
GUIDE TO APPLYING FOR TRANSFER CREDIT

Heritage Academy
606 Ridgeway Avenue
Columbia, MO 65203

Included:

- Guidelines for pursuing Transfer Credit
 - Criteria for Determining Credit Transferability
 - Application for Transfer Credit
 - Examples of Sample Documentation
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Guidelines for Transfer Credit

High school credit earned apart from Heritage Academy may be applied to graduation requirements of Heritage Academy upon the recommendation of the Academic Advisor and the approval of the Chief Administrative Officer. Students wishing to have credit considered for transfer must acquire and complete appropriate paperwork from the Heritage Academy Academic Advisor.

If a student is applying to transfer credit from a public or accredited private school,

- an official transcript will be required
- a formal application for transfer of credit must be completed for each course. Courses will be evaluated individually.
- the course must be similar in content, and equivalent in level and rigor as corresponding courses offered by Heritage Academy.
- the student must have earned a final letter grade of C- or higher for each course considered, based on the percentage scale established by the sending institution. Credit which has been earned with a non-letter grade will be evaluated on an individual basis by the Academic Advisor and submitted for approval to the Chief Administrative Officer.

If a student is applying to transfer credit from a non-accredited private school, home-school instruction, or alternative educational setting,

- a formal application for transfer of credit must be completed for each course. Courses will be evaluated individually.
- the course must be similar in content, and equivalent in level and rigor as corresponding courses offered by Heritage Academy.
- the student/family will be responsible to provide documentation of learning objectives, learning activity, evaluative assessments, learning resources, and a passing grade. For suggestions in collecting this information, refer to **Application for Transfer Credit** or contact the Academic Advisor.

Each course will be evaluated individually; the acceptance of one course from an institution does not mean that other credit from the same institution is necessarily transferable.

Grades for transfer credit will not be calculated in a student's cumulative grade point average.

Transfer credits that have been applied toward diploma requirements do not appear individually on a student's Heritage Academy transcript. Transcripts will include a cumulative summary of transfer credit rather than itemizing transfer credit course by course.

A fee may be charged for the evaluation of a transfer of credit request according to the current fee schedule.

Criteria for Determining Credit Transferability

When Heritage Academy approves credit for transfer, the school is agreeing to honor and document quantified learning that has been awarded credit by another academic institution. The specific course name will not be itemized on the student's transcript, and a grade will not be transferred. Heritage Academy only evaluates credit for transfer when that credit is needed to satisfy diploma requirements and an "Intent to Graduate" form is already on record in the student's academic file.

Heritage Academy desires transfer credit to reflect a rigor of learning that matches or exceeds the level of learning happening in our own classrooms. We would prefer to set our standards too high rather than too low, so we expect that non-traditional transfer credit will be more work for families than would traditional classroom credit.

The following criteria are considered when evaluating credit transferability.

1. Transfer credit should not merely document knowledge, but learning. Learning will be characterized by a student's increase in breadth *and* depth of skill. Introductory/survey courses will weigh more heavily toward expanding breadth. Intermediate/advanced courses will focus more heavily toward furthering depth. Note: Specialized learning is not high school learning.
2. Learning should be distributed over time, requiring an extended investment of time and discipline.
3. Learning should include a balance of theory and application, as well as instruction and practice.
4. Learning outcomes should be verified in a formalized assessment, a capstone project, performance, test, or a series of cumulative assessments along the way.
5. Learning will be quantified/ evaluated in a concise manner by the individual or organization responsible for the learning.

Remember: Activity is not necessarily the equivalence of learning, though it is a component of the process. Neither are completed assignments, test scores, or demonstrable competency equivalent to learning. We have a burden to go beyond evaluating knowledge to actually evaluate learning.

Parents can be most confident about credit transferability when course pre-approval is gained through the school office. However, credit may also be evaluated for transfer after course completion, except in a student's senior year. All transfer credit should be approved before the senior year begins.

Application for Transfer Credit Heritage Academy

Please refer to the school catalog for information regarding transfer of credit policies. Please note that supporting documentation (listed on reverse side of page) must accompany your student's application for the application to be considered complete.

