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# GUIDE TO APPLYING FOR TRANSFER CREDIT

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Heritage Academy  
606 Ridgeway Avenue  
Columbia, MO 65203

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Included:

- Criteria for Determining Credit Transferability
- Application for Transfer Credit
- Template and Directions for Crafting a Homeschool Transcript
- Examples of Sample Documentation

*Revised September 10, 2015*

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## **Guide to Applying for Transfer Credit**

### **What is Transfer Credit?**

Transfer Credit is credit awarded by Heritage Academy when Heritage Academy agrees that a credit-generating course completed outside of Heritage Academy may qualify to help the student fulfill Heritage Academy diploma requirements. When Heritage Academy agrees to award transfer credit for a course completed outside of Heritage Academy, the school is agreeing to honor and document quantified learning that has already been awarded credit by another academic institution – a home school, private school, public school, an online setting, and in some cases, the college setting.

### **When may it be pursued?**

Heritage Academy will only explore the possibility of awarding transfer credit for a course completed outside of Heritage Academy when that transfer credit is needed to satisfy Heritage Academy diploma requirements and an “Intent to Graduate” form is already on file for the student.

### **How does Transfer Credit appear on the student’s Heritage Academy Transcript?**

In keeping with standard procedure among high schools and colleges, when transfer credit is awarded, the specific course that has been awarded transfer credit is not identified by name on the student’s Heritage Academy transcript; rather the type of credit the course has generated (e.g. math, English, Elective, PE, etc.) will be identified, the amount of credit awarded, and the originating source of the credit will also be identified. Also, the specific grade the student earned will not be transferred onto the student’s Heritage Academy transcript and therefore will not contribute to the calculation of the student’s cumulative Heritage Academy grade point average (GPA).

### **What sort of courses are considered “transferable”?**

The following criteria helps to determine whether or not a course will be considered transferable. This criteria should especially be referenced by home-schooling parents who wish for their student to complete a credit-generating course at home or who desire shape a non-traditional learning experience into a credit-generating experience.

1. Transfer credit should not merely document knowledge or activity, but learning and development that is related to **specific, identified learning objectives**. These objectives should expand the student’s breadth and depth of knowledge and skills in a specific discipline or subject. Introductory/survey courses will weigh more heavily toward expanding breadth. Intermediate/advanced courses will focus more heavily toward furthering depth.
2. The objectives and assessments that frame a course should reflect rigor appropriate to high school level coursework. In general, Heritage Academy desires that courses taken outside of Heritage Academy be similar in content, and equivalent in level and rigor to corresponding courses offered by Heritage Academy. At times, the burden of substantiating this may be placed on the parent.
3. Learning should be distributed over time, requiring an extended investment of focus and discipline. Keeping the number of hours required for a Carnegie Unit in mind, Heritage Academy will typically expect a minimum number of hours (see below) to represent the course, each hour indicating time invested in focused learning, practice, and assessment.

**One semester of credit (0.50) typically corresponds to at least 70 hours of focused attention with at least 35 of these hours representing direct instruction.**

**One full year of credit (1.00) typically corresponds to at least 140 hours of focused attention, with at least 70 of these hours representing direct instruction.**

Note: These hours should not include travel time or parent activities because those hours do not represent focused student learning or practice.

**Sometimes, the hours needed to fully address and master course objectives will exceed the minimum number of hours required to generate credit. This will not increase the amount of credit awarded; students will also not be awarded credit when hours have been achieved but objectives have been neglected.**

4. Learning should include a balance of theory (ideas) and application (real exploration and experience), as well as instruction (exposure to new information and skills) and practice (interaction and performance of new information and skills).
5. Learning outcomes (guided by learning objectives) should be verified by formalized assessments, designed appropriately to the course – e.g. a capstone project, evaluated performance(s), and/or a series of cumulative assessments (tests/essays/projects) along the way.
6. Learning should 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.
7. The student must have earned a final letter grade of C- or higher for each course considered, based on the percentage scale used at Heritage Academy. Credit which has been earned with a non-letter grade may also be evaluated on an individual basis by the Academic Advisor.

Heritage Academy's *Application for Transfer Credit* identifies a list of organized, supporting documents that must be provided to support for every Application for Transfer Credit when the course being evaluated has been completed in a non-accredited setting. The required supporting documents provide information related to the criteria listed above.

