledge on which the service was based as well as how knowledge is put into practice; an analysis of the many origins of the need for this service; a description and analysis of the relationship between the user and the deliverer of the service; a description and analysis of the student’s own role within the structure of the human services organization and of the impact of the delivery of service on the individual.

The number of credits awarded will depend upon the scope of the experience and the depth of the interpretation or analysis. A student may write several essays in this discipline if s/he has 1) worked in more than one human services field, each of which delivered a different service; 2) worked for two (or more) organizations whose goals and orientation are so fundamentally dissimilar that the same service by name takes on a radically different function for the user and deliverer of the service; or 3) worked within the same organization but in more than one capacity, each of which demanded substantively different skills and encompassed different work experiences.

Course Equivalents in Human Services
- Delivery of Direct Services to Clients- ELHS 322
- Social Policy-Making- ELHS 334
- Program Development- ELHS 345
- Community Organization- ELHS 356
Human Services

Delivery of Direct Services to Clients
Course Number: ELHS 322

Delivery of Direct Services to Clients essays are eligible for General Elective credit only.

Learning in Delivery of Direct Services to Clients is demonstrated by the student’s ability to understand client needs and agency goals and their relationship to the values of the larger society.

Possible sources of experiential course equivalent learning include paid work experience with a human services organization, involving delivery of direct services; unpaid work experience (for example, as peer counselors or volunteers) under the supervision of a human services organization, involving delivery of direct services, as well as relevant reading in the field.

Note: Essays concerning customer service or service industries are not appropriate. Human Services is about working in social service agencies or institutions.

Learning Outcomes

Students seeking credit in Delivery of Direct Services to Clients will write an essay in which they evaluate:

1. clients and client needs;

2. service or treatment provided and its theoretical framework;

3. individual and societal causes in the development of client needs;

4. any contradictions which may exist between the goals and actual practice of the institution;

5. their perception of how certain factors—race, ethnicity, class, sex, age, or disability—affect the performance of their job;

6. the impact of this work on themselves, including discussion of personal growth, "burn-out," and working conditions.

Note: Students must support their observations and conclusions with no fewer than three to four appropriate academic sources, referenced in their essay and included in an annotated APA References list.
Human Services

Social Policy-Making
Course Number: ELHS 334

Social Policy-Making essays are eligible for General Elective credit only.

Learning in Social Policy-Making is demonstrated by the student’s ability to understand the roles of management, workers, or individuals in the creation and/or interpretation of social policy, including interpreting social policy in the context of the student’s job.

Possible sources of experiential, course equivalent learning include paid work experience with human services organizations and/or unpaid work experience with community or citizen organizations, supplemented by relevant reading in the field.

Learning Outcomes

Students seeking credit in Social Policy-Making will write an essay in which they critically evaluate:

1. an area of work directly or indirectly affected by social policies, including detailed analysis of their role within the organization and with clients and a clear account of relevant social policy and its effect on clients' lives;

2. any existing contradictions between specific social policies and specific goals of the job and organization;

3. through examples, how they have made interpretive decisions based on mandatory policies, where such flexibility exists, or how they have attempted to influence the process by which others make such decisions;

4. opportunities or experiences they may have had to participate in the formation of social policy;

5. how exposure to the creation and interpretation of social policies has affected their view of their job and their understanding of the organization's goals and effectiveness;

6. the impact of social policy-making on themselves, including personal growth, political consciousness, "burn-out," and working conditions.

Note: Students must support their observations and conclusions with no fewer than three or four appropriate academic sources, referenced in their essay and included in an annotated APA References list.
Human Services

Program Development
Course Number: ELHS 345

Program Development essays are eligible for General Elective credit only.

Learning in Program Development is demonstrated by the student’s knowledge in the development of new programs or in the reorganization and improvement of existing programs, including but not limited to funding, staffing, needs assessment, program rationale, objectives, training, and community relations.

Possible sources of course equivalent learning include working in a Human Services position (with the specific task of reorganizing or developing a new program), grant writing, working with a community group, or working independently (with the goal of establishing a service-oriented program), all of which must be supplemented by relevant reading in the field.

Learning Outcomes

Students seeking credit in Program Development will write a critical essay in which they evaluate:

1. the context out of which a plan for a new program or a program reorganization originated and their roles in that process;

2. through examples, how one sets priorities in program development, describing and evaluating the interactions between funding needs, community needs, training needs, program rationale, and program objectives;

3. in at least two of the areas of knowledge listed above, the detailed steps and results which were achieved in development of a specific program;

4. the essential components of an effective human services program (drawn from personal experience);

5. the biggest obstacles in developing or reorganizing a human services program;

6. the impact of this work on themselves, including discussion of personal growth, political consciousness, "burn-out," and working conditions.

Note: Students must support their observations and conclusions with no fewer than three or four appropriate academic sources, referenced in their essay and included in an annotated APA References list.
Community Organization essays are eligible for General Elective credit only.

Learning in Community Organization is demonstrated by a student who has played a significant role, such as community organizing experience sponsored and funded by an established human services organization, community organizing experience (paid or unpaid, within the context of a community or citizen's group which has formed around specific issues), supplemented by relevant reading in the field.

Learning Outcomes

Students seeking credit in Community Organization will write an essay in which they critically assess

1. an issue or goal appropriate for community organizing, including a description of the process by which this goal was chosen;

2. the specific steps and results of the work they did and its theoretical framework, including an identification and analysis of any obstacles they may have encountered;

3. any contradictions which may exist between the institution and the specific tasks, functions, or goals of change-oriented community work;

4. their perception of how certain factors—race, ethnicity, class, sex, age, or disability—affect their job performance;

5. the impact of this work on themselves, including discussion of personal growth, political consciousness, and working conditions.

Note: Students must support their observations and conclusions with no fewer than three or four appropriate academic sources, referenced in their essay and included in an annotated APA References list.
**Overview**
Students who have served in the United States military or who have served in the military of another country as draftees, enlistees, or mercenaries may have acquired course equivalent learning in Military Science. Credit for experience gained in leadership roles need not be cumulative. An individual with short term enlisted service experience or a member of the reserve components may be able to demonstrate as much actual learning as a retired officer with twenty or more years of active service.

For that matter, an individual with no formal military experience at all, such as a civilian Department of Defense employee, may also be able to demonstrate experiential learning in Military Science.

**Demonstrating Course Equivalent Learning**
Although the concepts of Military Science on which course equivalent learning demonstrations depend are experiential, note that evaluation for credit will depend upon the depth and breadth of analysis and interpretation of the experience. Simply describing the experiences one had during military service is insufficient for credit. The emphasis is on expression, interpretation, relevance, application of theoretical concepts, and generalizations that can be made to other situations. Remember, there must be evidence of involvement based on personal experience and reflective thought.

**Note:** As *The Guide for Evaluation of Education Experience in the Armed Services* authorizes admissions credit for military service, no duplication of Admissions Office credit and course equivalent learning credit will be permitted. All students must include in their submissions all military service credit granted by the University.

**Course Equivalents in Military Science**
- Role of the Military in Modern Society- ELMI 321
- Theory of Military Leadership and Management- ELMI 325
Military Science

Role of the Military in Modern Society
Course Number: ELMI 321

Role of the Military in Modern Society essays are eligible for General Elective credit only.

Learning in the Role of the Military in Modern Society is demonstrated by the student’s ability to analyze the purpose and relevance of the military establishment in modern society during peace and war. Consideration may be given to how the military acts as an element in domestic policy or in service of foreign policy.

Possible topics in the Role of the Military in Modern Society include the following.

1. Styles of national military management, including doctrinal and strategic differences in the rationale for military forces as they apply to nations today.

2. The historic decisions during modern times that have contributed to the evolution of conventional military forces as they exist today.

3. The role of the military in projecting national power on a geopolitical level in pursuit of foreign policy goals.

4. Theories of the causes of human conflict.

5. The role of the U.S. military as an agent for social change. Consider its role in racial integration and the assimilation of women into a predominantly male oriented workplace.

Students should discuss their proposed focus with their writing instructor before writing an essay in this course equivalent.

Credits will be based on the student’s knowledge of pertinent theories that apply to the historical development of conflict theory, as well as on the student’s analysis of general or specific conflict situations. Research, reflection, and judgment must be demonstrated.
Military Science

Theory of Military Leadership and Management
Course Number: ELMI 325

Theory of Military Leadership and Management essays are eligible for General Elective credit only.

Learning in the Theory of Military Leadership and Management is demonstrated by the student’s understanding of the principles of military leadership and management as applied in contemporary military organizations. (An analysis of ROTC and OCS in terms of their effectiveness in developing military leaders may be included.)

Students seeking credit will write an essay in which they will:

1. Offer a model of Organizational Leadership and its application to the military.
2. Provide definitions of leadership and differentiations between leadership and management, demonstrating an understanding of the organizational structure of the military to which definitions apply.
3. Identify the historical profile of primary, social, and professional groups within the American military.
4. Explain the meaning and expectations of professionalism and ethical conduct in the military.
5. Present an analysis of the role, responsibilities, and limitations of the leader-mentor as defined by the scope of the military organization and mission.
6. Describe techniques of motivation applied in a military environment.