Transfer Credit Evaluation Fee

Payment of the appropriate evaluation fee must accompany each *Application for Transfer Credit*. The amount of each evaluation fee may be determined by the source from which the transfer credit is expected to come.

Transfer Credit Sourced in a Public or Private School Setting

Fee: \$5.00

Transfer Credit Sourced in a Home School Setting

Fee #1: \$20 for the first application coming from each discipline (per student)

Fee #2: \$10 for additional applications coming from the same discipline (per student)

Discipline Categories

Mathematics

Science

Fine Arts

Practical Arts

Language Arts

Social Studies

Foreign Language

Physical Education

Student Name: _____ Anticipated Year of Graduation: _____

Phone Number: _____ Parent's Email Address: _____

Course Name: _____

Course Setting (please check all that may apply)

home school

public school - name of school: _____

private school - name of school: _____

on-line video instruction private tutorial independent study

Name of Primary Instructor: _____

Name of Course Monitor: _____ (if applicable)

Starting Date: _____ Periods (weeks) not in session: _____

Ending Date: _____

Total Number of Weeks in Session: _____

Hours of direct instruction: _____ hours per week; _____ total hours throughout the span of the course.

Hours of independent practice: _____ hours per week; _____ total hours over span of course

Special Project/Event Hours*: _____ total hours over span of the course

**could be something like field trip, job shadowing, seminar attendance, special presentation, museum visit, does not include regular investment in standard homework assignments or test-taking.*

Alternate Structure: _____

Did this course cover one or two semesters' worth of material? one two

How many units of high school credit are you seeking to have awarded as transfer credit? 0.50 1.00

Parent Signature: _____ Date: _____

Please provide the following supporting documentation so that the credit you are seeking to transfer may be evaluated for transfer eligibility.

Private or Public Schooled Courses

Completed Transcript Request

Courses completed in a Home School or Unaccredited Setting

Please present in an organized binder.

Home School Transcript

Specific Course Description (broad summary of course focus & content and methods of instruction, etc.)

Bibliography/Repertoire Summarizing Resources

Examples: textbooks, workbooks, literary titles, titles of musical pieces, scripts, artwork, etc.

Activity Log recording dates, times, and descriptions of activities

Examples: log of instruction, log of independent practice, log rehearsals, practices, field trips, etc.

Learning Objectives

Identify specific learning objectives that directed instruction. Learning objectives should reflect increase in breadth and depth of knowledge and skills and demonstrate balance between theory and application.

Explanatory Statement Regarding Methods of Assessment

Example: As the year progressed, mastery of objectives was evaluated by the student completing 10 closed-book chapter tests, 2 semester exams, a number of unannounced quizzes, two essays, and two special projects. The student was also expected to regularly complete workbook worksheets to aid her in acquisition of knowledge and skills.

Record of Assessments & Assignments

Please include an **organized record** of tests, quizzes, written papers, presentations, performances, recitals, competitions, etc. In addition to including completed tests, papers, etc., please create a cover page for these items that summarizes included documents and the grades awarded.

Example:

Test 1	89	Essay #1:	92
Test 2	94	Essay #2:	93
Test 3	91	Reflection Paper:	88
Final Exam	90	Interview Summary:	96

Faculty Verification and Endorsement

This should be provided by the instructor or course monitor and site the following:

- Faculty qualifications
- Evaluative standards for grading (grading scale, rubrics, etc)
- Evaluative conclusion (general synopsis of students' performance or mastery achieved)

Please note that Heritage Academy typically does not award Transfer Credit to coursework completed with the following curriculum:

A.C.E.

Alpha Omega Publications and their subsidiaries

Switched-On School House

Examples of Sample Documentation (for traditional courses with traditional curriculum)

APPLICATION FOR TRANSFER CREDIT

Student Name: Susan Smith

Course Name: Physical Science

COURSE SETTING

Home School, using BJU'S on-line videos

TRANSCRIPT

Please See Attached Home School Transcript

BIBLIOGRAPHY/ REPERTIORE SUMMARIZING RESOURCES

BJU On-Line Distance Learning Option

Physical Science, 4th edition

Physical Science Workbook, 4th edition

SPECIFIC COURSE DESCRIPTION

Please see course description as provided on-line.