Parents can be most confident about credit transferability when the course is reviewed and given pre-approval by Heritage Academy's Academic Advisor. If the course is to be completed in a non-accredited setting, this may require the parent to present an organized summary of the course's content (curriculum and learning objectives) and structure (expectations for instructional time, independent practice, and methods of assessment), in advance to Heritage Academy's Academic Advisor for review.

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.

All transfer credit should be awarded or pre-approved before the student's senior year begins.

Not all college courses automatically generate high school credit. When high school credit is awarded for college courses that have been completed, semester courses that valued at 3-4 hours will typically generate .5 unit of high school credit; semester college courses valued 5-7 hours will typically generate 1.00 unit of high school credit.

### **How does one apply for Transfer Credit?**

The student's parent must complete Heritage Academy's Application for Transfer Credit (one for each course) and submit it, along with necessary payment (payment schedule provided on the Application) to Heritage Academy's office.

If the course is already complete, it should be accompanied with the supporting documents listed as requirements on the Application.

# Application for Transfer Credit Heritage Academy

**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 an Accredited 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

Health

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  private tutorial  independent study

public school - name of school: \_\_\_\_\_

private school - name of school: \_\_\_\_\_

on-line - name of school: \_\_\_\_\_

video instruction - name of program: \_\_\_\_\_

Name of Primary Instructor: \_\_\_\_\_

Name of Course Monitor: \_\_\_\_\_ (if applicable)

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

Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Weeks not in session (please identify dates): \_\_\_\_\_

**Total Number of Weeks in Session:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*\*\*\*\*

If this course was completed in an accredited setting, please request that an official transcript be sent to Heritage Academy as supporting documentation for this Application.

If this course was completed in an unaccredited or home school setting, please see the reverse side of this application for a list of supporting documents that must be provided to support this application.

**Note: All Applications will be considered incomplete until all necessary supporting documentation has been received.**

**Please provide the following for courses completed in an unaccredited or home-school setting.**

➤ **Quick Summary of Course Structure Information**

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➤ **An organized view binder that includes the following information...**

- Student's name and course name on spine of view binder**
- Application for Transfer Credit placed in front, clear sleeve of view binder**
- First Binder Item: A Home School Transcript** that reflects the completed course and includes the grading scale used. (Template may be downloaded from Heritage Academy's Website.)
- Second Binder Item: a Course Report that includes the following**
  - Course Name, Student's Name, Course Setting
  - Bibliography/Repertoire of Resources: e.g. textbooks, workbooks, literary titles, titles of musical pieces, scripts, artwork, camp brochures, program brochures, etc.)
  - Specific Course Description (broad summary of course focus and content)
  - Summary of Course Structure and Activity Log
  - 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 one special project. The student also expected to regularly complete workbook worksheets to aid her in acquisition of knowledge & skills.
  - Grade Summary (You may want to consider using Engrade.com to for your gradebook and then printing the report.)  
Example:

Tests (50%)	Essays & Special Projects (35%)	Homework (15%)
Test 1: 89%	Essay #1: 92%	Unit 1: 95%
Test 2: 94%	Essay #2: 93%	Unit 2: 96%
Test 3: 91%	Reflection Paper: 88%	Unit 3: 99%
Test 4: 87%	Interview Summary: 96%	Unit 4: 88%
Cumulative Exam: 90		
- TAB #1- List of Learning Objectives:** Identify specific learning objectives that directed instruction. Learning objectives should reflect an increase in breadth and depth of knowledge and skills and demonstrate balance between theory and application. If a traditional textbook was used, providing a detailed Table of Contents will suffice.
- TAB #2 - Activity Log (Unless this has been integrated into the Summary of Learning Objectives)**  
This should reflect dates and amount of time invested and describe activities or specific lessons covered.
- TAB #3: Assessments**  
Insert an organized record of tests, quizzes, written papers (separate tab), completed homework pages (separate tab), presentations, performance programs, recital programs, certificates of achievement, etc.
- Final TAB: Instructor Endorsement (THIS MUST BE SIGNED BY THE PRIMARY INSTRUCTOR** if instruction was received from an actual instructor: e.g. piano teacher, theater director, camp instructor, athletic coach etc. It should also include:
  - Instructor qualifications
  - Evaluative conclusion (general synopsis of students' performance or mastery achieved as it related to objectives)
  - Instructor's Contact Information