Students must support their observations and conclusions with whatever primary (first-hand observations, interviews, and so on) or secondary (reference works, military materials, and so on) sources contributed to their learning.

Credits will be based on the student’s knowledge or understanding of contemporary leadership models applied within a military context, as well as the student’s interpretive and analytical understanding of military leadership theory as it relates to contemporary military organizations.
Overview
As citizens and members of communities, we are all, in our own way, political thinkers and actors. We all have ideas and opinions about the processes of government going on around us, and we all take part in them. Whether we simply obey laws and rules, or vote to change or affirm them, or even actively organize to influence government, we are political actors.

Demonstrating Course Equivalent Learning
Students may demonstrate competence in politics by analyzing their political acting and/or thinking and by articulating their understanding of processes of government.

Documentation
Whatever the analytical framework or experiential focus students select, they must document the Learning Outcomes experientially, with reference to systematically gathered data, and test their general conclusions (theory) against appropriate academic sources.

Students may also gather their own data via oral history interviews or discussions with people knowledgeable about the subject in which the student has experience. These sources should be included in the essay’s APA References list.

Course Equivalents in Politics
- Political Thought and Action- ELPO 335
- Political Autobiography- ELPO 410
- International Politics- ELPO 321
Political Thought and Action essays may satisfy Core Curriculum (CC) requirements in Area E (Social Sciences).

Learning in Political Thought and Action is demonstrated by the student having acted politically, having recognized it as such, and having shown the ability to analyze the nature of the action and its significance in light of the student’s close examination of the philosophy of a particular political theorist, such as Plato, Aquinas, Hobbes, Rousseau, or Marx; the theories about a certain political concept, such as democracy, socialism, ideology, or the military-industrial complex; or a political event or institution.

Political action may be broadly defined as ranging from being a voter, running for office, campaigning, lobbying for a special interest group, protesting to being a radical or a conservative, serving on a jury or commission, paying or refusing to pay taxes, speaking for a political cause to being a civil servant, receiving governmental assistance, or serving in the armed forces. Politics is the life of the community. Action is doing. We all live in communities; we all do things to affect those communities; and, therefore, we all are political actors. Students will show how their relevant experiences are political phenomena.

Learning Outcomes

Students seeking credit in Political Thought and Action will write an essay critically evaluating:

1. Provide a critical assessment of a theory or theories, the context of the theorists who developed the ideas, the significance of this theory relative to the tradition of political theory and an explanation of how study of this theorist or theory has personally affected their behavior and beliefs, and why, in political terms, the political action is supported by this theory.

2. the action, briefly and economically clarifying what it is that they believe gives political action its importance;

3. the relevant contemporary and historical context within which the action took place, identifying and analyzing those elements that led them to act;

4. the final significance of the action. What was accomplished? In retrospect, what strategies might have been more effective in achieving the goals?

5. what political lessons they learned from the action and what values they developed through the political process.
Politics

Political Autobiography
Course Number: ELPO 410

Political Autobiography essays are eligible for General Elective credit only.

Learning in Political Autobiography is demonstrated by the student’s systematic analysis of his or her political history.

In a sense this course equivalent is the political equivalent of the Spiritual Autobiography in that students will evaluate what they believe, what “political” conclusions they’ve drawn with regard to the individual’s place in the larger socio-political milieu--what rights belong to whom, what responsibilities belong to whom--as well as conclusions regarding the nature and relationship of the state, rights and responsibilities of government, obligations to the disenfranchised, weak, poor, oppressed, and so on.

The difference, however, between the Religious Autobiography, where students also explore their moral conclusions regarding various responsibilities, and the Political Autobiography is that the latter is concerned with the state’s responsibilities and the individual’s rights within it.

Learning Outcomes

Students seeking credit in Political Autobiography will write an essay in which they critically assess:

1. their present political beliefs and actions;
2. the process by which they came to hold these beliefs and undertake these actions;
3. what their beliefs and actions indicate about American political life;
4. what they have learned about themselves and about politics from the writing of this essay.
Politics

International Politics
Course Number: ELPO 321

International Politics essays may satisfy Core Curriculum (CC) requirements in Area E (Social Sciences).

Learning in International Politics is demonstrated by the student’s understanding of one or more issues in international politics.

Many students have had experiences that allow them to write about international politics. If you have lived in another country, studied in another country, been involved in transnational political or economic interactions, been involved with political issues that cross national boundaries, read widely on an issue (including diverse points of view), then you may have material for an essay in international politics.

Learning Outcomes

Students seeking credit in International Politics will write an essay in which they analyze:

1. the issue or incident, including how they became concerned with it;
2. its significance;
3. what they have learned about international and transnational politics from this study;
4. how cultural and other values dictate national political action, sometimes leading to conflict.
5. the political theories that support a student’s analysis, the context of the theory as developed originally and as applied to the international experience, and an explanation of how study of this theorist or theory has personally affected their behavior and belief
Overview
Psychology is the scientific study of human experiences and behavior. Thus, significant behavioral experience has the potential of being college-level course equivalent learning, if the behavioral experience is analyzed objectively and with reference to psychological theory.

Demonstrating Course Equivalent Learning
The number of credits awarded will depend upon the scope of the experience and the depth of the interpretation. Simply describing the experience is insufficient for receiving credit. The experiences described must be interpreted from current psychological theoretical perspectives. This requires familiarity with psychologists and their modes of thinking.

For example, a discussion of child development should include not only an accurate description of the developmental stages, but also an evaluation of important factors influencing development and of the possible effects these factors might have on future characteristics. Students are encouraged to be critical in their use of the psychological literature, indicating how it supports or does not support their own conclusions.

The amount of credit awarded is dependent upon the extent and variety of demonstrated experiential learning and the depth of analysis and theoretical interpretation. Three (3) credits of credit require a sophisticated application of psychological theories and analysis of personal experiences.

Course Equivalents in Psychology
- Observational Interviewing- ELPS 322
- Personal and Social Adjustment- ELPS 310
- Psychological Counseling- ELPS 325
- Group Processes- ELPS 334
- Humanistic Psychology- ELPS 335
- Child Development- ELPS 344
- Adult Developmental Psychology- ELPS 345
- Psychology of Exceptional Children- ELPS 355
Psychology
Observational Interviewing
Course Number: ELPS 322

Observation interviewing essays are eligible for General Elective credit only.

Learning in Observational Interviewing is demonstrated by the student’s ability to demonstrate knowledge of effective interviewing skills in a variety of settings.

Learning Outcomes

Students seeking credit in Observational Interviewing will write an essay in which they critically assess:

1. their practical experience and verify participation in an interviewing setting;

2. types and stages of interviews and identify several of the major kinds of interviews and the appropriate phases that they follow, including the purposes they serve;

3. various interviewing techniques and explain the major theoretical bases, concepts, and terms which are consistent with current texts on the specific approaches for which they have experience.

Note: Personnel interviewing and observational interviewing differ in terms of their style, the strategies each employs, and their intended goals or outcomes.
Psychology

Personal and Social Adjustment
Course Number: ELPS 310

Personal and Social Adjustment essays are eligible for General Elective credit only.

Learning in Personal and Social Adjustment is demonstrated by the student’s knowledge of the psychological issues related to the process of confronting and adapting to a major personal and social adjustment as it affects the individual and his or her significant others.

The focus of this course equivalent is on the psychology of adjustment. Consequently, students may focus on the specific issue that fostered their psychological and social adjustment, such as marriage, divorce, sexuality, illness, stress, disability, child abuse, death and dying, and others. Or they may focus on general adjustment strategies as applied to more than one issue.

Learning Outcomes

Students seeking credit in Personal and Social Adjustment will write an essay in which they critically evaluate:

1. The background and the factors that precipitated the issue that stimulated the adjustment;
2. The confrontation process and value issues involved, especially when the need for adjustment or change was first recognized and what personal values were involved regarding the need for adjustment or change in the status quo;
3. The process of adaptation;
4. The impact of the issue on those affected by it;
5. And integrate into their essays relevant readings and theory to illuminate the learning outcomes.
Psychology

Psychological Counseling
Course Number: ELPS 32

Psychological Counseling essays are eligible for General Elective credit only.

Learning in Psychological Counseling is demonstrated by the student’s use of a recognized therapeutic methodology to effect change within an individual or group. Students must convey knowledge of abnormal psychology, crisis intervention skills, and counseling in a one-to-one or group setting. Demonstration of more than one approach will enhance the possibility of more credit.

Learning Outcomes

Students seeking credit in Psychological Counseling will write a critical essay in which they evaluate:

1. the problem, issue, or behavior to be dealt with;
2. the problem (its causes and consequences);
3. the ethical issues in making an intervention in the situation;
4. options regarding possible approaches that can be taken and describe and analyze the principles and techniques of the specific approach chosen;
5. implementation of a plan based on the intervention;
6. styles and strategies to communicate with the client;
7. impact, effectiveness, and final evaluation;
8. and verify this experience.
Psychology

Group Processes
Course Number: ELPS 334

Group Processes essays are eligible for General Elective credit only.

