ACL301- Perspectives on Prior Learning Portfolio Topic Outline Packet

This Portfolio Topic Outline packet provides the specific Experiential Learning Essay outline and additional reference page, documentation and/or artifacts required as part of your portfolio to earn additional credit as part of the ACL 301 course. These concepts must be blended with your experiences, reflections and practical applications of new learning outcomes you've acquired.

If you have any questions about whether your experience meets the requirements of the portfolio topics, please contact the CPL Office at cpl@nl.edu.

1. Students are encouraged to review the ACL 301 Handbook for more details about the requirements for ACL 301, the experiential learning essays, and the portfolios as a whole.
    a. All portfolios (including the essay and additional documentation) must meet the outlined requirements on the Completion Checklist in the *Portfolio Handbook,* Appendix B.

2. Students must **meet with their Advisor or Coach** prior to enrolling in this course to determine which portfolio topic(s) they are eligible for and which one(s) align with their remaining degree program needs.

3. You can **submit one or two portfolios** each time you take ACL 301. Most portfolio topics are worth 5 QH of credit; however, some topics are worth 3 QHs maximum.
    a. Please note there are certain restrictions for some topics. Those are noted below for each topic. Students also cannot write two essays for the same topic.

4. An outline has been provided for each portfolio's essay topic below. **Essays should follow the order of the outline provided** to help organize the content of their essay.

5. **All portfolios require a Reference page.** Some also require additional documentation or artifacts - see your specific Portfolio topic for more details.

6. You'll receive feedback and support on writing your essay for your portfolio from your instructor, peers and Learning Support as part of this course.

****Remember: you must FIRST pass ACL 301 with a "D" or better to be eligible to earn additional credit for your portfolio(s). ****

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Key Components to Writing an Experiential Essay

It is the goal of the CPL Office that those of you who complete ACL 301 and the portfolios will have a thorough, in-depth understanding of what it takes to write a high-quality experiential essay. When writing experiential essays, it is essential that the following key components are considered and included within the essay in order to warrant college credit. Experiential essays must demonstrate that college-level learning has been acquired, and this must be evident throughout the essay.

Essays must be **8-10 FULL pages in length** (not including the Title Page, Reference Page, documentation, or artifacts). Essays that do not meet the minimum length requirement will NOT be evaluated for additional credit.

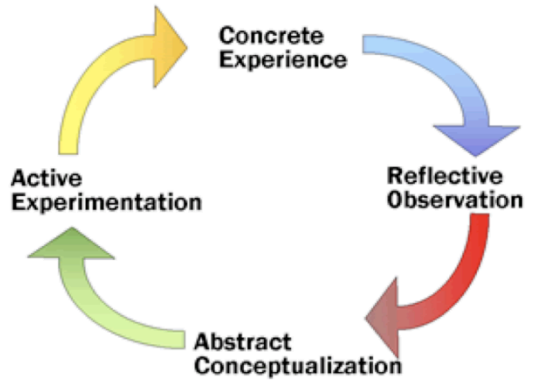
Each pre-approved topic includes an **essay outline**. The outline represents learning outcomes and/or competencies that would normally be covered in an equivalent course. Student essays on these topics should **follow the same order as the model outlines**. Each of these items **must be addressed** in your essay in order to receive credit. See the topic-specific rubric for more details. Note that students must meet at least *Proficient* in each rubric category to earn the additional credit.

Reminder: All essays require a Reference page.

Experiential essays MUST include the following (based on the Kolb Learning Model, below):

- ☐ What did you do? [Concrete Experience]
- ☐ What did you notice? [Observations and Reflections]
- ☐ What did you conclude as a result of what happened? [Abstract Conceptualization]
- ☐ How did you apply your learning to future situations? [Active Experimentation]

Figure 1. Kolb Learning Model



Adapted from Kolb, D. (1976). *The learning styles inventory technical manual*. McBer.

NOTE: Essays that are written as a research paper (theoretical) or in a story format (experience) only *will NOT* be considered for credit award.

ACTING

ART495 – Fine Arts
5 QH
Grading Rubric, please review

Overview: To earn credit for this topic you need to discuss your experience with several performances to which you were a part. Include what you learned and how you applied that learning to subsequent roles.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I Auditioning

II. Preparation
- A. Warm up exercises
- B. Theatre Games
- C. Ice Breakers

III. Types of Acting Situations
- A. Improvisation
- B. Improvised Living History
- C. Monologue
- D. Dialogue
- E. Dyad Scenes
- F. Group Scenes

III. Character Analysis
- A. Motivation
- B. Age
- C. Personality
- D. Physical characteristics
- E. Time period

IV. Performance Considerations
- A. Vocalization/dialect
- B. Movement
- C. Timing
- D. Vocal expression
- E. Gestures
- F. Blocking
- G. Subtext
- H. Physicality

I. Empathy
J. Emotionality
K. Stage Presence
L. Imagination/creativity
M. Comedy vs. drama

V. Relationships
A. With cast and crew members
B. With the Director
C. With Production Team
D. With the Audience

Examples of Documentation/Supporting Artifacts:

- Performance's Programs
- Newspaper Clippings highlighting performance
- Letters of verification from production manager, or director

ADDICTIONS

HSM495 - Elective
5 QH
Grading Rubric - Please Review

Outline:

I. The problem of alcoholism & substance abuse
   - A. Sociologically
   - B. Psychologically
   - C. Economically
   - D. Spiritually

II. Reaction to Alcoholism and Substance Abuse
   - A. Symptoms of addiction
   - B. Progression of addiction
   - C. Developing appropriate coping and social skills
   - D. Learning new behaviors

III. Impact upon
   - A. Personal life
   - B. Family life
   - C. Professional life

IV. Causes and treatment modalities
   - A. Genetic basis
   - B. Trauma approaches to treatment
   - C. Harm reduction model of treatment
   - D. Role of mindfulness in treatment
   - E. Understanding relapse

V. Possible involvement with support groups
   (i.e. Alcoholics Anonymous, Al Anon)

Examples of Documentation/Supporting Artifacts

- Letter from a sponsor (or equivalent) validating AA involvement.
- A Reference Page must be included in addition to the documentation.

Suggested resources for a Reference Page may include:

1. Loosening The Grip - a Handbook on Alcohol Information
2. Big Book – AA Literature
3. Uppers, Downers and all Arounders
4. Introduction to Addictive Behaviors, Fifth Edition Dennis L. Thombs, Cynthia J. Osborn

ANALYSIS OF RELIGIOUS BELIEFS

PHI495 - Humanities
5 QH
Grading Rubric - Please Review

Overview: An analysis of religious beliefs and experiences during childhood, adolescence and adulthood can provide an understanding of changing concepts relating to religion. Also, significant beliefs and practices related to one or more specific religions, denominations or sects can be examined. This essay should deal with numerous concepts, learning outcomes and specific experiences related to each concept, and personal applications. The essay must include theological concepts and not be based on personal opinion alone. Quotation and bibliographic notation to support your position are encouraged. Possible sources include Scripture, church doctrine and church histories.