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*

## Example of Course Report (for a traditional course with traditional curriculum)

*Student Name: Susan Smith*

*Course Name: Physical Science*

*Course Setting: Home School, using BJU'S on-line videos*

### **Bibliography/Repertoire of Resources**

BJU On-Line Distance Learning Option

*Physical Science*, 4<sup>th</sup> edition

*Physical Science Workbook*, 4<sup>th</sup> 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."*

### **Summary of Course Structure and Activity Log**

Susan followed the curriculum's recommendation that she watch five 45-minute lessons each week to complete the 155 lessons provided with the year. Susan completed all 150 lessons between the time we began the course (September 8) 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 completing homework or tests, preparing for labs, reviewing material with me (her parent), or investing 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 two of them due to limited resources.

Summary of Direct Instruction:  $.75 \times 155 = 116.25$  hours

Summary of Independent Work Time:  $32 \text{ weeks} \times 2.5 = 80$

TOTAL NUMBER OF HOURS: 196.25

### **Summary of Learning Objectives**

Please see the Table of Contents (copied from text book) that has been inserted behind the first tab in this binder.

### **Explanatory Statement Regarding Methods of 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 Summary**

#### **Test Grades\* (55%):**

Test 1 91%  
Test 2 93%  
Test 3 87%  
Test 4 88%  
Test 5 89%

#### **Lab Grades (25%):**

Lab 1: 88%  
Lab 2: 99%  
Lab 3: 92%  
Lab 4: 92%  
Lab 5: Did not do

#### **Homework (25%):**

Chapter 1: 100%  
Chapter 2: 90%  
Chapter 3: 80%  
Chapter 4: 95%  
Chapter 5: 100%

#### **Attitude, Timeliness**

#### **Organization (5%):**

Chapter 1: 90%  
Chapter 2: 100%  
Chapter 3: 80%  
Chapter 4: 100%  
Chapter 5: 100%

Test 6	93%	Lab 6: 89%	Chapter 6: 100%	Chapter 6: 90%%
Test 7	90%	Lab 6: Did not do	Chapter 7: 100%	Chapter 7: 100%
Test 8	83%	Lab 7: 93%	Chapter 8: 100%	Chapter 8: 100%
Test 9	89%	Lab 8: 95%	Chapter 9: 80%	Chapter 9: 100%
Test 10	91%	Lab 9: 91%	Chapter 10: 100%	Chapter 10: 75%
Test 11	95%		Chapter 11: 80%	Chapter 11: 100%

**Please note:**

Tab #2 identifies where tests have been filed in the binder.

Tab #3 Identifies where labs have been filed in the binder.

Tab #4 Identifies where homework pages have been filed in the binder.

**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  
 999.9999  
[999@mama.com](mailto:999@mama.com)

➤ **Additional examples of what supporting documentation might look like for non-traditional courses Is included in later pages of this guide (e.g. Theater Class, Piano Lessons).**

# 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: 06/01/98  
Columbia, MO 65203      SS #: 123-45-6789  
  
Legal Guardians: James and Mary Applebee (parents)

### Grading Scale (Quality Points in Parenthesis)

A .... 100-95 (4.00)	C+ .... 79-77 (2.30)	Note: High School Level Math and Foreign Language completed in junior high may generate high school credit, provided continued progression in these discipline is shown for one year in high school. However, credit achieved in junior high does not generate quality points and therefore does not contribute to the student's cumulative high school GPA.
A- .... 94-90 (3.70)	C .... 76-73 (2.00)	
B .... 89-87 (3.30)	C- .... 72-70 (1.70)	
B+ .... 86-83 (3.00)	D .... 69-60 (0.00)	
B- .... 80-82 (2.70)	F .... 59-50 (0.00)	

## JUNIOR HIGH

2010-2011 (8 <sup>th</sup> grade)				
Course Name	Fall Grade	Spring Grade	Credit	
Algebra I	A (95%)	A- (91%)	1.00	
<b>Summary →</b>			<b>1.00</b>	

## HIGH SCHOOL

2011-2012 (9 <sup>th</sup> grade)					
Course Name	Fall Grade	Fall GPA*	Spring Grade	Spring GPA	Credit
Geometry	B (95%)	4.00	C (91%)	3.70	1.00
Physical Science	B+ (89%)	3.30	B (86%)	3.00	1.00
Chinese I	D (66%)	0.00			0.00
Health			A- (93%)	3.70	0.50
<b>Summary →</b>		<b>2.43</b>		<b>3.46</b>	<b>2.50</b>

\* Semester GPA is calculated by adding quality points together, then dividing them by the number of courses attempted.