Learning in Group Processes is demonstrated by the student’s understanding of the theories and research on effective groups and group functioning. The student should demonstrate an understanding of how to apply leadership skills and effective techniques of working with a variety of types of groups to achieve their objectives.

Learning Outcomes

Students seeking credit in Group Processes will write an essay in which they analyze:

1. practical experience as a participant or group leader, including documentation of this experience;
2. the underlying theory used in the group experience;
3. the role and function of the leader in relation to the underlying theory;
4. the practical application of group process;
5. (if appropriate) the ethical issues related to the group experience;
6. the impact of the group experience.
Psychology

Humanistic Psychology
Course Number: ELPS 335

Humanistic Psychology essays are eligible for General Elective credit only.

Learning in Humanistic Psychology is demonstrated by the student’s knowledge of the psychological issues related to the development of human wholeness, identity, values, fulfillment, and creativity.

Demonstrating course equivalent learning in this area may involve one or more of the following:

- analysis of one’s own life with regard to the search for one or more of the above issues (for example, meaning, fulfillment, and so on);
- analysis of a significant other’s life in the same areas;
- demonstration of understanding the theories of several humanistic psychologists (Maslow, Rogers, Buhler, May, Erikson, Fromm, Frankl).

An understanding of more than one humanistic theory will enhance the possibility of credit.

Learning Outcomes

Students seeking credit in Humanistic Psychology will write an essay in which they critically evaluate:

1. the theories of several humanistic psychologists;

2. a significantly long period of their own or another's life in terms of one of the humanistic theorist's interpretations;

3. how one has personally developed toward any of the previously mentioned issues (wholeness, identity, meaning, fulfillment) and an incorporation of the ideas of the humanistic psychologist or psychologists who have worked with this issue.

For example

- self-actualization and Abraham Maslow
- identity and Eric Erickson
- wholeness and Charlotte Buhler
- self-realization and Carl Rogers
- individuation and Carl Jung
- the search for meaning and Viktor Frankl
Psychology

Child Development
Course Number: ELPS 344

Child Development essays are eligible for General Elective credit only.

Learning in Child Development is demonstrated by the student’s understanding of the physical, mental, emotional, and social development of children.

This may involve substantive comprehension of the issue derived from observations and analysis of the student’s own child; comprehension derived from working with children as a teacher, relative, volunteer-worker, and so on; comprehension derived from reading in professional literature on child development.

Note: Generalization from more than one case study strengthens the essay.

Learning Outcomes

Students seeking credit in Child Development will write a critical essay in which they evaluate:

1. the kinds of development mentioned above;

2. the general patterns of development which occur, for example, physical and motor development from upper to lower parts of the body, emotional development from generalized to specific responses. The analysis must be supported by specific experiential examples and, if possible, discussion of developmental variations;

3. factors which influence development, such as the role of environmental factors (including stimulation and affection) and the role of hereditary factors;

4. theories of child psychologists, such as Spock or Gesell, or theories of child development per se such as Freud's, Erikson's, Piaget's, or Kohlberg's;

5. at least one developmental theory which they compare to their own example.
Adult Developmental Psychology essays are eligible for General Elective credit only.

Learning in Adult Developmental Psychology is demonstrated by the student’s understanding of the physical, mental, emotional, and social development of humans from puberty through old age.

This may involve knowledge of the above developments derived from a careful analysis of one’s own development through a significant period of time (for example, from puberty through young adulthood), knowledge derived from observations and analysis of another’s development (for example, one's offspring in adolescence and young adulthood, one's parent in adulthood and old age, or one's friend's development), and knowledge derived from reading in the professional literature on adolescent and adult development.

Learning Outcomes

Students seeking credit in Adult Developmental Psychology will write a critical essay in which they assess:

1. the kinds of development mentioned above;
2. the roles of various factors which influence normal or abnormal development;
3. the critical issues or normal crises which occur at each developmental level;
4. the main theories of human development (represented by Freud Erikson, Jung, Levinson, Gould, and others).
Psychology of Exceptional Children essays are eligible for General Elective credit only.

Learning in Psychology of Exceptional Children is demonstrated by the student’s ability to explain the characteristics, causes, adjustment processes, treatment, and special problems associated with different types of exceptional children. Appropriate examples include the mentally gifted, the mentally challenged, the seriously handicapped, and the mentally ill.

Learning Outcomes

Students seeking credit in Psychology of Exceptional Children will write an essay in which they critically assess:

1. the special characteristics of the child or the criteria by which the child has been identified as exceptional;

2. the special adjustments and problems of the child;

3. the types of treatment, special education, or therapy for exceptional children;

4. the theories of the causes of the particular characteristics that mark the child as exceptional, or the theories of how the characteristics become designated as exceptional;

5. the research findings pertinent to the particular type of special child.
Discipline: SERVICE LEARNING

Community Service in American Culture
Course Number: ELLS 323

Service Learning essays are eligible for General Elective credit only.

Overview
Learning in Community Service in American Culture is demonstrated by students’ ability to make connections between their lived experience in community-based learning and their intellectual and conceptual understanding of the subject of their volunteerism. A successful essay will demonstrate engagement, reflection, and analysis with respect to a particular social concern. Students must show an appreciation of the major conceptual themes and ethical principles of community service, especially as set forth by USF. These conceptual themes must be applied to a specific social problem; its history in America should be explained and analyzed with respect to its origins, development, and prognosis. Students must demonstrate their direct and sustained involvement with volunteer commitment or service provision that helps to redress the specific issue under consideration. Examples might include hunger, AIDS, environmental impacts, homelessness, or literacy. Documentation to verify a student’s participation in sustained service is required.

Learning Outcomes

Students seeking credit in Community Service in American Culture will write an essay in which they:

1. describe the major conceptual themes and ethical principles embodied in community service, such as community, service, compassion, and social justice;

2. explain how major conceptual themes embodied in community service are pertinent to their own life and values and to the USF mission statement and the University’s Jesuit tradition;

3. describe their first-hand encounters with a specific social problem through their volunteerism and explain why this issue attracted their attention and inspired their volunteerism;

4. provide a detailed description of the history of the social problem and delineate its history in America—its origins, development, and prognosis for the future. Supply pertinent statistics and anecdotes from relevant sources;

5. recommend ways to redress the social problem they have identified as demonstrated in their choice of a service site or provision;

6. describe their own engagement with the social issue, the nature of their service and their roles and responsibilities;

7. evaluate, through a critical reflection on and explanation of their own volunteerism, the effectiveness of the solution.
Discipline: THEOLOGY/RELIGIOUS STUDIES

Overview
Religion is a universal concept created by all human societies. Religion is typically characterized by a community of believers who share a common myth that interprets the abstractions of cultural values into historic reality through ritual behavior, which makes possible personal participation in a dimension of the experiences recognized as encompassing something more than everyday reality—the holy. These elements are united into recognizable structures or institutions that undergo processes of change and adaptation over time. In its etymology, religion means to bind together and to set apart. Understanding this paradoxical state is the object of Theology and Religious Studies.

Theology involves the study of religions and religious response in life, both social and personal. What sets this discipline apart from studies in history, psychology, sociology, or philosophy is its particular focus on the transcendent dimension of human experience. Theology, therefore, is the studied reflection on religion which is perhaps most usefully described by its function—what it does. Religion is a dynamic human phenomenon that does not exist in the abstract but in practice, in the realm of experience. Simply put religion is a way of life and a reason to live; theology is its academic interpretation.

Demonstrating Course Equivalent Learning
Course equivalent learning in Theology is demonstrated by the student’s ability to analyze different forms of religious response, including how a particular response goes beyond the ordinary and how the forms of response relate to one another. Simply describing beliefs or experiences is only the first step. Students must step back from those beliefs and analyze their context. What led to specific conclusions? What influences contributed to reaching and maintaining these conclusions? Finally, students must analyze the consequences.

Students writing a successful essay in Theology/Religious Studies will be able to understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate to a broad range of human experience. Students will be able to understand, differentiate, and appreciate various religious traditions, as encouraged by Vatican II's stance on the Catholic Church’s relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions. Students will be able to investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.

The University does not expect its students to accept any particular creed or dogma. However, it does require its students to demonstrate an ability to make informed responses to fundamental religious questions, including those pertaining to moral responsibility and the ultimate meaning of life.
Earning Core Curriculum (CC) Credits: Essays written in Theology/Religious Studies will satisfy Core Curriculum (CC) requirements in Area D 2.

Students may earn Core Curriculum (CC) or General Education credits in Theology/Religious Studies by taking a class or writing an essay (or essays) in Theology/Religious Studies course equivalents.