"Physical Science encourages students to see matter and energy as part of God's creation. Students first study elementary chemistry, discussing the structure and interactions of matter and defining chemical and nuclear energy. Then they focus on elementary physics and the other six forms of energy. This is a laboratory course that includes many hands-on experiments and demonstrations. Wherever possible, experiments will make use of locally available items, but some required laboratory items will need to be ordered."

ACTIVITY LOG

Susan followed the curriculums' recommendation that she watch five 45-minute lessons each week to complete the 160 lessons provided with the year. Susan completed all 160 lessons between the time we began the course (September 1) and June 18. In addition to these times of direct instruction, it was typical for Susan to make an additional investment of about 2.5 hours each week in independent study. While we did our best effort to complete as many labs as possible, you will see below (under assessments heading) that we were prohibited from completing six of them due to limited resources.

Summary of Direct Instruction: $.75 \times 160 = 120$ hours

Summary of Independent Work Time: $36 \text{ weeks} \times 2.5 = 90$

TOTAL NUMBER OF HOURS: 210

LEARNING OBJECTIVES

Please see attached table of contents (copied from text book) that shows content addressed in the course. Susan completed the entire book.

ASSESSMENTS

Susan completed closed-book chapter tests at the end of each chapter. Errors were marked and reviewed together so that she could clearly learn from them. As we determined her semester schedule, we also decided that she and I (her mother) would intentionally connect each week on Wednesday (@ 2:45) to review the progress she had made and the quality of the work she was producing and to ensure understanding and appropriate pace. This usually only lasted about thirty minutes or so, but provided a designated time for accountability and "quality control". This also allowed us to look ahead and identify lab materials she would need to successfully complete upcoming labs. In general, Susan did an excellent job of completing lessons with timeliness (1 each day) and attentiveness. Please see completion chart included in the back of the binder.

Grade Apportionment

Tests	55% of grade
Labs	20% of grade
Completion and neatness of Homework	20% of grade
Attitude (initiative, timeliness, respect, effort)	5%

Percentages Achieved

Tests:	89%	Lab work:	90%
Homework grade	93%	Attitude:	90%

FINAL COURSE GRADE: 91% = A-

Please see summary of test scores below*:

Test 1	91%	Test 12	89%
Test 2	93%	Test 13	85%
Test 3	87%	Test 14	86%
Test 4	88%	Test 15	85%
Test 5	89%	Test 16	88%
Test 6	93%	Test 17	90%
Test 7	90%	Test 18	89%
Test 8	83%	Test 19	93%
Test 9	89%	Test 20	95%
Test 10	91%	Test 21	93%
Test 11	95%	Test 22	85%

*Tests are also included in the accompanying binder for you to view.

Completed Lab forms and homework sheets are also included in the accompanying binder, under the tabs that identify them.

FACULTY VERIFICATION AND ENDORSEMENT

Direct instruction for Susan came from the instructors who taught the on-line lessons she watched. I, as Susan's parent, worked with her at times to ensure understanding as she worked through her home work and completed labs.

If you have any additional questions regarding the content or rigor of this course, please feel free to contact me, and I'll do my best to supply the missing information.

Sincerely,

Susan Smith

PLEASE SEE THE ACCOMPANYING BINDER THAT CONTAINS THE FOLLOWING:

- Originating Transcript
- List of Learning Objectives (Table of contents accompanies with completion dates and hours spent number of hours spent outside of class)
- Summary of Test Scores and Test Documents
- Completed Essays (drafts and final drafts) and projects
- Completed worksheet

HIGH SCHOOL TRANSCRIPT

School Information

Home Tutorial Studies
3333 Apple Drive
Columbia, MO 65202
Phone: 573-333-3333

Student Information

Anna Applebee Gender: Female
3333 Apple Drive Birthdate: 06/01/1994
Columbia, MO 65203 SS #: 123-45-6789

Legal Guardians: James and Mary Applebee (parents)