Outline:

I. Significance of religion(s) within various societies or cultures

II. What are the key values and beliefs of your religion?
   A. Foundations of religious traditions
   B. Historical overview and membership requirements, including the role of women in the church
   C. Themes or messages contained in written documents
   D. Church rituals and practices

III. Define spirituality and religion
   A. Compare and contrast (differences and similarities)

IV. Development of your personal religious beliefs
   A. How have your religious values/beliefs impacted your personal life during childhood, adolescence, early adult life, and current life
   B. How have your religious values/beliefs impacted your interpersonal relationship, marriage, lifestyle, personal crises, and views of life after death?
   C. Have any of your beliefs changed over the years? How have they changed, and what was the reason for the change?
   D. What do you think is the role of your chosen religion in society today?
   E. Give a few specific examples of how your religion affects your everyday life?

Examples of Documentation/Supporting Artifacts:

- Certificate of non-credit coursework
- Evidence of membership in a religious organization
- A Reference Page must be included in addition to the documentation: could include Scripture, church doctrine, church history books, etc.

BEHAVIOR DISORDERS

PSY495 - Behavioral Science
5 QH
Grading Rubric - Please Review

Outline:

I. Types of Behavior Disorders
   A. Oppositional Defiant Disorder
   B. Conduct disorder
   C. ADHD (also formerly included the diagnosis of ADD. The new diagnosis manual has the diagnosis under ADHD).

II. General definitions/characteristics
   A. Emotional symptoms
   B. Physical symptoms
   C. Substance abuse
   D. Trauma impact

III. Emotional/Psychological impact
   A. School
   B. Peer Group
   C. Family
   D. Social
   E. Stigma
   F. Stress
   G. Impact on siblings
   H. Cultural impact

IV. Treatment
   A. Early intervention
   B. Counseling
   C. Medication
   D. Behavior Modification
   E. Support Group
   F. Educational support i.e., times of transitions

V. Ways of living with a Behavior Disorder
   A. Coping mechanisms
   B. Ways of understanding
   C. Acceptance

Examples of Documentation/Supporting Artifacts:

- Letter from a Therapist, Doctor, Relative, Friend or School;
- Support group verification

COACHING

ELEC495 - Elective
5 QH
Grading Rubric - Please Review

Overview: To demonstrate college-level learning, the writer should describe his/her experience with the topics below, as well as examine the learning from the experiences. It would be helpful to describe any training received in this area. When describing your coaching experiences, please assess what you found effective and what was ineffective. Reflect on **specific** experiences and what you learned from them to impact your future interactions.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Coaching Philosophy
   A. Developing a positive coaching philosophy
   B. Assessing professional and personal objectives
   C. Developing a winning philosophy
   D. Displaying sportsmanship
   E. Adopting an appropriate coaching style

II. Sport Psychology
   A. Understanding athletic ability and potential
   B. Communicating with and motivating athletes
   C. Evaluating and improving communication skills
   D. Applying reinforcement principles
   E. Developing a team concept
   F. Applying sportsmanship and teamwork to everyday life situations
   G. Modeling proper behaviors and attitudes to increase athletes' learning
   H. Understanding the essentials of a coaching relationship (trust, self-esteem, respect)

III. Sport Pedagogy
   A. Determining and implementing a plan for instruction
   B. Comprehending how athletes learn
   C. Teaching sport skills
   D. Teaching athletes the techniques and tactics of a sport
   E. Teaching the carryover value of a specific sport

IV. Sport Physiology
   A. Establishing safe and effective practice and competition regimens
   B. Providing nutritional guidelines for athletes
   C. Learning and implementing an appropriate fitness training program that includes strength, conditioning and agility
   D. Providing general and sport-specific physiological information for athletes

V. Sport Management
    A. Managing the imposing risks and scheduling of games and tournaments
    B. Managing team-related responsibilities and relationships (including dealing with organizations or schools, assistant coaches, other team coaches, volunteers, parents, team members, etc.)
    C. Handling the legal risks of coaching
    D. Gaining control over your stress, lifestyle and time management required

Examples of Documentation/Supporting Artifacts:

- Certificate of participation
- job description,
- letter verifying coaching experience,
- team roster or game program listing names of coaches

COMMUNITY THEATER

ELEC495 – Fine Arts
5 QH
Grading Rubric - Please Review

Overview: To earn credit for this topic you need to discuss the production of several performances that you were a part of in multiple capacities. Include what you learned and how you applied that learning to subsequent shows.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Describe your understanding of community theater and how it differs from professional theater.
II. Pre-performance
    A. Production Meeting
    B. Audition Notice – (What to say, design, plausible rehearsal schedule, show dates, casing description, call backs, etc.)
    C. Deciding what to perform (comedy, drama, musical, children's play, etc.)
    D. Production Staff (Producer, Director, Assistant Director, Stage Manager, Set Designer, Costume Designer, Lighting Designer, Sound Designer, Props, Music Director, Choreographer, etc.)
    E. Casting
        1. Dealing with casting personality conflicts
        2. Reasons for casting
    F. Rehearsals (What are some of the problems that arise, i.e., conflicts)
    G. Budget
    H. Set Construction
    I. Program Design
III. Backstage Roles
    A. Producer
    B. Stage manager
    C. Sound
    D. Lighting
    E. Scenery
    F. Props
    G. Makeup
    H. Hair
    I. Costume
IV. On Stage (Acting)
    A. Characterization
    B. Lines
    C. Vocal expression
    D. Methods vs. Non-methods
    E. Gestures
    F. Blocking
    G. Subtext

H. Synergy

V. Relationships
   A. With production group
   B. With the community

VI. Financials
   A. Income
      1. Sponsorship
      2. Grants
      3. Ticket sales
      4. Cast fees
         a. Costume Fee
         b. Video Fee
         c. Tee Shirts' Sweatshirt Fees
         d. Donations
   B. Expenses
      1. Rights of the show (including musical score and libretto for musicals)
      2. Production Cost
         a. Staff
         b. Props
         c. Costumes
         d. Insurance Riders
         e. Promoting
         f. Misc. (Example, Director is doing Barnum and you need a fly system)

VII. Promotion
   A. Social Media
   B. Newspaper
   C. Posters
   D. Flyers
   E. Other

Examples of Documentation/Supporting Artifacts:

- Program, Newspaper Articles/Clippings
- Letters of verification from Theatre staff

COMPARATIVE RELIGIONS

PHI495 - Humanities
5 QH
Grading Rubric - Please Review

Overview: During a person's lifetime, a wide exposure to various religious beliefs and practices can sometimes provide a "survey of comparative religions, beliefs and practices." This essay should compare the significant concepts of at least **three** specific religions, but must include at least one "Western" and one "Eastern" religion from those listed below. Please address all topics listed for all three religions in order to receive full credit.

Outline:

I. Western religions: Christianity, Islam, Judaism (for each of these identify key beliefs/themes)

II. Eastern religions: Buddhism, Confucianism, Hinduism, Shintoism, Taoism. (for each of these identify key beliefs/themes)

III. For each religion, compare: the origin (including founder if identifiable), expansion, beliefs and principles, distinctive characteristics (see below) sacred writing and ritual/worship.
   A. Does this religion encourage women's participation as religious sisters, nuns, ministers, priests, rabbis, etc.?
   B. Does this religion hold doctrinal beliefs/tenets not shared by other religions (life after death, the nature of the divine, etc.)?
   C. Are there different groups/sects within this religion? How do their beliefs and religious practices differ?
   D. What message(s) do these religions offer to the contemporary world?
   E. Give some specific examples of how you can apply a few of these messages to your everyday life.