**Course Equivalents in Theology and Religious Studies**

- Spiritual Autobiography- ELRS 300
- Religions in America- ELRS 400
- Religion and the Arts- ELRS 308
- Death and Dying- ELRS 302
- World Religions- ELRS 410
- Religion and Management: Business, Ethics, and Society- ELRS 307
Theology

Spiritual Autobiography
Course Number: ELRS 300

Spiritual Autobiography essays may satisfy Core Curriculum (CC) requirements in Area D 2 (Theology).

Learning in Spiritual Autobiography is demonstrated by students’ ability to correlate their personal experience with conventional academic religious terms and categories. Students should use concepts central to the analysis of religion and theology to interpret their own lives. In exploring the role religion or some form of spirituality has played in their lives, students are encouraged to look at the usage of religion as an adverb—what does it mean to do something religiously? If you can identify something you do religiously, then you have found a spiritual dimension in your life.

Students’ spirituality may be manifested in religious traditions that are characterized by an identifiable community that remembers and passes on its history, contained in myth, scripture, symbol, ritual, and that expresses beliefs about what is real and valuable, and provides instruction on how to live. Or their spirituality may be manifested in religious dimensions—aspects of life that may not be religious in overall intent but relate to fundamental and universal questions that religion addresses, including with whom do we identify (god, family, race, ethnicity, gender, class); how are we related to a community (society, culture, world, cosmos, church, cult, organization); where do communities and identities come from and how do we shape them (tradition, history, culture, institutions); how is life made meaningful (ritual, symbolic, creative activity); what is true, good, mysterious, evil, false, absurd (revelation, scripture, myth, doctrine); how do we live and what are our responsibilities (morality, laws, standards, inspiration, guide); what do we expect from life (salvation, damnation, progress, decline).

A Spiritual Autobiography should not be only a chronological account of your experience as part of a particular religious organization. It should be an evaluation of what you believe and how those beliefs are demonstrated in your life.

Learning Outcomes

Students seeking credit in Spiritual Autobiography will write a critical essay in which they:

1. Evaluate their belief system, identifying the particular conclusions they have drawn with regard to specific religious, ethical, philosophical, and spiritual issues.

2. Identify the source of those conclusions (cultural or familial), explaining why certain conclusions have been maintained and why others have been rejected. In so doing students should engage the vocabulary of the academic study of religion and describe their experience in terms of categories of the sacred, including: Myth (sacred story), Doctrine (sacred law), Ritual (sacred activity), Social and Institutional Structures (sacred community/space), Transcendence (sacred experience), Ethics (sacred conduct), Holiness (sacred beings).
3. Explain what constituted religious experiences in their lives, as distinct from ordinary experiences and responses;

4. Highlight how specific events in their lives fostered particular beliefs, including how various beliefs have developed and how they are demonstrated;

5. Interpret the relationship of religious experiences or responses to a community of faith, such as a church or a formal religious organization. They should convey how their conclusions confirm or deny formal dogma;

6. Evaluate the impact of how their belief systems have been demonstrated in their lives: What happened as a result of their beliefs? What was its impact? What changes resulted?
Theology

Religions in America
Course Number: ELRS 400

Religions in America essays may satisfy Core Curriculum (CC) requirements in Area D 2 (Theology).

There are several perspectives from which one can approach the study of Religions in America to achieve academic credit. Students who wish to write in this area should choose the perspective or emphasis that best correlates to their lived experience. Actual experience, however, is insufficient to receive course credit for Religions in America. One must also apply an analytical interpretation to one’s experience. The perspectives from which one may choose include:

- Religions in America—World Religions
- Religions in America—Religion and History
- Religions in America—Religion and Cultural/Political Life
- Religions in America—Religion and Ethnicity

Learning in Religions in America with an emphasis on World Religions or Religion and History is demonstrated by the student’s ability to describe and analyze one or more religions, religious groups, or denominations in the United States. In both instances students must have some direct experience with the religious tradition under investigation. For World Religions this means one has experienced and undertakes to analyze a non-Western religion that is practiced in the United States, for example, Buddhism, Hinduism, or Islam. For Religion and History one should have experienced and undertaken an analysis of a traditional Western religious tradition that either came to America during its founding and settlement (such as Baptist, Methodist, Episcopalian and other Protestant or Catholic Christian denominations) or a sect that is uniquely a product of American life (such as Mormonism or Christian Science). In both instances students should be able to describe the practice of the religion under investigation and to identify the process by which the religion came to be practiced in America.

Learning Outcomes

Students seeking credits in Religions in America with an emphasis on World Religions or Religion and History will write an essay in which they critically assess:

1. the group’s history in the United States and, if applicable, how the ways in which the group’s beliefs differ here in the U.S., as compared with the group’s identity elsewhere;

2. the basic beliefs and practices of a religious group or groups;

3. the group’s organizational structure and how it furthers its basic beliefs and practices;

4. the nature of religious experience among group members and the nature of their commitment to the religion;
5. the role of the group in the lives of individuals and society;

6. the effects that exposure to this religion has had on their values and conduct.

Learning in Religions in America with an emphasis on Religion and Cultural/Political Life is demonstrated by how students explore the interaction of religion and culture or politics in American life as they have experienced it: as a practitioner of a particular faith who applies that faith to a political situation; as a citizen who makes choices about how to interpret civic life based on its religious content or lack thereof; as an observer of how religion influences the currents of American life and is expressed in symbol and narrative that sustain a common identity—either actual or desired—for Americans. Robert Bellah, in his classic article “Civil Religion in America,” argues that “an elaborate and well-institutionalized civil religion” exists in America alongside of and differentiated from churches and other places of worship. His description of civil religion has been influential in American political discourse and has also led to the reinterpretation of religious institutions and their public roles. It has also influenced the many ways in which citizens interpret the Establishment Clause of the U.S. Constitution: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of the press."

Learning Outcomes

Students seeking credits in Religion and Cultural/Political Life will write an essay in which they interpret Bellah’s definition of civil religion as they:

1. critically assess the importance of politics or culture in shaping American life, describing the extent, influence, and longevity of the topic as relevant to the understanding of American religious life;

2. identify an example of civil religion in American life—when patriotism may be interpreted as a religious belief or citizenship as a religious identity;

3. describe primary symbols and narratives of American religions-cultures and analyze the use of these symbols and narratives in personal and group identity formation;

4. interpret the relationship between church and state as set forth in the Establishment Clause of the Constitution;

5. show an example of the way in which political discourse in America distinguishes the sacred from the secular and/or the ways in which they are similar in function;

6. highlight a particular example—historical and/or personal—of the connection between religion and politics that illustrates the interrelationship;

7. identify a social justice movement that emerged out of religious conviction in order to affect public policy in America.
Learning in Religions in America with an emphasis on Religion and Ethnicity is demonstrated by a student exploring a particular example of the relationship between religion and ethnicity in America. In 1866, when the legislature passed a Civil Rights Act that declared that "all persons born in the U.S. were citizens thereof, and that such citizens, of every race and color shall have the same right" was the first occasion that Congress used the word "race" to designate groups in this way and to refer to the protection of constitutional rights without distinction to race or color. The relationship between race and its cultural counterpart or representation, ethnicity, however, has long been a part of American cultural life, especially its religious life. Students should have first-hand experience with the example under analysis, not necessarily as a member of the ethnic group, but with a sustained and significant relationship to the ethnically inflected religious experience.

Learning Outcomes

Students seeking credit in Religion in America with an emphasis on Religion and Ethnicity will write an essay in which they:

1. describe their relationship to the example under consideration and the nature and extent of their experience with the religion;

2. describe the historical circumstances under which this particular ethnic group encountered American culture, the ongoing circumstances of that relationship, and the ways in which America promoted or discouraged ethnic expression of religion;

3. demonstrate how race/ethnicity, as an element of social structure and a dimension of human representation, has influenced the expression of this particular religious identity;

4. distinguish the ways in which the ethnic group expresses religious ideas and practices that are different from and shared by the dominant culture;

5. elaborate the distinguishing features of this particular religious belief, including demographics, and a consideration of institutional, doctrinal, and ethical issues raised and interpreted by the religion.

6. assess the future and longevity of the religion in next generation;

7. show a relationship (if any) of the religious/ethnic group to public policy and/or issues facing this particular community, e.g. affirmative action, racism.
Theology

Religion and the Arts
Course Number: ELRS 308

Religion and the Arts essays may satisfy Core Curriculum (CC) requirements in Area D 2 (Theology).

Learning in Religion and the Arts is demonstrated by students interpreting cultural production from the perspective of its religious values and dimensions, including, for example, its symbolic, ethical, doctrinal, or mythic elements. Students may approach the topic one of two ways: as a practitioner whose aesthetic production is influenced by religious beliefs, feelings, images, influences or which seeks to express a religious concept; or as an aficionado, one who appreciates the religious elements, aspects, and influence of cultural production. For the practitioner, examples of aesthetic production may include visual arts (painting, drawing, sculpture, architecture), performing arts (theatre, dance) or musical arts (vocal or instrumental). For the aficionado, examples may include the above and also film and television or other contemporary forms of cultural production. Whichever method students choose there must be a balance of emphasis on illustration and interpretation—describing the activity in its experiential mode and interpreting its meaning in theoretical forms of analysis. Both aspects must be present for credit to be awarded.