Academic Record

2006-2007 ACADEMIC YEAR (8th grade)

Fall 2006 Semester

English 8	B+
Pre-Algebra	A-
American Republic	B+
Space and Earth Science	B+
Calligraphy	A-

Spring 2007 Semester

English 8	A-
Pre-Algebra	B+
American Republic	A
Space and Earth Science	A-
Ceramics	P

2007-2008 ACADEMIC YEAR (9th grade)

Fall 2007 Semester

English 9	A	0.50	4.00
Algebra I	B+	0.50	3.30
Geography	B+	0.50	3.30
Physical Science	C	0.50	2.00
Composition	A-	0.50	4.00
Spanish I	B	0.50	3.00

Semester Total: Credits 3.00, GPA 3.27
Cumulative Total: Credits 3.00, GPA 3.26

Spring 2008 Semester

English 9	A	0.50	4.00
Algebra I	A-	0.50	3.70
Geography	B	0.50	3.00
Physical Science	B-	0.50	2.70
Creative Writing	A	0.50	4.00
Spanish I	B	0.50	3.00

Semester Total: Credits 3.00, GPA 3.40
Cumulative Total: Credits 6.00, GPA 3.33

2008-2009 ACADEMIC YEAR (10th grade)*

Fall 2008 Semester*

English 10 (Honors)	A-	0.50	3.70
World History	B	0.50	3.00
Performance Theatre	P	0.50	--

Semester Total: Credits 1.50, GPA 3.35
Cumulative Total: Credits 7.50, GPA 3.36

Spring 2009 Semester*

English 10 (Honors)	A	0.50	4.00
World History	B+	0.50	3.30
Health	F	0.00	0.00

Semester Total: Credits 1.00, GPA 3.65
Cumulative Total: Credit 9.00, GPA 3.18

2009-2010 ACADEMIC YEAR (11th grade)*

Fall 2009 Semester

Rhetoric	B	0.50	3.00
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Spring 2010 Semester

Economics	B	0.50	3.00
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Semester Total: Credits 1.00, GPA 3.00
Cumulative Total: Credit 10.00, GPA 3.07

* Student concurrently enrolled at:
Heritage Academy
606 Ridgeway Avenue,

Transfer Credit

Course	Credit	Source	Year
Chemistry	0.50	Heritage Academy	2009-2010 (11 th grade)
Intro to Philosophy*	0.50	Heritage Academy	2009-2010 (11 th grade)
Government	0.50	Heritage Academy	2009-2010 (11 th grade)
American Literature	1.00	Heritage Academy	2009-2010 (11 th grade)
Statistics	1.00	MU Online	2009-2010 (11 th grade)
Vocal Ensemble	1.00	Heritage Academy	2008-2009 (10 th grade)
Chemistry	1.00	Heritage Academy	2008-2009 (10 th grade)
Algebra II	1.00	Heritage Academy	2008-2009 (10 th grade)
Orchestra	1.00	Jackson Public High School	2007-2008 (9 th grade)
Intro to Logic	0.50	Young Scholar's On-line Academy	2007-2008 (9 th grade)

TOTAL TRANSFER CREDIT: 7.50

* awarded dual credit from Moberly Area Community College

Academic Summary

Graduation Date: 05/25/11

Cumulative GPA: 3.10

Cumulative Credits: 26.5

ACT (09/09): Composite 26

SAT (11/09): Verbal 680

Math 600

Grading Scale

A	95-100	4.00	C+	77-79	2.33
A-	90-94	3.66	C	73-76	2.00
B+	87-89	3.33	C-	70-72	1.66
B	83-86	3.00	D	90-69	1.00
B-	80-82	2.66	F	0-59	0.00

Validation

Transcript prepared by: _____

Date: _____

For additional information, contact:

Mary Applebee: 573-449-2252; jmdoe@domain.com

EXAMPLE: ACTIVITY LOG FOR NON-TRADITIONAL COURSE
Performance Theatre Activity Log