Examples of Documentation Supporting Documentation:
- Certificate of non-credit coursework,
- evidence of membership in a religious organization,
- verification of foreign travel or residence;

Reference Page should be included in addition to documentation

COPING WITH DISEASE/ILLNESS/TRAUMA

PSY495 – Gen Ed Elective
5 QH
Grading Rubric - Please Review
Restrictions: Credit is limited to one "Coping" essay.

Overview: A comprehensive learning experience essay on this topic that deals with the emotional elements of one or more life-changing problems and their resolution. These can include chronic illness, a major disaster or accident, or a crisis or emergency of a personal or family nature. Emphasis MUST be on the coping techniques learned and psychological growth rather than the problem itself.

Outline:

I. The problem
  A. Acknowledgment
    1. Recognition of the problem
      a. Preliminary denial or lack of awareness
      b. Nature of the problem
      c. Physical/emotional/mental effects on self and/or family
    2. Deciding to take action
      a. Recognizing the need for action
      b. The process of making a decision to get help
  B. Analysis
    1. Examination of the causes
      a. Internal/mental attitudes
      b. External stimuli (people/events/reading)
      c. Seeking help from reading or professional help
    2. Understanding the problem
      a. Self-analysis/reading
      b. Contact with others: family, friends, professional
      c. Reading/research
II. The solution (coping on a continuous/permanent basis)
  A. Personal coping techniques tried, used, adopted
    1. Balancing
    2. Prioritizing
    3. Overcoming self-defeating behaviors
    4. "Escaping"
    5. Trial and error
    6. Recognizing consequences
    7. Self-rewards
  B. Support systems and/or help accepted or rejected
  C. Helping others cope with the disease, illness or problem.
  D. Reflect on the impact this experience has had on yourself and others.

Examples of Documentation/Supporting artifacts: support your comments/experiences with references

from journals, books or other learning resources.

CREATIVE WRITING

ENG495
5 QH
Grading Rubric - Please Review

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Types of Creative Writing
- A Fiction/Fiction Short Story
- B Nonfiction
- C Poetry
- D Children's Literature
- E Playwriting

II Writing Techniques
- A. Description
- B. Characterization
- C. Narration
- D. Exposition
- E. Imagery
- F. Diction
- G. Mood/Tone
- H. Organization
- I. Dialogue
- J. Use of conflict and/or tension
- K. Plot
- L. Setting
- M. Metaphor
- N. Allusion
- O. Scene
- P. Point of view
- Q. Personification

III Development of Writing
- A Creative decision making
- B Writer's voice
- C Emotional Interpretation
- D Style and Thematic direction
- E Research

IV Problem areas (maintaining fairness)

- A Racial fairness
- B Ethnic fairness
- C Religious fairness

V. Publishing and Market needs

- A Publisher guidelines
- B Publisher preferences
- C Publishing processes
- D Publishing costs

Examples of Documentation/Supporting Artifacts: validation of having published work; letter from publisher; professional announcement of publishing accomplishments; website linked to published item for sale.

CULTURAL COMPARISON

SOC495 - Social Science
5 QH
Grading Rubric - Please Review

Overview: Every group or society has a system of behavior patterns and beliefs through which the members meet social and physical needs. Through living in or visiting other countries for a substantial period of time, you may have learned about these patterns; a brief vacation in a foreign country or several countries does not constitute the basis for a cultural comparison. It is important to recognize variations within a nation or region. REMEMBER, this is a cultural essay rather than a travelogue.

Outline:

I. Geographical location, influences of terrain, climate and resources
II. Government
  A. Type and authority
  B. Participation level of citizens
  C. Political parties and current issues
III. Economy
  A. Agriculture
  B. Industry
  C. Technology
  D. Transportation
  E. Housing
  F. Occupations
  G. Income distributions
  H. Economic problems / successes
  I. Citizens immigrate to other countries or do other citizens emigrate there?
IV. Social Relations
  A. Family roles / role of elderly
  B. Kinship
  C. Place of children & aged
  D. Courtship and marriage
  E. Race
  F. Language/Communication
  G. Dissolution of marriage
  H. Social classes
  I. School (public availability vs private)
  J. Gender/equality issues
  K. Identity and difference
  L. Interdependence & unequal dependence

V. Values, beliefs, religion, ceremonies, special observances, holidays
VI. Recreation -- use of leisure, popular sports, popular locations for vacations
VII. Arts
  A. Literature
  B. Architecture
  C. Music
  D. Painting
  E. Sculpture
  F. Theater
VIII. Health – how does the population access medical care? Who provides care? Medical treatments, common ailments/diseases, costs

IX. Customs – common/popular foods, manners, taboos, non-verbal signals, dress

X. Language – dialects, which languages are taught in primary/secondary schools

XI. Level of student's involvement with this culture.

Examples of Documentation/Artifacts: Passport, DD214, employment verification, travel docs

DEATH AND DYING

PHI495 - Humanities
5 QH
Grading Rubric - Please Review
Restrictions: Credit is limited for ONE essay about death and dying or coping with loss.

Overview: Prior to writing on this topic, students should:

1. Familiarize themselves with books on the grief process such as
    a. *It's ok that You're not ok: Meeting Grief and Loss in a Culture that Doesn't Understand, (Devine, M., 2017),*
    b. *On Grief and Grieving: Finding the Meaning of Grief Through the Five Stages of Loss* (Kessler, D. & Kubler-Ross, E., 2005),
    c. *On Death and Dying: What the Dying have to Teach Doctors, Nurses, Clergy and Their Own Families* (Kubler-Ross, E., 2014),
    d. *The Grief Recovery Handbook (James, J.W. 2017),*
    e. *How We Die – Reflections on Life's Final Chapter* (Nuland, S.B., 2014) and/or other noted authors,
2. Identify the concepts of grieving from their source(s), and
3. Take notes about how parts of the grieving process did or did not affect them, others close to the deceased, and perhaps the person who died.

This essay assumes your close relationship with the death of a friend or relative with whom you had considerable contact during your adult years.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Introduction (personal experiences)
    A. Relationship with the deceased (friend, parent, child, sibling)
    B. Nature of the death (accident, disease, suicide, other)
    C. Circumstances (place, date, time)
II. The grief or bereavement process/stages (concepts/learning outcomes, reflections, applications)
    A. Overview of major concepts/stages of grief or bereavement from at least one noted author (see above)
    B. Related experiences during the illness prior to death (if applicable)
    C. Related experiences during the process of dying
    D. Immediate experiences after death (weeks or months)
    E. Later experiences (several years to the current time)
        a. B – E can include how the relationship with the deceased affected the grief/bereavement processes and stages

III. Learning related to personal, family, society and cultural perceptions and differences
A. The effect of inner strengths and weaknesses
B. Value of support from family, friends, relatives, religion, and counseling
C. Attitudes of family members and friends, differences and similarities
D. Societal attitudes (perceptions of death and bereavement)
E. Cultural practices (perceptions of death) and cultural effects, may include practices such as funeral arrangements, memorial services, burial or cremation, etc.