Learning Outcomes

Students seeking credits in Religion and the Arts will write a critical essay in which they:

1. describe the religious feeling provoked by and the religious elements expressed in a work of art and articulate the basic human questions, such as identity, community, ethical action, and spirituality typically addressed by religion that are also addressed by a work of art;

2. demonstrate the religious context surrounding a significant work(s) of art;

3. demonstrate how religious themes or movements developed over time in the subject;

4. describe attendance at a display of the subject/art (performance, museum, and so on) outside classroom/campus experience;

5. show how the art form reflects and shapes religious world views, how it embodies commitments, virtues, and values of society that typically are addressed by religion;

6. describe how the art form expresses a religious vision or is a product of a religious imagination.
Theology

Death and Dying
Course Number: ELRS 302

Death and Dying essays may satisfy Core Curriculum (CC) requirements in Area D 2 (Theology).

Learning in Death and Dying is demonstrated by the student’s ability to analyze the religious issues of death, dying, and mortality as they apply to the individual, the bereaved, and the community. The attitudes and responses, and expressions—the issues—should be explored within a theoretical framework. In addition to describing their own personal experience, students should situate the topic in the context of the relevant culture, discussing the ways in which that culture approaches death and related issues: caring for the dying, bereavement, grieving, funerals, and other mourning practices.

Learning Outcomes

Students seeking credit in Death and Dying will write an essay in which they critically evaluate:

1. one or more experiences with death and dying from a religious perspective with attention paid to the moral issues raised by the experience;

2. the religious issues for the dying and those witnessing the death, such as the role of the belief systems of the dying person or of relatives, the student as witness, the role of the funeral, and the role of the clergy and religious institutions;

3. the various questions dying and death stimulate and the kinds of issues which arise as people confront their own mortality;

4. their answers to such questions from both a personal and a theoretical perspective, and the ways in which they have prepared for the decisions they will make regarding the treatment of dying relatives and the circumstances of their own dying;

5. draw upon at least two substantive critical sources that explore and/or interpret religious perspectives on death and dying.
World Religions essays may satisfy Core Curriculum (CC) requirements in Area D 2 (Theology).

Learning in World Religions is demonstrated by the student’s ability to analyze the main tenets and rites of one or more of the major religions of the world and to articulate the origins, development, and classical expression of this religion. One must have experienced and/or practiced the religion outside of the United States where it more completely reflects the culture, history, and social environment of the country. For example, if one chose to write about the Shinto religion, one should have some substantial experience of living in Japan and either practicing or observing the religion. Otherwise one should write under the category of World Religions in America.

Learning Outcomes

Students seeking credit in World Religions will write an essay in which they critically evaluate:

1. the basic principles, beliefs, and practices of the religion, including its ethics, institutional structure, doctrines, rituals, and the role played by religious leaders or holy people;

2. the role of the religion in the lives of individuals and society in the setting where students encountered the religion; the role of religion as it has an influence on global culture;

3. how the religion’s historical or societal environment has contributed to shaping it.

4. the effect exposure to this religion has had on their lives or their beliefs.
Religion and Management: Business, Ethics, and Society
Course Number: ELRS 307

Religion and Management: Business, Ethics, and Society may satisfy Core Curriculum (CC) requirements in Area D 2 (Theology).

Learning in Religion and Management: Business, Ethics, and Society is demonstrated by the student’s ability to analyze how personal ideals and a spiritual dimension are related to the world of employment. Students will also illustrate how the arguments of religious based thinking can contribute to the conversation about ethics in business. Essays will apply spiritual values to one’s profession and demonstrate how to integrate ethical positions into the management of one’s self, peers, subordinates, clients, and others one encounters in professional settings. If written during the second submission period, this course is an opportunity to extend the learning acquired in IS304—Social Ethics—by applying the principles, theories, and concepts introduced in that course to the immediate example of one’s experience in the workforce. In so doing students should appreciate the broader context of ethical concern and influence one has the potential to influence through one’s profession: How is society affected by the ethical principles upheld (or not) at work? This course assumes that the workplace is bound by the same ethical standards as society at large. Students need not approach this topic from a traditional religious viewpoint but like the Spiritual Autobiography are expected to correlate their own spiritual/religious viewpoint with the academic terms that apply to religious experience and ethics.

Learning Outcomes

Students seeking credit in Religion and Management: Business, Ethics, and Society will write an essay in which they:

1. identify and describe a spiritual dimension to relationships in the workplace and the general economic arena in terms of relationships with employer, co-workers, and clientele served;

2. identify and articulate central ethical problems concerning equality, justice, and rights that arise in a business setting and describe the role these play in their personal and professional life;

3. demonstrate an ability to apply ethical theories and values in personal decision-making by providing an example of an ethical challenge at work that they solved by one of several methods: using a moral reasoning process to resolve moral issues; employing an analysis of the structures of society to resolve moral issues; promoting inculcation of virtues, i.e., character-building habits of action; emphasizing care for the concrete well-being of persons;

4. compare and contrast the ethical perspectives of theorists (such as religious writers, social psychologists, cultural historians, philosophers) who have written on the spiritual and personal psychological dimensions of moral economic livelihood and work and demonstrate knowledge of the strengths and weaknesses of these ethical theories;
5. apply their own ethical assessment to the analysis of specific cases in business as illustrated in an actual case study, either contemporary or historical. For example, the application of moral reasoning to management/labor issues such as the air traffic controllers strike of the ‘80s or to the conduct of Enron in the ‘90s.

6. recommend ways of settling ethical disputes and arriving at ethical judgments in the workplace based on the experience and study reflected in the previous learning outcomes.
Overview
Women’s Studies is an interdisciplinary field that draws upon various academic perspectives—history, sociology, philosophy, economics, anthropology, political science, psychology, and the arts—as they apply to gender. As such, learning in Women’s Studies is focused on the differences between the experiences of women and men; the existence of institutionalized systems of male privilege that influence these differences; the relationship of male privilege to other systems of privilege such as ones based on race or class distinctions; the validity of personal experience as a source for identifying general social patterns and values as they relate to women; the importance of hearing from women in their own voices regarding their experiences; the value of developing general theories and analytic tools to understand issues of power (economic, political, psychological) based on gender.

Demonstrating Course Equivalent Learning
Learning in Women’s Studies must go beyond simple narration of an experience. Students must interpret the topic in terms of a broader framework. In the analysis, the essay must take into account the viewpoint that women’s experience occurs in relation to systems of male privilege. This viewpoint, along with a commitment to changing systems of privilege, is the basis of feminist interpretation. Students do not have to subscribe to a feminist interpretation, but they must demonstrate an understanding that women’s experiences are related to male privilege.

Whatever the focus students select, they must document the Learning Outcomes experientially, with reference to systematically gathered data, and test their general conclusions against appropriate academic sources.

Note: Students must also include an annotated APA References list. The amount of credit depends upon the depth of the analysis. Students may also gather their own data via oral history interviews about the aspect of Women’s Studies the student has chosen to write about. These sources should be included in the APA References list. Possible topics by which students may demonstrate learning in Women’s Studies include:

- Women and Work- ELWS 364
- Women and Management- ELWS 365
- Women and Economics- ELWS 307
- Women and Politics- ELWS 302
- Women and Violence- ELWS 351
- History of Women- ELWS 301
- Psychology of Women- ELWS 310
- Sex Roles- ELWS 375
- Women, Race, and Class- ELWS 376
- Women and Health- ELWS 341
- Feminist Ideology- ELWS 373
- Women and Spirituality- ELWS 363
Women’s Studies

Women’s Studies essays are eligible for General Elective credit only.

Learning in Women’s Studies is demonstrated by the student’s ability to describe individual experiences within a theoretical framework, examining the distribution of women's and men's roles and of power and the source and impact of these roles and such power.

Learning Outcomes

Students seeking credit in Women’s Studies will write a critical essay in which they evaluate:

1. within a theoretical framework the personal experiences on which the essay is based and the extent of these experiences;

2. their awareness of their roles as women or men, including their values, in approaching this topic;

3. the different types of roles assigned to women and men and the results of different role expectations;

4. (if appropriate) the internal contradictions experienced by individuals as a result of social definitions of female or male roles;

5. the multiple causal factors influencing women's roles and economic and political power;

6. women's and men's experience as influenced by institutionalized systems of male privilege;

7. (if appropriate) how factors such as race, ethnicity, class, or age interact with the conditions of women’s experience;

8. relevant sources against which to measure the experiences they describe.
ISA ESSAY SUBMISSION INSTRUCTIONS

In order to facilitate an efficient and accurate Interdisciplinary Studies Assessment (ISA) essay submission process, please follow the instructions below and use the ISA coversheet with each of your essay submissions. The process for all ISA essay submissions will be as follows:

- Students must fill out the ISA coversheet for each essay submitted. You can type directly onto the form in the boxes provided. The coversheet is included on your Orientation flash drive and can always be found online at usfca.edu/management/success/. Incomplete ISA coversheets submitted with your essays will be returned to you and the essay will not be evaluated until a completed coversheet is resubmitted within your submission deadline. Essays without an ISA coversheet will be rejected.