2012-2013 (10 <sup>th</sup> grade) +					
Course Name	Fall Grade	Fall GPA*	Spring Grade	Spring GPA	Credit
Visual Design	A (96%)	4.00			.50
Ceramics			A- (93%)	3.70	.50
<b>Summary →</b>		<b>4.00</b>		<b>3.60</b>	<b>1.00</b>

2013-2014 (11 <sup>th</sup> grade) +					
Course Name	Fall Grade	Fall GPA*	Spring Grade	Spring GPA	Credit
Portuguese I	B+ (89%)	3.30	B+ (87%)	3.30	1.00
Personal Finance			A- (93%)	3.70	.50
<b>Summary →</b>		<b>3.30</b>		<b>3.50</b>	<b>1.50</b>

Continued on Reverse Side...

2014-2015 (12 <sup>th</sup> grade) + ✧					
Course Name	Fall Grade	Fall GPA*	Spring Grade	Spring GPA	Credit
Portuguese II	B+ (89%)	3.30	B (84%)	3.00	1.00
Logic	B (85%)	3.00			.50
Woodworking	A (95%)	4.00			.50
<b>Summary →</b>		<b>3.43</b>		<b>3.00</b>	<b>1.50</b>

<b>SUMMARY</b>	* Cumulative GPA is calculated by adding together all semester GPA's and then dividing this total by the number of courses attempted in 9 <sup>th</sup> -12 <sup>th</sup> grade. In the case of this example transcript, 49.00 (total quality points) was divided by 15 (total number of courses attempted in 9 <sup>th</sup> through 12 <sup>th</sup> grade).
<b>Total Credits: 7.5</b>	
<b>Cumulative GPA: 3.27*</b>	

+ Student concurrently enrolled at:  
Heritage Academy  
606 Ridgeway Avenue,  
Columbia, MO 65203  
573.449.2252

✧ Student concurrently enrolled at:  
Columbia Area Career Center  
4203 S Providence Rd,  
Columbia, MO 65203  
[\(573\) 214-3800](tel:5732143800)

<b>Transcript Validation</b>
This transcript was prepared by: _____
Date: _____

## **EXAMPLE: IDENTIFYING SPECIFIC LEARNING OBJECTIVES FOR A 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.
16. Identify how understanding of theme

## **EXAMPLE: IDENTIFYING METHODS OF ASSESSMENT FOR A 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 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)**

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

<b>Date</b>	<b>Time</b>	<b>Activity</b>
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	1 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	4 hrs.	Theme Analysis Essay
<b>TOTAL: 86 hours</b>		

- **Seventy focused hours** is the minimum number of hours required to generate a half unit of high school credit. ▪
- One Hundred and forty hours** is the minimum investment of time required to generate one full unit of high school credit. ▪ Hours of investment should reflect a balance between direct instruction and independent. ▪ The log should not include travel time or parent activities because those hours do not represent student learning or 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. Sometimes more than the minimum number of hours will need to be invested for the student to master objectives.

## **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 A NON-TRADITIONAL COURSE (Piano)**

July 9, 2012

Mrs. Jane Rutherford  
936 Appletree Court  
Columbia, MO 65201

Dear Miss Anderson,

### **Teacher Introduction and Qualifications**

My name is Jane Rutherford, and since August of 2004 I have been providing weekly piano lesson to a number of students from my home studio located at the above-named address. I received a music teaching degree from Clempson University in 1991, and have taught private lesson in various forms since 1986, when I began my college career as a freshman.

### **General Course Description and Structure**

I am Annie Jone's teacher. I have been teaching Annie piano since August of 2005, but in August of 2010 we outlined our course more carefully and intentionally so it might be able to generate high school credit for her. From May of 2010 to May 2011, she came to my studio for weekly forty-five minute lesson, except during six weeks over the summer, the week of Thanksgiving, and two weeks over Christmas. Also, lessons in March were one hour in length, as we fine tuned the two pieces she planned to play in the Missouri Piano Guild's Competition. In all, she experienced 44 lessons and 37 hours of direct instruction.