IV. Clinical and Medical perspectives on death and bereavement (if applicable)
A. Attitudes of medical and clinical professionals towards the dying individual
B. Attitudes of medical and clinical towards family and friends
C. Hospital vs. hospice care, differences and perspectives

V. Global applications of learnings (for you and/or others)
A. How have your encounters with death affected your perspectives on life?
B. Giving and receiving support to and from others

Examples of Documentation/Supporting Artifacts: A copy of a death notice, obituary, death certificate, or prayer card. Support group participation documentation. A works cited/Reference Page including at least one author (such as noted above) in the field of death and dying is required in addition to documentation.

DRAWING OR PAINTING

ART495 – Fine Arts
5 QH
Grading Rubric - Please Review

Overview: This outline can be used for essays on either Painting or Drawing, but not both. Essays must be accompanied by several examples of work (three to four examples). *Please read both this page and the next for the full outline and additional documentation requirements.*

Outline:

I. Supplies
- A. Painting
  - 1. Easel
  - 2. Acrylic, Oil, Gouache or Watercolor paints
  - 3. Gesso
  - 4. Brushes
  - 5. Solvents (turpentine, etc.)
  - 6. Palette Knife
  - 7. Paper, Canvas, Wood, other surfaces
- B. Drawing
  - 1. Graphite, Charcoal or Carbon pencils
  - 2. Blenders
  - 3. Erasers
  - 4. Sharpener
  - 5. Paper or canvas
  - 6. Pastels/Crayons and Inks

II. Composition
- A. Painting Techniques
  - 1. Traditional and contemporary techniques
  - 2. Color theory
  - 3. Mixed media
  - 4. Brush Techniques
  - 5. Plein Air painting
  - 6. Applying gesso
  - 7. Using underdrawings
  - 8. Adding color
  - 9. Drying time
  - 10. Glazes
  - 11. Exercises in grisaille
  - 12. Modeling
  - 13. Value
  - 14. Texture (impasto)
- B. Painting genres
  - 1. Still life
  - 2. Painting from Photographs
  - 3. Modeling
  - 4. Portraiture
  - 5. Landscape
- C. Drawing
  - 1. Modeling
  - 2. Mass and volume
  - 3. Value and tone
  - 4. Pictorial Composition
  - 5. Perspective
  - 6. Scale
  - 7. Two and three dimensional
  - 8. Live models/figure drawing
  - 9. Texture/Types of Line (contour, hatching, cross hatching, stippling)

III. Subject Matter
- A. Landscape
- B. The human form/the figure (different from portraiture)
- C. Portraiture
- D. Sports/action
- E. Wildlife
- F. Architecture
- G. Fantasy H. Still Life I. Other

V. Creative techniques
- A. Self-expression
- B. Gesture drawing

C. Conceptual strategies
D. Use of new media
E. Painting
F. Abstraction
G. Realism

VI. Challenges
A. Low light
B. Changing light
C. Frustration tolerance
D. Learning from mistakes
E. Technical limitations

Examples of Documentation/Supporting Artifacts: Evidence of work, 3-5 examples of paintings or drawings, workshops attended or presented (verification), website or blog with artwork displayed, proof of sale of artwork, gallery displays (verification).

ECONOMICS FOR CONSUMERS

SOC495 - Social Science
5 QH
Grading Rubric - Please Review

Overview: Consumer economics analyzes making wise choices concerning personal spending and saving. Academic credit is awarded NOT for the doing, but for the learning acquired. Discuss how your earlier experiences have helped you to make more informed decisions later. **These informed decisions must include the economic concepts and terms that would be taught in a college course.** A minimum of **SIX** topics should be discussed in considerable detail. **REMEMBER** that buying a house is only one part of consumer economics. You must document **at least 3,** but **preferably all 6** of your topics.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Consumer behavior

A. Consumer attitudes
   1. Consumer Confidence
   2. Consumer Sentiment

B. Household needs

C. Advertising

D. Purchasing
   1. Consumer Spending Consumers
   2. Consumer Leverage
   3. Consumer Choice

E. Role of government

F. Warranties and produce liability

G. Energy Conservation

H. Recreation, leisure, travel

I. Personal Services

J. Complaints; securing redress

K. Sources of information

L. Five Economic Concepts Need to Know

M. Types of Consumer Economics

II. Economic Factors affecting consumer behavior

A, Resources – Matter of choice
   1. Unlimited wants
   2. Limited resources
   3. Opportunity cost – highest value of choice not made

B. Inflation – Impact of purchasing power

C. Reaction to price change – concept of elasticity
   1. High change in demand – elastic
   2. Minor change in demand – inelastic

D. Relationship of price to demand
   1. Excess demand/no change in supply – prices rise
   2. Excess supply/no change in demand – price drop

E. Economic policies
   1. Fiscal policy – U.S. government spending and taxing actions
   2. Monetary policy – money supply & banking activity by the Federal Reserve

F. Taxes
   1. Increase in taxes – lower spending power

2. Tax cuts – higher spending power

III. Savings, checking and investments

A. Long term and short investing
B. Working with financial advisors
C. Savings accounts
D. Certificates of deposit
E. Investment Groups
F. Stocks
G. Mutual Funds
H. Checking: electronic deposits, automatic Transfer to savings, and Overdraft protection
I. Annuities
J Diversification
K. Risks and Rewards
L. Sources of Information
M Deposit Insurance
1. $250,000 per co-owner, joint account
N. Liquidity
O. Tax Considerations

IV. Personal Credit

A. Loans
B. Bank Cards
C. Store Credit cards
D. Establishing credit
E. Advantages/disadvantages of buying credit
F. Credit Score
G. Improving Credit Score
H. Bankruptcy
I. Wise Use of Credit
J. Options for recovering from debt
K. Credit Protection

V. Housing – Purchases and Rentals

A. Rent
   1. Leases
   2. Deposits
   3. Advantages and Disadvantages
B. Purchase
   1. Selection factors
      a. Location
      b. Schools
      c. Transportation
   2. Working with realtors
   3. Financial arrangements
   4. Sources and kinds of mortgages
   5. Appraisals
   6. Home inspection
   7. Points
   8. Legal documents
   9. Maintenance
   10. Taxes
   11. Escrow accounts
   12. Investment possibilities

VI. Transportation – Purchases, Leases, Public

A. Public
B. Private
   1. Purchase factors
   2. Negotiating with sales people
   3. Research
   4. Financing
   5. Maintenance
   6. Warranties

VII. Managing Financial Planning

A. Determining goals and needs
B. Establishing a budget
E. Retirement and estate planning
F. Planning for inflation/recession

C. Fixed and variable expenses
D. Planning for emergencies
G. Wills
H. Short and long range planning

VIII. Insurance

A. Types of Insurance
1. Home
2. Auto
3. Life (Term, whole life, etc.)
4. Medical (HMO, PPO, etc.)
5. Disability
6. Long term health care
7. Medicare, Medicaid

B. Factors for consideration
1. Age and health status
2. Options/Types of policies
3. Benefits and Costs
4. Deductibles
5. Risk factors
6. Filing claims

Examples of Documentation/Supporting Artifacts: Purchase receipts, insurance binders, rental/lease agreements, credit card statements/bills, loan documents, net worth calculations.