- Students submit essays with the ISA coversheet to the following e-mail address: som-isa@usfca.edu.

- Please submit essays as a Word document file labeled with your USF username, your start term, and the corresponding course number under which you are submitting the essay.

  For Example: If John Smith’s USF username is “jrsmith,” his start term is Fall 2014, and his essay submission is for Theology/Religion in the Arts (course number ELRS 408), he would save and submit his Word file as:

  jsmith-14F-ELRS408.docx (USF username + start term + course equivalent number).

  If John Smith were submitting another essay for Theology/Spiritual Autobiography (course number ELRS 300), he would label that essay’s file as:

  jsmith-14F-ELRS300.docx

  Please note that while a student may submit multiple essays that are different in content within the same discipline, students may not submit multiple essays within the same topic. For example, John Smith could not submit two different essays for ELRS 408.

- Please attach the ISA coversheet as the first page of your submission. If submitted as a separate file, please label it the same as your essay with “coversheet” at the end.

- Once essays are received, they will be processed and sent to evaluators. After evaluations are returned and recorded—which can take up to 12 weeks--your essay results are sent to the Registrar’s office for final processing and will post to your USF transcript and degree evaluation for review. You will receive an email from The Office of Undergraduate Studies and Programming notifying you when your results have posted. You will receive a copy of the completed ISA essay evaluation form if you do not earn credit (see examples on pages 13 and 14 of the ISA Handbook).

  If you have any questions, please contact Simone Jordan at shjordan@usfca.edu
LIST OF BRANCH CAMPUS LIBRARY CONTACTS

If you attend a branch campus and are unable to come to the USF Hilltop (Main) Campus to utilize the resources at Gleeson Library, please note that each branch campus is staffed with a librarian who can provide assistance with research and preparation of ISA essays. BSM students at USF’s Downtown Campus utilize the resources of Gleeson Library at USF’s Hilltop (Main) Campus.

San Francisco Hilltop (Main Campus)

**Head Librarian:** Vicki M. Rosen  
Email: rosen@usfca.edu  
Phone: (916) 504-2438

**Main Library Phone:** (415) 422-2660  
**Reference Desk** (for you research questions): (415) 422-2039

Pleasanton

**Librarian:** Nancy McCanlies, MS, MLIS  
Email: mccanlies@usfca.edu  
Phone: (925) 474-1851  
(415) 422-5594

**Library Assistant:** Keyvan Saidi  
Email: saidi@usfca.edu  
Phone: (925) 474-1852  
(415) 422-4908

**Main Library Phone:** (925) 474-1853  
(415) 422-3390

Sacramento

**Librarian:** Bev Duval  
Email: duval@usfca.edu  
Phone: (916) 504-2438

Phone: (916) 504-2420  
Fax: (916) 920-1349

**Library Assistant:** Gwen Sparman  
Email: glsparman@usfca.edu
San Jose

Librarian: Keisa Williams
Email: kwilliams7@usfca.edu
Phone: (415) 422-5591
   (408) 343-7111

Main Library Phone: (408) 343-7112
   (415) 422-3391

Librarian: Cynthia McCarthy
Email: cmccarthy2@usfca.edu
Phone: (415) 422-5580

Santa Rosa

Librarian: Jean Hewlett, MLIS
Email: hewlett@usfca.edu
Phone: (707) 527-1345
   (415) 422-5586

ESSAY SUBMISSION HANDBOOK - 120
APPENDIX C

LIBRARY RESOURCES

Administration of Justice
   Research Sources for Law
   Research Sources for Government Information

Art: Fine
   Research Sources for Art

Art: Performing Arts
   Research Sources for Performing Arts

Communication
   Research Sources for Communication Studies

Computer Science
   Research Sources for Computer Science

Consumer and Family Science
   Research Sources for Business
   Research Sources for Public Health
   Research Sources for Sociology

Education
   Research Sources for Education

English
   Resources Sources for Rhetoric
   Research Sources for Literature and Language

Exercise and Sport Science
   Research Sources for Kinesiology
Research Sources for Sport Management

History
  Research Sources for History

Human Resources
  Research Sources for Organization Development

Human Services
  Research Sources for Public Affairs/Urban Affairs

Military Science
  EBSCO Military & Government Collection

Politics
  Research Sources for Politics

Psychology
  Research Sources for Psychology

Service Learning
  Research Sources for Public & Nonprofit Management
  Research Sources for Sociology

Theology/Religious Studies
  Research Sources for Religion and Theology

Women’s Studies
  Research Sources for Gender Sexuality Studies
Here is a brief guide to the Jesuit/Ignatian principles that support the ISA process.

Precis of Ignatian Pedagogy: A Practical Approach

Sharon J. Korth

A previously unpublished summary of the document developed by the International Center for Jesuit Education, Rome, 1993

What Is the Goal?

Ignatian education strives to develop men and women of competence, conscience, and compassion. It is a collaborative process between and among faculty and students that fosters personal and cooperative study, discovery, creativity, and reflection to promote lifelong learning and action in service to others.

The Ignatian pedagogical paradigm is a practical teaching framework that is consistent with and effective in communicating the Ignatian values and worldview. Faculty, regardless of discipline, can utilize this approach so that their teaching is academically sound and at the same time formative of persons for others.

What Is the Process?

Ignatian pedagogy is a model that promotes the goal of Jesuit education, speaks to the teaching-learning process, addresses the
faculty-student relationship, and has practical meaning and application for the classroom. Similar to the process of guiding others in the Spiritual Exercises, faculty accompany students in their intellectual, spiritual, and emotional development. They do this by creating the conditions, laying the foundations, and providing the opportunities for the continual interplay of the student's experience, reflection, and action to occur. Throughout the process it is important that faculty be sensitive to their own experience, attitudes, and opinions, lest they impose their own agenda on their students.

The Ignatian pedagogical process includes the following elements: context, experience, reflection, action, and evaluation. Through consideration of the factors and context of students' lives, faculty create an environment where students recollect their past experience and assimilate information from newly provided experiences. Faculty help students learn the skills and techniques of reflection, which shapes their consciousness, and they then challenge students to action in service to others. The evaluation process includes academic mastery as well as ongoing assessments of students' well-rounded growth as persons for others.

Context

Since human experience, always the starting point in Ignatian pedagogy, never occurs in a vacuum, we must know as much as we can about the actual context within which teaching and learning take place. We as faculty need to understand the world of our students, including ways in which family, friends, social pressures, politics, economics, media, and other realities impact them. For a relationship of authenticity and truth to flourish between faculty and student, there has to be built a mutual trust and respect that grows out of a continuing experience of the other as genuine companion in learning. We need to know how to create an atmosphere for learning where we help one another and work together with enthusiasm and generosity, attempting to model concretely in word and action the ideals we uphold for our students and ourselves.
Experience

Experience for Ignatius meant to “taste something internally,” which involves the whole person—mind, heart, and will—because without internal feeling joined to intellectual grasp, learning will not move a person to action. To enhance learning, we faculty should first create the conditions whereby students gather and recollect the material of their own experience in order to distill what they already understand in terms of facts, feelings, values, insights, and intuitions related to the subject matter at hand. Later we guide students in assimilating new information and further experience so that their knowledge will gain in completeness and truth. We select activities that take students beyond rote knowledge to the development of the more complex learning skills of understanding, application, analysis, synthesis, and evaluation. Through an eclectic mix of direct activities (such as conversations and discussions, simulations, role plays, laboratory investigations, field trips, service projects, etc.) and vicarious activities (reading, listening to a lecture, etc.), we strive to create learning experiences that involve the cognitive as well as affective responses, having students consider the questions, “What is this?” and, “How do I react to it?” We also help students integrate learning experiences in the classroom with those of home, work, peer culture, etc.

Reflection

Reflection and discernment were integral parts of Ignatius’s learning process. Reflection is a thoughtful reconsideration of some subject matter, experience, idea, purpose, or spontaneous reaction, in order to grasp its significance more fully. Thus, reflection is the process by which meaning surfaces in human experience by understanding the truth being studied more clearly; understanding the sources of one’s sensations or reactions in the consideration; deepening one’s understanding of the implications for oneself and others; achieving personal insights into events, ideas, truths, or the distortion of truth; coming to an understanding of who I am . . . and who I might be in relation to others. Reflection is a formative and a liberating process that forms the conscience of learners in such a manner that they are
led to move beyond knowing to undertake action. Faculty lay the foundations for “learning how to learn” by engaging students in the skills and techniques of reflection. A major challenge to faculty is to formulate questions that will broaden students’ awareness and impel them to consider viewpoints of others.