During these lessons, Annie received instruction in classical piano literature, with emphasis given toward preparation for performances - recitals, family gathers, a wedding, and one competition. Annie also received instruction in theory, scales and technique, and basic music history.

I believe that her family will be providing you a binder that contains theory worksheets she completed and log of the time she invested.

### **Assessments/Performance Summaries**

Annie's progress was deliberate, sequential, and thorough. Annie was only permitted to move on from a piece when she displayed mastery of skills, both technical and interpretive. Memorization was a required element for the selected pieces she prepared for two formal piano recitals and two music festivals (playing for a judge). Annie further demonstrated her growth and competency by presenting herself with confidence and poise during these events.

### **Repertoire and Specified Learning Objectives**

The repertoire Annie assembled from this course is listed on the attached document. Each piece was chosen to bring forth her natural talent and to further develop specific skills we wished to advance. A broad variety of pieces demanded that Annie increase her breadth and depth of skills in the following ways:

- mastering smooth fingering
- balancing melody/accompaniment
- identifying composer styles
- navigating and executing more complex ornamentation and chord structures
- precisely timing her use of the pedal
- appropriately expressing dynamics, speed, articulation, phrases, etc.
- executing increasingly complex chord structures and melodic strains

As Annie mastered these skills for each piece, the piano became her second voice.

**(over)**

**Character/Investment Summary**

All through her studies with me, Annie demonstrated a diligence in effort and practice, a commitment to excellence, and a determination to succeed. As you will see in the learning log she provided you, she often invested between four and seven hours each week practicing assigned pieces.

**Endorsement/ Recommended Grade**

Based on these factors, I would recommend that at least one-half unit of high school credit be awarded to Annie in recognition of her investment **(35 hours of lessons and many hours of personal practice)** and achievement. Although I did not assign letter grades to Annie as she progress through the course, I would certainly be comfortable identifying Annie as an A student in regards to the level of investment she made and mastery she achieved.

Thank you for your consideration and the time you will spend evaluating this information for Transfer Credit. I hope you will feel free to contact me if you have any questions.

Sincerely,

Mrs. Jane Rutherford  
Private Piano Instructor

## Annie Jones

Heritage Academy: Piano Performance

### Mastered Peices

#### **Classical Repertoire (Summer 2011 – Spring 2011)**

- Muzurka (Chopin) (May 1 – May 27)
- Etude, Opus 10, No. 1 (Chopin) (May 8 – June 1)
- Lullaby for the Lost Childe (Brahams) (May 16 - June 15)
- **Six Week Break** -
- Waltz Op. 124, No. 4 (Schumann) (Aug 1 – Sept 15)
- Sonata movt. 1 (Hayden) (Oct 1 – Dec 1)
- Rondo Alla Turca from Sonata K. 331 (Mozart) (Dec. 1 – Feb. 2, 2011)
- Fantasy Dance Op. 124, No. 5 (Schumann) (Feb. 1 – March 1)
- Notturmo Op. 54, No. 4 (Grieg) (March 1 – April 15)
- Sonata in C (Mozart) (April 1 – April 20)
- Concerto No. 27 (Mozart) (April 18 – May 15)
- Winter Rhapsody (Dennis Alexander) (May 1 – May 30 )

#### **Wedding Repertoire (Spring 2011)**

- Love In This Club; Nelly, arranged by David Sides (Jan 1 – February 8, 2011)
- Hey There Delilah; Plain White T's, arranged by Tony Dao (February 9 - March 5)
- To A Wild Rose; MacDowell (February 12 – March 15)
- River Flows In You; Yiruma (March 8 – April 15)
- Storybook Love; Mark Knopfler (March 20 – May 1)
- All I Ask of You; Lloyd Webber (April 1 – May 20)
- The Wedding March (Mendelssohn) (April 16 – June 1)
- Jesu, Joy of Man's Desiring (Bach) (May 1 – June 1)

### Technical Development

Hanon Scales and Finger Exercises - #3, #5, #6, #8, #11, #15, #21, #22

### Theory

Please see theory pages included in the submitted binder.

### Performance Pieces

Recital on November 6, 2011 (*program included in binder*): Notturmo Op. 54, No. 4  
Recital on May 12, 2011 (*program included in binder*): Concerto No. 27 (Mozart)

### Competition

Missouri Piano Guild: April 3, 2011  
(*Certificate of Achievement included in binder*)

Instructor's Signature: \_\_\_\_\_