Date	Time	Activity
6/20/14	2 hrs.	Script read-through
6/23/14	2 hrs.	Character Exploration Workshop
6/26/14	1 hour	Theme Exploration Workshop
6/30/14	2 hrs.	Script Exploration and Auditions
7/01/14	1 hr.	Independent Script Memorization
7/03/08	1 hr.	Script memorization practice
7/07/08	1 hr.	Independent Script Memorization
7/08/08	1.5 hrs.	Script memorization practice
7/09/08	1 hr.	Independent Script Memorization
7/10/08	1.5 hr.	Script memorization practice
7/11/08	1 hr.	Independent Script Memorization
7/14/14	1 hr.	Characterization Workshop
7/15/14	1 hr.	Characterization Workshop
7/17/14	2 hrs.	Practiced blocking scenes one and two
7/18/08	3 hrs.	Set construction---Painted backdrop, learned how to change and move backdrops
7/19/08	1 hr.	Independent Script Memorization
7/21/08	1 hr.	Script memorization practice
7/21/08	2 hrs.	Rehearsal
7/24/08	1 hr.	Script memorization practice
7/26/08	2 hrs.	Rehearsal
7/29/08	2 hr.	Researched period clothing in preparation for costumes; determined costume design
8/01/08	3 hrs.	Painted bushes and a large rock to be used on set
8/02/08	2 hrs.	Rehearsal
8/04/08	2 hrs.	Sewed costume---dress, headpiece, hat
8/05/08	2 hrs.	Sewed costume---dress, headpiece, hat
8/08/08	2 hrs.	Rehearsal
8/09/08	2 hrs.	Completed costume accessories-shoes, jewelry
8/11/08	2 hrs.	Attended stage make-up workshop
8/12/08	2 hrs.	Rehearsal
8/15/08	2 hrs.	Rehearsal
8/17/08	2 hrs.	Learned about stage lighting; went on cat-walk and changed light filters, adjusted lights
8/17/08	2 hrs.	Rehearsal
8/24/08	4 hrs.	Dress Rehearsal
8/25/08	4 hrs.	Dress Rehearsal
9/13/08	4 hrs.	Matinee – work backstage
9/13/08	4 hrs.	Performance #1
9/14/08	4 hrs.	Performance #2
9/15/08	2 hrs.	Break set
9/19/08	3 hrs.	Production Follow-up: Cast Party and Film Review of Play
9/22/08	3 hrs.	Production Follow-up: Watch 1987 production of Play and analyze producer choices
9/18-9/28	5 hrs.	Theme Analysis Essay

▪ **Eighty hours** of investment (spread across at least five weeks) is the minimum standard investment required to generate a half unit of high school credit. ▪ **One Hundred and sixty hours** of investment (spread across at least eight weeks) is the minimum standard required to generate a complete unit of high school credit ▪ Hours of investment should reflect a balance between direct instruction and independent practice to be expected. ▪ The log should not include travel time or parent activities because the purpose is only to document student learning and practice. ▪ Quantity of time is not the utmost goal; quality of learning is the highest goal. This document serves as a tool to verify your student’s accomplishment of various learning objectives, so please describe activities clearly.

EXAMPLE: FACULTY VERIFICATION & ENDORSEMENT FOR NON-TRADITIONAL COURSE (Theater)

September 22, 2008

I am the director of the Imagination Theater Company. I earned my bachelor's degree in Performance Theater from Stephens' College and in addition to directing more than 25 plays over the past ten years, I have participated myself as a cast member in a variety of plays produced by local theater companies.

My purpose with this letter is to offer my evaluation of Anna Applebee's participation in "Mind the Gap," performed by the company in July 2014. Anna has participated in several performances at the Imagination Theater Company, but this is the first time that Anna has held a lead role in a production. She did an excellent job both in preparation and performance of her role.

Anna and her mother, Mary, invited me to partner with their family to help them enrich Anna's learning in this production to the extent that her participation could also achieve high school theatre credit. To that end, we identified several new opportunities for Anna that would challenge her to maximize her learning through this production. These included research of her character, self and peer critique, and formalized feedback from the director. Together with the Applebee family, I developed a list of learning goals for Anna and we also established a timeline for final evaluation.