**Action**

For Ignatius, love is shown in deeds, not words. Faculty hope that students are impelled to move beyond knowing to action—action that is for the welfare of society. It is our role as faculty to see that opportunities are provided that will challenge the imagination and exercise the will of the students to choose the best possible course of action to flow from and follow up on what they have learned. Through experiences that have been reflected upon, students make the truth their own and serve others. Faculty help students to consider their experience from a personal, human point of view, while remaining open to where the truth might lead.

**Evaluation**

Ignatian pedagogy aims at formation, which includes but goes beyond academic mastery. Here we are concerned about students’ well-rounded growth as persons for others. Traditional ongoing academic evaluation can alert faculty to possible needs for use of alternative methods of teaching; it also offers special opportunities to individualize encouragement and advice for academic improvement for each student. On the other hand, periodic evaluation of the student’s growth in attitudes, priorities, and actions consistent with being a person for others is essential. Faculty should foster relationships of mutual trust and respect that set a climate for discussion and growth. Useful evaluative processes include mentoring and reviews of student journals, as well as student self-evaluation in light of personal growth profiles, leisure time activity, and voluntary service to others. Internal or external feedback may serve to launch the learner once again into the cycle of the Ignatian learning paradigm.
University of San Francisco
Academic Honor Code

I. Purpose

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community.

This Honor Code applies to all students (undergraduate and graduate) in the College of Arts and Sciences, the School of Management and the School of Nursing and Health Professions. Faculty and students in the School of Education and the School of Law should consult their own schools for proper procedures. Students enrolled in distance learning (online courses) are subject to these policies as well as supplemental policies set forth by their program.

II. The Honor Pledge

All USF students will uphold the Honor Code by adhering to the core values of the university and supporting its mission to guide their academic careers and educational experiences.

*USF Academic Honor Pledge*

*I pledge to demonstrate the core values of the University of San Francisco by upholding the standards of honesty and integrity, excellence in my academic work, and respect for others in my educational experiences, including supporting USF’s mission.*

III. Standards of Conduct

Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited.

A. Cheating

Cheating is the use or attempted use of unauthorized materials, information, and study aids, as well as unauthorized collaboration on examinations and other academic exercises. It is the responsibility of students to consult with their professors concerning what constitutes permissible collaboration. Cheating or helping others cheat is academic fraud.

B. Plagiarism

Plagiarism is the act of presenting, as one’s own the ideas or writings of another; plagiarism, in any of its forms, violates academic integrity. While different academic disciplines have different norms of attribution, all strive to recognize and value individuals’ contributions to the larger body of knowledge. It
is the responsibility of students to consult with their professors in order to understand the norms of attribution in each discipline and area of study.

C. False Citations

False citation is attribution to an incorrect or fabricated source; false citation is academic fraud. False citation seriously undermines the integrity of the academic enterprise.

D. Submitting the Same Work for Multiple Assignments

Students may not submit work (in identical or similar form) for multiple assignments without the prior, explicit approval of all faculty to whom the work will be submitted. This includes work first produced at USF or at another institution attended by the student.

E. Submitting False Data

False data is information that has been fabricated, altered, or contrived in such a way as to be misleading; the submission of false data is academic fraud.

F. Falsifying Academic Documentation

Forging or altering academic documentation (including transcripts, signatures, letters of recommendation, certificates of enrollment or standing, registration forms, and medical certifications) concerning oneself or others is academic fraud.

G. Abuse of Library Privileges

Depriving others of equal access to library materials constitutes a violation of academic integrity. This includes sequestering library materials for the use of an individual or group, refusal to respond to recall notices, and the removal or attempt to remove library materials from any University library without authorization.

H. Abuse of Shared Electronic Media

Depriving others of equal access to shared electronic media used for academic purposes constitutes a violation of academic integrity. This includes actions that result in the damage or sabotage of campus computer systems.

IV. Academic Honesty Committee: Role and Membership

The Academic Honesty Committee is responsible for oversight of the Honor Code and shall investigate alleged Honor Code violations in a fair and impartial manner. In cases in which a student is found in violation of the Honor Code, the Academic Honesty Committee will award sanctions as appropriate. (A description of possible sanctions is included under section V, part D.) Under no circumstances (including a finding of ‘not in violation’ of the Honor Code) does the Academic Honesty Committee have the authority to change a student’s grade. In cases in which a student is found not in violation of the Honor Code, all information pertaining to the alleged violation, including the name of the student, will be removed from the committee’s records.
The Academic Honesty Committee is a representative group of faculty, students, and administrators from the College of Arts and Sciences, the School of Business and Professional Studies, the School of Education, and the School of Nursing. Ordinarily, members include: three faculty from the College of Arts and Sciences, one faculty from the Schools of Business and Professional Studies, Education, and Nursing, four undergraduate students, and two graduate students. The University of San Francisco Faculty Association (USFFA) and the Provost Council jointly appoint the faculty and administrative members. The ASUSF undergraduate and graduate councils select the student representatives.

The Chairperson is appointed by the Provost for a term of two years and is a non-voting member unless the members are evenly split on a decision regarding an Honor Code violation. Other members serve for a minimum of two years; ideally members from the same department serve staggered terms. Academic Honesty Committee members administer the Honor Code and educate students, staff, faculty, and administrators about their academic responsibilities. Scheduling problems and other circumstances may alter committee makeup and length of terms.

The Academic Honesty Committee is in session during the Fall and Spring semesters of the academic year and will make every effort to resolve an alleged incident of an Honor Code violation within the semester during which the initial report of a violation is made. Should a report of a violation be made during summer or intersession, the Committee will address the report in the ensuing semester (either Fall or Spring). Anticipated timeframes for completion of each stage of the investigation and resolution process are included in the descriptions that follow and may be adjusted at the discretion of the Chair as necessary.

A staff person in the Office of the Provost keeps all written or recorded information related to the business of the Academic Honesty Committee on a password protected server.

V. Rights and Responsibilities of Involved Parties

All members of the university community are charged with ensuring that the Honor Code is applied in a fair and unbiased manner. This includes individuals who witness a violation or potential violation of the Honor Code and individuals who are accused of an Honor Code violation.

Referring individuals are members of the faculty, staff, or the student body who witness or suspect they have witnessed a violation of the Honor Code. Such individuals are bound by the Honor Code to report the violation, resolved or unresolved, to the Academic Honesty Committee. (Examples of potential resolutions that can be applied at the course level are offered in section VI.)

Faculty or staff members who witness a violation have the responsibility to confront the student(s) allegedly involved, gather evidence regarding the alleged violation, and contact the Academic Honesty Committee. Resolution at the course level is encouraged but does not remove the reporting requirement. Should the case be unresolved or otherwise serious, reporting individuals are expected to be available to the Academic Honesty Committee throughout the course of its investigation, including in-person interviews and serving as a witness in any hearings.

Students who witness a potential Honor Code violation are charged to either approach a faculty member or to contact the Academic Honesty Committee directly to provide a direct and honest account of their observations. Should the case be unresolved or otherwise serious, student witnesses are expected to be available to the Academic Honesty Committee throughout the course of its investigation, including in-person interviews and serving as a witness in any hearings. While every effort will be made
to ensure the anonymity of a student witness through the initial stages of an investigation, it may be necessary for the student to step forward publicly and in front of the accused.

Students who are accused of an Honor Code violation have the right to defend themselves against any and all charges levied against them. Students may gather and submit evidence and recruit witnesses in their defense. Students also have the right to bring a case to the Academic Honesty Committee themselves if they believe they have been falsely accused. Students may also appeal the initial decision of the Academic Honesty Committee through a request for a formal hearing.

VI. Possible Violations of the Honor Code

If a faculty member suspects that a student has violated the Honor Code, the faculty member notifies the student to give him/her an opportunity to respond to the allegation. If the faculty member concludes that a violation has occurred, s/he may do any or all of the following: issue a warning, lower the grade, assign a failing grade. The faculty member is encouraged to report the incident and its resolution to the Academic Honesty Committee at academichonesty@usfca.edu, particularly in the case of a serious violation or unsuccessful resolution. If a student does not challenge the allegation brought by the faculty member, the incident will be included in the database for the duration of the student’s attendance at USF, at which time the record will be expunged (unless a sanction is awarded by the Academic Honesty Committee – see below). If a student challenges the allegation of violation of the Honor Code, s/he may refer the matter to the Academic Honesty Committee.

If another member of the University Community (faculty member, staff, administrator or student) believes that a student has violated the Honor Code, s/he may notify the Academic Honesty Committee at academichonesty@usfca.edu.

The names of all students who have been involved in Honor Code violations reported to the Academic Honesty Committee will be placed in a password-protected Academic Honesty database maintained in the Office of Student Conduct, Rights and Responsibilities in University Life. The names of students who are later found not to have been involved in an Honor Code violation will be promptly removed from this database. Complete information related to violations of the Honor Code in which sanctions were awarded will be kept for up to seven (7) years in this secure, confidential database, which will assist in identifying students who may repeatedly violate the Honor Code. Those students who repeatedly violate the Honor Code will be forwarded to the Academic Honesty Committee for further action.