EDUCATIONAL STRATEGIES

CIC495 – Elective
5 QH
Grading Rubric - Please Review

Outline:

I Understanding and integrating learning styles of the audience
II Learning styles inventory of audience
III Factors to decide on teaching strategy
- A. Audience characteristics
- B. Education expertise of instructor
- C. Objectives of learning
- D. Potential for achieving learning outcomes
- E. Cost-effectiveness
- F. Instructional setting
- G. Instructional delivery (e.g, face-to-face, blended or virtual/ remote)
- H. Use of technology
- I. Accreditation, licensure, and/or certification requirements (if applicable)

IV Selection of instructional methods, including pros and cons of each (not all must be addressed)
- A. Lecture
- B. Group discussion
- C. One-on-one discussion
- D. Group activities/projects
- E. Demonstration
- F. Case studies
- G. Simulation
- H. Role-playing
- I. Self-instruction/independent projects

J. Integration of technology
K. Other

V Evaluation of methods/strategy (not all must be addressed)
A. Pre-test and/or post-test of participants
B. Instructor evaluation surveys
C. Instructor observations
D. Integrating evaluation feedback into future courses (i.e., closing the loop)
E. Other

Examples of Documentation/Supporting Artifacts: Lesson plan, content outline, letter verifying experience

EFFECTIVE SPEAKING

ENG203 - Communications
5 QH
Grading Rubric - Please Review

Overview: This essay replaces the General Education ENG203 course (Effective Speaking for the Undergraduate). The successful student must be able to fully cover the learning outcomes found on this outline, providing numerous personal examples of public speaking engagements. Embedded within the essay, the student should include a **minimum of three personal learning experiences** as they relate to effective/public speaking, including examples of what worked, and what did not work and the application of learning in future situations. How has speaking ability improved over time and what techniques were used to achieve this?

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Effective Topic Selection
A. Brainstorming
B. Audience needs analysis

II. Approaches: Persuasive, Informative, Impromptu
A. Describe the various formats
B. Give personal experiences of effective/public speaking, and the different delivery methods used. Must include a minimum of three examples of five minutes or more in length.
C. Address any tools and technology used including software and/or instructional media, such as PowerPoint or handouts.

III. Audience Analysis

A. Types of audiences (formal or informal groups, professional or social)
B. Differences in the delivery of information dependent on the audience.
C. Researching facts and statistics; creating an ethical presentation
D. Developing a content outline
    1. Define Intro, Body and Conclusion
    2. Importance of a clean transition between these sections
    3. What constitutes a full Intro, Body and Conclusion?

IV. Time management; how to include enough content yet avoid running over the allotted time allowed.
V. What to include in an outline; i.e., objective, goals, highlights and plan of action.
VI. Writing and presenting a formal speech. Examples should include:
    A. What were the circumstances for your speeches?
    B. For how long did you present?
    C. What were your goals and objectives?
    D. What techniques, methods, or procedures were used?
VII. Practice / Preparation strategies
VIII. Non-verbal expressions and body language for effective communication
IX. Speaking without notes – strategies
X. Method of evaluations / Post speaking evaluation contents / feedback
XI. "Sales" or "Train the Trainer" experiences on the job or Toastmasters membership
XII. Describe the role and importance of effective oral communication in a functioning democratic society.

Examples of Documentation/Supporting Artifacts (minimum 3 artifacts): Supporting PowerPoint, link to a Webinar or Podcast, supervisor letter of verification, handouts, conference materials, agendas, meeting invitations, evaluations (any documentation submitted must include your name as presenter).

EMERGENCY DISASTER MANAGEMENT

ELEC495

5 QH

Grading Rubric - Please Review

Outline:

I. Emergency Management Overview
   - A. Role of an emergency management personnel
   - B. Description of one or more national emergency management organizations, i.e., FEMA, NDPO, EPA, NRC, Homeland Security

II. Need for Emergency Management
   - A. Types of situations warranting emergency management assistance.

III. Disaster Preparedness
   - A. Disaster Mitigation
     1. Local plans and regulations
     2. Structural projects
     3. Natural systems protection
     4. Education programs
     5. Preparedness and response actions including; developing plans and policies
   - B. Disaster Response
     1. Providing safety for disaster victims
     2. Preventing next disaster
     3. Meeting the basic needs until permanent solutions can be found
   - C. Disaster Recovery
     1. Recovery plan
     2. Execution of recovery processes
     3. Promoting recovery

VII. Global Application (or) Global Interdependence
     1. Importance of emergency management organization, locally, nationally and

internationally
2. International organizations addressing world issues
3. Global economic growth in order to allocate resources to spend on emergency management including infrastructure, services, and technologies that increase their capacity to respond to disasters

Examples of Documentation/Supporting Artifacts: Proof of involvement in one or more local or national disasters.

FITNESS PROGRAMS

ELEC495 - Elective

Limited Credit: 3 quarter hours of credit

Grading Rubric - Please Review

Restriction: Students who write on Nutrition should NOT write on this topic as well.

Outline:

I. Motivation and Planning
   - A. Choosing a program and why?
   - B. Coach or no coach
     Trainer or no trainer?
   - C. Gym, Park District program, home workout

II. Evaluation and goal setting
   - B. Health safety concerns of the individual
   - C. Formal and informal assessments – how you will assess success?
   - D. Assessment of individual's strengths and weaknesses.
   - E. Goal setting based on individual's needs and health assessment.

III. Cardiovascular training
   - A. The importance of doing cardiovascular training.
   - B. Cardiovascular modalities (treadmill, bike, stepper, running, aerobics, dance, Wii, swimming etc.)

IV Strength training
   - A. The importance of doing strength training.
   - B. Strength modalities (free weights, machines, tubes/bands, etc.)
   - C. Reps – when do you decide to increase and why?

V. Flexibility
   - A. The importance of increasing flexibility.
   - B. Flexibility modalities (static and active)

VI. Core Strength
   - A. Yoga, Pilates, Tia Chi, Qigong

VII. Mind/Body connection
- A. Motivation
- B. Positive attitude

VIII. Obstacles to continued fitness plan
- A. Obstacles encountered.
- B. Method of overcoming obstacles and challenges.

IX. Safety and Injury
- A. Steps to avoid injury.
- B. Exercising after injury.
- C. Warm ups and cool downs.

X Nutrition
- A. Hydration
- B. Eating
- C. Heart rate/pulse
- D. Understanding the body's metabolism

Examples of Documentation/Supporting Artifacts: Personal Training certification or letter from employer, health club or park district membership card or registration form.

GENDER IN SOCIETY

SOC495 - Social Science
5 QH
Grading Rubric - Please Review

Overview: To present a comprehensive learning experience essay on this topic, consider the social construction of gender in society, viewing your personal experiences in a broader social context. The limited use of source material is suggested to identify concepts.