In the particulars, Anna committed herself to the production; absorbing herself into her role, leading our cast both on and off the stage. Most impressive to me was Anna's diligent study about the time period being portrayed, specifically as it concerned appearance. She used this knowledge to create her own period costume for her character and to help on the creation of the set. For this production we also taught Anna how to manage the pulley system for the backdrops, which was her responsibility during the matinee performances by the alternate cast. She also received instruction on how to change the light filters and adjust the stage lights. All of the performers for this production received direct instruction on stage make-up from a make-up artist; actors were responsible for applying their own make-up for the performance. Anna certainly mastered these skills and many others for her character and for our production.

In general, Anna completely fulfilled all the objectives we set for her. Her efforts focused more heavily on the stagecraft objectives and less on the other aspects of production, as is appropriate for the role she was assigned. While there will always be room for improvement, Anna's learning and accomplishments in our production were well-above my expectations for students of her age.

Now that Anna has gained confidence in her abilities both on an off the stage, we hope to have her move to a different genre of theater, the musical. By doing so, she will expand her repertoire and be a much more diversified performer. If you would like additional information concerning Anna's participation in this play or have any questions, please contact me.

Sincerely,

Audrey Hepburn
(573) 449-2252

Enclosure: Learning Objectives and Assessments Outcomes

EXAMPLE: FACULTY VERIFICATION & ENDORSEMENT FOR NON-TRADITIONAL COURSE (Piano)

To Whom It May Concern:

My name is Susan Snow, and I provide private piano lessons to students in Columbia from my own private studio. I have a Bachelors Degree in Music and Masters Degree in Piano Performance from the University of Missouri in Kansas City. I have taught private lessons to piano students for more than nine years and have at times served as the accompanist for my church and for a local theater company.

General Course Structure and Description

I am Joanna Smith's teacher. She has been taking music lessons from me since childhood, but from September 2010 to May 2012 we outlined our course for the sake of high school credit. During this time period, I met with Joanna weekly for forty-five minutes to instruct her in her approach to classical piano literature and instruct her toward preparation for special performances (recitals, family gatherings, and a wedding). Joanna also received instruction in theory, scales and technique, and basic music theory.

Assessments/Performance Summaries

Joanna's progress was deliberate, sequential, and thorough. Joanna was only permitted to move on from a piece after she displayed mastery technical and interpretive skills. Memorization was also a key element in two formal piano recitals and two music festivals (playing for a judge). These performances helped her gain confidence and poise.

Specific Learning Objectives

The repertoire selected for this course is listed on the Attached Document titled "Pieces Mastered." Each piece was chosen to bring forth the natural talent and mastered skills we wanted to enhance. Skill included (but were not limited to):

- increased dexterity in fingering as complexity of chords and melodies increased
- maintaining balance between melody and accompaniment
- identifying composer and period styles
- correctly articulating phrases
- accurately executing ornamentation
- exact pedaling
- appropriate expression

Joanna progressed in all areas, especially in showing expression. The piano became her second voice. The attached document identifies the repertoire she developed and the pieces she performed, also identifying the time she invested in each piece.

Evaluative Conclusion & Endorsement (with Standard for Grading)

All through her studies with me, Joanna demonstrated diligence in practice, commitment to doing her very best, and determination to succeed. She often invested between four to seven hours each week practicing.

Based on these factors, I would recommend that at least one-half unit of high school credit be awarded to Joanna in recognition of her investment and achievement. Although letter grades were not assigned, I would be comfortable identifying Joanna as an A student in regards to this course.

Thank you for your consideration, and for the time you spend in evaluating this further. You may call me with any question at 999-9999.