When a violation is reported to the Academic Honesty Committee, the process that follows occurs in the following stages: A) Initial Report, B) Referral and Investigation, C) Resolution, and D) Sanction.

A. Initial Report

All incidences of Honor Code violations are reported to the Academic Honesty Committee for inclusion in its database. This initial report will include information on the nature of the alleged violation, evidence in support of the accusation of a violation, and resolution (if any) already reached between the referring individual and the accused. Upon receipt of this initial report, the chair of the Academic Honesty Committee will contact the both accused student and the referring individual within two weeks to discuss the alleged violation and then determine a suitable next course of action.

B. Referral and Investigation
The following situations will be referred to the Academic Honesty Committee for a full review:

i. If the student contests the accusation of an Honor Code violation.

ii. If no successful resolution between the referring individual and the student has been reached.

iii. If, from initial review of the initial report and evidence presented by the referring individual, the Chair of the Academic Honesty Committee deems an uncontested violation to be of a potentially serious nature.

iv. If the student has previously been found in violation of the Honor Code as documented in the database.

When such a disputed, serious, unresolved, or repeat violation is referred to the Academic Honesty Committee, the Chairperson of the Academic Honesty Committee will determine whether a formal investigation is appropriate within 30 business days of the initial report. In such cases, s/he may appoint, as appropriate, two committee members (a faculty/administrator and a student) to investigate the allegations and report their findings to the Academic Honesty Committee.

i. Making reasonable efforts to interview the student(s), the complainant(s) and the potential witnesses, the investigators gather information relating to the alleged violation. Investigations are expected to take no longer than two weeks from the time of the appointment of the investigating team, at which time a written report is submitted to the Academic Honesty Committee. If the investigators differ in their conclusions, separate reports may be submitted.

ii. If, upon review of the report presented by the investigating team, the Academic Honesty Committee determines that there is insufficient evidence of an Honor Code violation, the report of the violation will be dismissed and the outcome reported to the student, the reporting individual, and the Associate Dean of the student’s school or college.

iii. If, upon review of the report presented by the investigating team, the Academic Honesty Committee determines that there is sufficient evidence of a violation, resolution will follow.

C. Resolution

In the cases where the Academic Honesty Committee concludes that sufficient evidence of an Honor Code violation has been presented, the Chairperson of the Academic Honesty Committee will inform the student in writing that s/he has been found in violation of the Honor Code within one week of the Committee’s decision.

i. If the student accepts the decision of the Academic Honesty Committee, the Academic Honesty Committee will re-convene to consider an appropriate sanction as outlined in section V, part D (a letter of censure in the student’s academic file; suspension from the University; or a recommendation to the Provost for dismissal or denial/revocation of a degree.) Once the Academic Honesty Committee reaches a decision, the chairperson of the Academic Honesty Committee will communicate in writing directly to the student, the reporting individual, the Associate Dean of the student’s school or college, and the Provost the outcome of the investigation within two weeks of the student’s acceptance of the charge. This written report will detail the evidence considered, final decision, and reasons for the decision,
which is submitted to the Office of the Provost. The decision of the Academic Honesty Committee is final and binding.

ii. If the student chooses to appeal the decision of the Academic Honesty Committee, s/he may request a hearing within one week of notification of the finding of a violation. In such cases, the Academic Honesty Committee Chair will schedule a hearing to be held within four weeks of the student’s request. The student(s) will be notified in writing of the hearing date and the alleged violation(s). The letter to the student(s) shall include:

- A copy of the Honor Code;
- A summary of the allegations;
- A list of expected witnesses and evidence;
- The date, time, place of the hearing;
- The names of the Academic Honesty Committee members; and
- The rights of the student.

iii. Hearing

a. The Academic Honesty Committee Chair prepares all materials to be considered at the hearing and makes them available to the student charged with academic dishonesty, the person making the charge, and the Academic Honesty Committee at least ten (10) working days before the hearing.

b. Evidence that the student wishes to submit in response to the allegations must be submitted to the Academic Honesty Committee Chair for distribution at least five (5) working days before the hearing; it is at the discretion of the Academic Honesty Committee to consider any evidence submitted after that time.

Rights of the student at the hearing include:

i. To be allowed reasonable time to prepare for the hearing (no less than 10 working days after being notified of the hearing date).

ii. To select a support person to be present as an observer during the hearing; legal counsel is not permitted.

iii. To be present at the hearing. The student may waive his/her right to attend in which case the hearing may proceed without the student.

iv. To present evidence or witnesses. The student must inform the Academic Honesty Committee regarding requests for witnesses at least 5 working days before the scheduled hearing. The student is responsible for notifying his/her witness(es) of the hearing date, time, and location.

v. To waive any rights associated with the hearing as provided by the Honor Code.

vi. To receive a written report from the Academic Honesty Committee.
Hearing Procedures guidelines:

i. A minimum of 5 members of the Academic Honesty Committee must be present.

ii. The Academic Honesty Committee Chairperson or a designee presides over the hearing and determines all procedural matters prior to and during the hearing.

iii. If a student fails to appear at a scheduled hearing, the hearing may be held and the matter resolved without the student present.

iv. The hearing will be closed to the public in all cases.

v. In matters involving multiple students, their cases may be heard in a single hearing. If all students do not consent to a joint hearing, the same Academic Honesty Committee will hear their cases separately.

vi. Any witness, other than the student, is present only for his/her testimony.

vii. The Academic Honesty Committee shall decide via secret ballot whether the student is “in violation,” of the Honor Code. A majority of Academic Honesty Committee members must vote “in violation” in order for sanctions to be imposed.

viii. If the Academic Honesty Committee determines the student is “in violation” of the Honor Code it may impose any of the following sanctions: a letter of censure in the student’s academic file; suspension from the University; or a recommendation to the Provost for dismissal from the University or denial/revocation of a degree.

If the Academic Honesty Committee determines that the student is "not in violation" of the Honor Code, the student may pursue a Grade Appeal if appropriate to the incident.

ix. Once the Academic Honesty Committee reaches a decision, the chairperson of the Academic Honesty Committee will communicate in writing directly to the student, the reporting individual, the Associate Dean of the student’s school or college, and the Provost the outcome of the hearing.

x. The decision of the Academic Honesty Committee is final and binding.

xi. The Academic Honesty Committee prepares a written report, detailing the evidence considered, final decision, and reasons for its decision, which is submitted to the Office of the Provost.

D. Sanctions

The Academic Honesty Committee may award any of three sanctions (Letter of Censure, Suspension, Expulsion) in the case of any serious or repeat violation, regardless of resolution at the course level. The following guidelines will be used, without regard to mitigating or exacerbating circumstances, by the Academic Honesty Committee to determine the sanction that is most appropriate for the violation committed. Sanctions will be based on the severity of the violation. For offenses not expressly addressed in these guidelines, the Academic Honesty Committee should consider the general principles they convey.
i. Letter of Censure

A Letter of Censure is the least severe sanction recommended by the Academic Honesty Committee to the student’s Dean. It describes the Honor Code violation and is placed in the student’s academic file, which is retained in the Registrar’s Office. The letter is kept on file for seven (7) years, at which time it is destroyed.

Offenses for which a Letter of Censure is an appropriate sanction are often characterized by a combination of deceit, ignorance, and confusion on the part of the accused. Examples of when a Letter of Censure is appropriate include, but are not limited to:

- Submitting the same paper written by the student, or portions thereof, in multiple courses without permission or attribution;
- Collaboration on an assignment where collaboration was not allowed;
- Including false or improper citations in the assignment.

ii. Suspension

Suspension is the intermediate level sanction recommended by the Academic Honesty Committee to the student’s Dean. Suspension will typically be imposed for one semester, but may be imposed for two semesters. Suspension is noted on the student’s transcript at the end of the semester’s entries in which the violation occurred: “Suspension: Violation of Honor Code.”

Offenses for which Suspension is an appropriate sanctions are extensive, grave and/or serious first-time violations, or for a repeat violation of a lesser offense. Examples of offenses in which Suspension is the appropriate sanction include, but are not limited to:

- Complete or partial plagiarism on a paper;
- Cheating on a test;
- Unauthorized collaboration on a project;
- Altering a graded assignment for regrading.

iii. Dismissal from the University or Revocation of a Degree

Dismissal from the University or revocation of a degree is the most severe sanction recommended by the Academic Honesty Committee to the student’s Dean and the Provost. Dismissal is noted on the student’s transcript at the end of the semester’s entries in which the violation occurred: “Dismissal: Violation of Honor Code.” If a student has already received a degree from the University, the President or Provost of the University may revoke the degree. The sanction will be entered permanently on the student’s record.

Dismissal from the University or revocation of a degree is appropriate for serious, grave, and/or extensive first-time or repeat offenses such as altering one’s academic transcript. It is also reserved for situations in which efforts to educate the student on the importance of academic integrity and to reform his/her behavior have not worked, and the Academic Honesty Committee believes it is appropriate to permanently remove the student from the University. Dismissal is also appropriate if a student has
previously committed one or more Honor Code violations with suspension and has committed another violation after return from suspension.