Outline:

I Gender as an institution and a system
- A. Current theories
- B. Current social perspectives

II. Socialization patterns

A. Developing a gender identity
B. Role models- family and community influences
C. Expectations of gendered behavior
D. Age
E. Nationality
F. Race

III. Communication styles
- A. Verbal Communication
- B. Nonverbal communication
- C. How information is processed

IV. Gender in the workplace
- A. Career choices
- B. Hiring practices
- C. Leadership/management styles

D. Sexual Harassment
E. The "glass ceiling"
F. Expectations

V. Partnering
- A. Division of roles and responsibilities
- B. Same sex relationships

VI. Parenting

A. Roles and responsibilities
B. Being a role model
C. Parenting the opposite sex child
D. Non-sexist childrearing

VII. Women, aging, and self-image
A. Media and female representation
B .Embracing changes; physical, emotional
C. Loss and building resilience
D. Maintaining health and thriving

VIII. Other issues
A. Media influences
B. Healthcare
C. Sexual orientation
D. Subtle sexism
E. Sexual assault and violence
F. Race/gender dynamics

Examples of Documentation/Supporting Artifacts: Certificate or letter to verify participation in men's, women's, single parents' or alternative groups; Reference Page (using internal citations within the text) may be included in addition to documentation

HEALTH PROBLEMS/DISEASE

ELEC495 - Elective

Limited Credit: 3 quarter hours of credit

Grading Rubric - Please Review

Outline:

I. Identifying information about the student… age, sex, marital status, and occupation; level of knowledge about disease/condition at onset
II. Description of student's symptoms
    A. How was the condition detected?
    B. How was diagnosis of the condition made?
III. Discussion of the disease/condition in general
    A. When was it identified as an entity and who identified it?
    B. Usual symptoms of disease/condition
        1. At onset
        2. Ten to twenty years after onset
    C. What causes the disease/condition (etiology)?
    D. How disease/condition affects a person's lifestyle
        1. Disability involved
        2. How people compensate for the disability
    E. Treatments usually prescribed for the condition
        1. Medical - medications usually prescribed, usual dosage, and when taken
            a) Expected results of medication
            b) Untoward reactions, if any
        2. Surgical
            a) Procedures done to correct condition
            b) Results - total cure or partial relief
        3. Other treatments prescribed

F. Prognosis/outcome
    1. Full cure
    2. Short or long term treatment
    3. Disability - long or short term

IV. Personal adjustment to disease/condition
    A. Denial/acceptance of diagnosis and treatment
    B. Necessary modification of lifestyle because of disease/condition

V. Reference Page
    A. Texts
    B. Magazine articles
    C. Quotations from authorities - physicians, doctors, therapists

Examples of Documentation/Supporting Artifacts: Medical bills, letter from doctor; references (Reference Page) are required in addition to documentation

HUMAN RESOURCES

BUS495 - Elective
5 QH
Grading Rubric - Please Review

Outline:

VI. The Role of Human Resource Management in Organizations
    A. What is HRM?
    B. HR's role as a strategic partner

VII. The Changing Environment of HRM
    A. Globalization (managing HR in an international business)
    B. Changing role of Human Resources in response to trends in technology
    C. Workforce diversity
    D. Managing organizational change

VIII. Legal Issues and HRM
    A. EEQ – Equal Employment Opportunity
    B. Defense against discrimination allegations
    C. Discriminatory employment practices
    D. The EEOC enforcement process
    E. Diversity management and affirmative action programs
    F. Employee rights legislation

IV. Talent Acquisition (Recruitment and Placement)
    A. Job Analysis/job specifications
    B. Personnel planning and recruitment
    C. Employee testing and selection
    D. Interviewing candidates

V. Training and Development
    A. Orientation
    B. Role of Human Resources in Career Development
    C. Managing organizational development
    D. Appraising performance
    E. Management concerns and fair treatment

F. Different approaches to various job evaluation approaches

VI. Compensation
- A. Establish pay plans
- B. Pay for performance and financial incentives
- C. Benefits and services

VII. Labor relations and employee security
- A. Labor relations and collective bargaining (union organizations)
- B. Employee health and safety

Examples of Documentation/Supporting Artifacts: Proof of membership PHR, SPHR or other; job description; letter of verification from a supervisor/colleague; workshops/trainings presented.

IMPLEMENTING ORGANIZATIONAL CHANGE

BUS495 – Gen Ed Elective
5QH
Grading Rubric - Please Review

Overview: Organizational change involves many people throughout the organization. Specifically describe your role in this change effort.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Reasons for Organizational Change
- A. Required by internal strategies
- B. Required due to external changes affecting the organization
- C. Change necessary due to planned or unplanned forces.
- D. Globalization, increased diversity, sustainability, generational shifts, reassembling economic forces

II Focus of Change Efforts
- E. Strategic change
- F. Technological change
- G. Structural change
- H. Human resources or organizational change

III Management Support for Change
- A. Making the case for change
- B. Use of outside resources
- C. Needs assessment
- D. Budget development

IV Identifying Resistance to Change
- A. Political aspects and considerations
- B. Organizational-level resistance to change
- C. Individual-level resistance to change

V Overcoming Resistance to Change
- A. Participation and involvement
- B. Facilitation and support

VI Implementation of Change Programs
A. Use of proven organizational practices to promote change
B. Employee involvement
C. Unexpected challenges
D. Planned Quick Wins

VII Consequences of Change Programs on Employees
A. Reengineering; reductions in force; relocation; offshoring
B. Retraining; organizational restructuring
C. Changes in compensation; union status

VIII Communicating the Change
A. Initial communication B. Ongoing communication plan during the change effort

IX Resolving Occurring Challenges
A. Dealing with resistance during the change
B. Techniques for gathering more information
C. Understanding pathologies of change

X Training
A. Initial training that was Identified as necessary
B. Additional training required as needed

XI Evaluating Change Efforts
A. Initial objective determined for the program
B. Modified goals as work progressed
C. Specific criteria achieved
D. Surprise Wins – in contrast to obstacles and barriers, were they any surprises
E. Ongoing factors that will be monitored and tracked for success

Examples of Documentation/Supporting Artifacts: Verification of job description, planning meeting agendas or minutes, reference letter from supervisor.

INDIVIDUAL SPORTS

ELEC495 - Elective

Grading Rubric - Please Review

Limited Credit: 3 quarter hours of credit

Restrictions: Students who write on this topic may NOT write on Team Sports due to duplication of credit.

Outline:

I. Motivation: reason(s) for choosing a sport.
   A. Choosing a sport and why?
II. Game Rules and Etiquette
   A. Game Rules
   B. Team Rules
   C. League Rules
   D. Respect for coach
III. Training

A. Practice
B. Conditioning: Stretching and Exercise in warm up and cool down
C. Engagement in practice
D. Work away from practice
E. Private Lessons/Outside Coach
F. Training alone/ Training with others

IV. Sportsmanship
A. Playing fair
B. Following rules of the game
C. Respect for the judgement of referees and officials
D. Treat Opponents with respect

V. Game
A. Equipment
B. Game Strategies
C. Game Obstacles

VI. Individual
A. Dependence
B. Goal setting
C. Support

VII. Mind/Body connection
A. Motivation
B. Positive attitude
C. Confidence

VIII. Safety and Injury
A. Injury prevention
B. Injury(ies) sustained

IX. Advancement
D. Tournament
E. Travel

X. Nutrition
E. Hydration
F. Eating

Examples of Documentation/Supporting Artifacts: Sport registration, pictures of your organized participation, or articles.

INDOOR GARDENING

SCI495 – Life Science
5 QH
Grading Rubric - Please Review

Restrictions: An essay on Indoor Gardening is NOT acceptable if you have already written on Organic Gardening.