Sincerely,
Susan Snow

Joanna Smith
Heritage Academy
Piano Performance

MASTERED PIECES

Wedding Repertoire (Spring 2010)

- Love In This Club; Nelly, arranged by David Sides (Jan 1 – February 8, 2010)
- Hey There Delilah; Plain White T's, arranged by Tony Dao (February 9 - March 5, 2010)
- To A Wild Rose; MacDowell (February 12 – March 15, 2010)
- River Flows In You; Yiruma (March 8 – April 15, 2010)
- Storybook Love; Mark Knopfler (March 20 – May 1, 2010)
- All I Ask of You; Lloyd Webber (April 1 – May 20, 2010)

Classical Repertoire (Fall 2010 – Spring 2012)

- Waltz Op. 124, No. 4; Schumann (Aug 1 – Sept 15, 2010)
- Sonata movt. 1; Hayden (Oct 1 – Dec 1, 2010)
- Rondo Alla Turca from Sonata K. 331; Mozart (Feb 1 – May 30, 2011)
- Fantasy Dance Op. 124, No. 5; Schumann (Oct 30 – Nov 30, 2011)
- Notturmo Op. 54, No. 4; Grieg (Sep 1 – Dec 30, 2011)
- Sonata in C; Mozart (Jan 1 – Mar 30, 2012)
- Concerto No. 27; Mozart (Jan 30 – Mar 30, 2012)
- Winter Rhapsody; Dennis Alexander (Jan 1 – Mar 30, 2012)

Performance Pieces

Notturmo Op. 54, No. 4
Recital: November 6, 2011 (program attached)

Rondo Alla Turca from Sonata K. 331
Recital: May 12, 2011 (program attached)

Winter Rhapsody (July 12, 2012)
Summer Serenade Recital (program attached)

Instructor's Signature: _____

EXAMPLE: IDENTIFY SPECIFIC LEARNING OBJECTIVES FOR NON-TRADITIONAL COURSE

Performance Theatre

Learning Outcomes: The student will be able to...

1. Demonstrate an understanding of basic developmental elements – ensemble-building, trust, observation, self-confidence, concentration, and imagination.
2. Become more aware of language, speech, rhythm, movement, and creativity –both individually and within the group dynamic.
3. Be able to use constructive criticism to improve his or her work.
4. Use and define appropriate theatre vocabulary.
5. Identify professional auditioning, rehearsal, and backstage techniques and etiquette.
6. Demonstrate an understanding of the rehearsal process.
7. Understand and be able to execute basics of stage movement.
8. Demonstrate an understanding of focus and stage composition through the use of blocking, lighting, style, body position, and stage areas.
9. Develop and utilize memorization techniques for performance, as well as demonstrate an understanding of cold reading techniques for rehearsal and auditioning.
10. Analyze a script by identifying the story elements of a play and plot structure.
11. Demonstrate use of analysis skills to create believable characters by developing physical, emotional, and social dimensions of characters that are culturally true to the text.
12. Understand and explain the general roles of the director, stage manager, and producer in preparation, execution, and follow-up of a production.
13. Understand and appreciate the roles and responsibilities of business and front-of-house staff.
14. Identify and discuss the responsibilities of various technical crews.
15. Explain the qualities that make theatre a collaborative art and demonstrate discipline in artistic endeavors by working on projects and productions with others.

EXAMPLE: IDENTIFY METHODS OF ASSESSMENT FOR NON-TRADITIONAL COURSE

Assessments/Performances

Written Assessments

1. Attend and critique rehearsals and director/producer interactions of alternate cast. (Outcomes 1, 4, 6, 12)
2. Journaling 2-3 times per week, maintaining a personal record of experiences related to th acting, directing and producing, and technical aspects of the preparation and performance of the piece.* (Outcomes 1, 2, 4, 5, 10, 11, 12, 14)
3. Post-production self-critique and analysis of cast dynamics.* (Outcomes 1, 2, 3, 6, 15)

Course Projects

1. Responsible, as a cast member, to sell at least 15 adult tickets. (Outcomes 5, 13)
2. Research, design, and fabrication of period costume; participation in collaborative efforts to design and build set and necessary props. See activity log and photos in attached binder. (Outcomes 1, 2, 11, 12, 14, 15)

Performance Assessments

1. Performance; see attached rubric (Outcomes 2, 5, 6, 7, 8, 9, 11, 15)
 2. Work in non-performing support role for performances of alternate casts. (Outcomes 5, 12, 13)
- *(SEE DOCUMENTS IN ATTACHED BINDER)**