Overview: To write on this topic, knowledge of the biology of indoor gardening or the botany of seasonal plants, cultivars, or flowers, as well as extensive experience in houseplant care is required. This knowledge of biology or botany could include but not be limited to ornamental horticulture, such as floriculture and landscape horticulture. Science credit can be awarded only for academic, scientific learning acquired, and not strictly seasonal growing to be presented for academic credit. Therefore, you must demonstrate sufficient understanding and application of principles of plant biology and botany, i.e., explaining your techniques and why they work. Papers that describe and report on the results of experiments (with controls) actually performed by the author are more likely to receive science credit.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Plant classification, e.g., demonstrating an application of Linnaean taxonomy
II. Plant structure
    A. Parts, e.g., distinctions between growth of monocots and dicots
    B. Specialized functions, e.g., pollination and growth patterns of monoecious plants versus dioecious plants, or, growth patterns demonstrated by agricultural cultivars
III. Photosynthesis process
    A. Importance of chlorophyll, light, water, e.g., demonstration of, or comparison between, C3 and/or C4 photosynthesis by selected plant species
    B. What is the difference between the 8 dependent and the 8 independent reactions of photosynthesis?
IV. Light
    A. Natural light
        1. Direct/sunlight, e.g., effects of direct artificial lighting vs. natural sunlight
        2. Filtered/bright/indirect, e.g., effects of types of lighting on speed and height of plant growth
        3. Shade, e.g., effect of deliberately limited vs. naturally subdued daily lighting on speed and height of plant growth
    B. Exposures, e.g., limited light versus constant light on plant growth and health
    C. Artificial light, e.g., subdued, single-wavelength, or variable-wavelength lighting
    D. Have you experimented with light conditions? If so, then provide procedural overview and evidence of experimentation.
    E. Do a <u>controlled</u> experiment and report results, e.g., cross-pollination to hybrid
V. Daily care
    A. Watering
        1. How much? - test this, e.g., under-watering vs. over-watering
        2. How often? - test this, e.g., measuring plant stress over time
        3. What do plants <u>do</u> with water? (i.e., why do they need it?)
    B. Spraying/misting, e.g., does this technique harm or help leaves and stems?
    C. Cleaning, e.g., successful techniques to maintain plant hygiene
VI. Regular Maintenance
    A. Pruning
        1. Pinching - explain the value of pinching in terms of plant hormones
        2. Cutting back, including up-to-date “do’s” and “don’ts” for selected species
    B. Repotting
        1. Reasons for transferring
        2. Types of pots (how they affect care), including their ability to drain well
        3. Procedures, e.g., building bottom bed, providing aeration, avoiding shock
    C. Soil
        1. Purposes (what it provides), e.g., in terms of nutrients
        2. Composition and pH, e.g., the usefulness of vermiculite as an additive
        3. Specific needs of various plants
    D. Feeding/fertilizing
        1. How needs differ from those of animals
        2. How plants receive nourishment, e.g., taproots vs. adventitious roots
        3. What to feed, e.g., types of “good” and “bad” fertilizers
        4. When to feed, e.g., effects of under-feeding and over-feeding

5. How to feed, e.g., effectiveness of in-situ plant-food spikes
6. How to enhance growth, e.g., effect of carbon dioxide (using “dry ice”) as periodic plant nourishment

E. Pests
1. Types, e.g., identification via observation or photography
2. Control, e.g., effectiveness of chemical means vs. natural means

VII. Propagation (procedures)
A. Stem cutting (including what to cut and when)
B. Leaf cutting
C. Division
D. Air-layering, e.g., why and how it works, and, with what selected species
E. Winding and pinning, e.g., what works best early and later in plant growth

VIII. What to look for in a new plant

IX. Causes of plant failure

X. Advantages of tending plants
A. Aesthetic, e.g., floral arranging for color, seasonal variety, or plant competitions
B. Psychological, e.g., selection and growing of species as a demonstration to enhance an indoor environment by a certain look or fragrance

Optional:

XI. Starting plants "from scratch" such as relative success from a previous season’s seeds

XII. Growing terrariums and setting up a “Moon garden”

Examples of Documentation/Supporting Artifacts: Photographs, notes from experiments; references (Reference Page) are required in addition to documentation.

INSTRUCTIONAL METHODS (Early Childhood, Primary Level, Teaching Sunday School and other non-formal contexts)

CIC495 - Elective
5 QH
Grading Rubric - Please Review

Overview: In order to earn credit for this topic, you must demonstrate your competence in the skills required for designing successful lesson plans. You will be expected to demonstrate your ability to write specific instructional goals and objectives, develop detailed instructional plans as well as create evaluations/assessments of learning that correspond to each initial instructional objective.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Establishment of specific goals/objectives for particular training or instructional group
A. Characteristics of instructional goals

B. Characteristics of instructional learning objectives
C. Distinctions between instructional goals and learning objectives to develop skills and conceptual knowledge
D. Demonstrate your ability to link Stated Instructional learning standards to goals and objectives
E. Demonstrate understanding of Developmentally Appropriate Practices
F. Demonstrate understanding of link between learning goals and learning outcomes

II. Lesson Planning
A. Intentionality, connectedness, and rationale for lesson plan
B. Integrating curriculum –linking to context and cultural variances
C. Time required for a particular learning objective or facet of instructional plan
D. Size of group and length of class/course (how does this matter)
E. Developmentally Appropriate educational resources and materials
F. Classroom facilitation and management strategies
G Differentiation strategies (meeting all learners)

III. Technique of instructional methods (i.e. demonstration, experiential, lecture, task collaborative groups, individualized instructional)

IV. Technology to support learning (Computer-based in all its forms, Resources, Links to diverse learning materials, data collection, materials for lessons)

V. Culturally Responsive Motivational strategies and techniques

VI. Evaluation/assessment of learning
A. Pre-assessment strategies utilized
B. Assessment of competence in achievement of overall goals
C. Reflection on overall lesson- did you meet your learning objectives; were all children's learning needs successfully met; how would you use feedback to revise when re-implementing; with reference to data collection, learning outcome behaviors, review of assessment strategies)

Examples of Documentation/Supporting Artifacts: One or more complete lesson plans required (including instructional resources), letter from supervisor, evidence of teaching, certificates of attendance at workshops, conferences, site training.

INSTRUCTIONAL METHODS (Educating, Training Adults, Teaching Seminars, workshops and courses in varied contexts)

CIC495 - Elective
5 QH
Grading Rubric - Please Review

Overview: In order to earn credit for this topic, you must demonstrate your competence in the skills and knowledge required for designing effective educational experiences, curriculum or programs where adults develop or enhance their knowledge and skills. You will be expected to demonstrate your ability to write specific instructional purposes, goals and objectives, as well as evaluations/assessments of learning that correspond to each initial anticipated instructional outcome.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Establishment of a specific purpose including goals or objectives for particular training or instructional, educational or learning context
   A. Characteristics of instructional goals guided by purpose
   B. Characteristics of instructional learning objectives or specified learning outcomes
      C. Reasons for instructional goals, learning outcome statements and learning

objectives to develop skills and concepts

D. Demonstrate your ability to connect established Instructional learning standards to goals, objectives or learning outcomes

E. Demonstrate understanding of diverse populations of adult learners

F. Demonstrate knowledge about diverse educational or training contexts

G. Demonstrate understanding of varied instructional formats such as face to face, blended, online, hyflex, individualized competency-based

II. Curriculum or content development for learner focused outcomes
   - A. Intentionality- rationale from perspective of organization or community needs
   - B. Integrating curriculum with life experiences and organizational or community needs
   - C. Time required for a particular learning objective or facet
   - D. Size of and population characteristics of student group influences
   - E. Culturally appropriate instructional materials
   - F. Classroom facilitation strategies
   - G Differentiation of strategies in meeting diverse learners educational needs

III. Techniques of facilitation and presentation of instructional materials (i.e. lecture, discussion, role play, simulations, experiential, applications, and where appropriate individualized instructional strategies. Can include knowledge of accommodations for diverse learner needs

IV. Technologies (educational and software) that support learning (Resources, meeting/classroom apps such as zoom and blue jeans, data collection, materials used for curriculum)

V. Motivational assumptions, strategies and techniques

VI. Evaluation and assessment of learning
   - A. Pre-assessment strategies when utilized
   - B. Assessment of competence in achieving overall goals, learning outcomes or objectives
   - C. Reflection on overall curriculum development- did you meet your learning purposes and outcomes; were all adult's learning needs successfully met; how would you revise when re-implementing with reference to data collection, learning outcome indicators and review of assessment strategies)

Examples of Documentation/Supporting Artifacts: One or more complete curriculum plan or program implementation materials required, letter from supervisor or representative adult students, evidence of teaching, certificates of attendance at workshops, conferences, mentoring, training; references supporting decisions for specific curriculum development.

INTERVIEWING

ELEC495 - Elective
5 QH
Grading Rubric - Please Review

Overview: Credit for this essay assumes experience as an interviewer and as an interviewee. Concepts should be supported by personal experience.

Outline:

I. Necessary background information including preparation with attention to legal ramifications
II. Interview setting and introductions
III. Types of interviews
    A. Employment
        Legality of questions (what can and cannot be asked)
    B. Promotion/disciplinary
    C. Exit interviews

D. Performance appraisal/evaluation (address only briefly - separate essay topic)

IV. Interviewing methods (styles) **(Not All Need to be addressed)**
- A. Funnel technique
- B. Structured vs. semi-structured vs. unstructured interview types
- C. Behavior (or situational) questions and responses
- D. Phone vs. face-to-face interviews
- E. "Team" (or group") interviews
- F. Special problems: e.g., halo effect, biases, stereotypes, "chemistry," "gut feelings," detecting falsification, interview fatigue, snap judgements, inconsistency between candidates.
- G. Controlling the interview

V. Interview skills and the process
- A. Preparation
- B. Interview
- C. Follow-up

VI. Body language of participants and non-verbal behavior

VII. Formal training: types and duration

VIII. Preliminary use of questionnaires and/or tests

IX. Matching personalities/preferences to corporate cultures

X. Assessment process: evaluation of interview

Examples of Documentation/Supporting Artifacts: Verification of employment and interviewing experience; an appendix may include sample questions, sample forms, training certificate, exit interview form, and your own job description and performance evaluations

LEADERSHIP

BUS495 – Gen Ed Elective

Limited Credit: 3 quarter hours of credit

Grading Rubric - Please Review

Outline:

I. Definition of Leadership

II. Leadership vs. management
- A. Differences
- B. Similarities

III. The leader
- C. Individual characteristics
- D. Predominate style
- C. Values and Ethics

D. Power and Influence

IV. The Followership
- A. Individual characteristics
- B. Perceptions of expectations

V. The situation
- A. Nature of the task
- B. Nature of the group
- C. Organizational factors
- D. Employee Empowerment

VI. Evaluation of effectiveness of the leader

VII. Responsibility within organization and accountability factors

Examples of Documentation/Supporting Artifacts: Verification of supervisory experience, job description

LGBTQIA+ Studies (*Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual/Allies)*

SOC495 – Social Science

5 QH

Grading Rubric - Please Review

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Identity Development
- A. What is Sexual Orientation?
- B. What is Gender Identity?
- C. History
  1. Stonewall

D. Nature vs. Nurture
E. Stages of Identity
1. Physical
2. Psychological
A. Coming out
1. To Self – Self Aware
A. Timeline of Identity
2. Family
3. Opposite Intimate Relationships
i. Long Term Relationship
ii. Fiancé
iii. Spouse
4. Friends
5. In the workplace
6. Social Impact
7. Lost Relationships
i. Family
ii. Friends
iii. Co-Workers
B. Self-image/self esteem

II. Relationships
A. Partners
B. Physical Partners
C. Positive Influencers, Mentors, Role Models
D. Negative Influencers, Mentors, Role Models
E. GLBTQ families
F. Gay friends
G. Straight Friends

III. Parenting
A. Challenges of same sex parenting
B. Parenting opposite sex children

IV. Societal Dimensions
A. Confronting Heterosexism and Homophobia
B. Stereotypes
C. Hetro-normative expectations
D. Media portrayal of GLBTQ
E. Religion
F. Strategies for dealing with discrimination/harassment

V. Political Issues
A. Activism
B. Domestic Partner Benefits
C. Policies/legislation
1. Federal
A. Federal Protections/Policies/Benefits
2. State
B. State Protections/Policies/Benefits
D. Human/Civil Rights
1. Workplace
2. Financial Equality
3. Private Establishments
4. Housing
5. Public Establishments
6. Hospitals
7. School, etc.)
E. Legal Marriage
F. HIV/AIDS

VI. LGBTQIA+ Community
1. Gay Culture
2. Educational Programs
3. Events
4. Demographics
5. Race and Sexual Orientation
6. Gay Friendly Establishments
7. Arts/entertainment

Examples of Documentation/Supporting Artifacts: Evidence of participation in GLBTQ organizations or activist groups, Reference Page, etc.

MARKETING

BUS495 - Elective
5 QH
Grading Rubric - Please Review
Restrictions: Students who write on Marketing may NOT write on Sales

Overview: Marketing is all business activity involved in the moving of goods and services from the producer to the consumer, including advertising, packaging, distribution, and customer satisfaction surveillance. Personal experience and applications should support concepts relating to the topic.

Outline:

I. Introduction
   A. The Market/Industry background
   B. Business description/Company/Offering
   C. Consumer, Business, Retail, Wholesale
II. Customer Profile
   A. Prospect Objectives
   B. Consumer Profile, Psychological Influences, Social Influences
   C. Environment; Industry Analysis; Main Competitors; Market Needs; Market Trends; Market Growth.
III. Determining Customer Needs
   A. Gathering information/research
   B. Types of information necessary
   C. What to do with the information
   D. Evaluating Effectiveness
IV. Competitive Comparison
   A. Value Proposition/Competitive Advantage
   B. Positioning Statements
   C. Marketing Mix for Target Markets
   D. Segmentation, Differentiating, Positioning
   E. Pricing Strategy
   F. Promotion Strategy
   G. Resources
V. Marketing Strategy
   A. Branding
   B. Promotion
   C. Advertising
   D. Publicity
   E. Digital Marketing
   F. Internet Web Site
   G. Product Life Cycle

Examples of Documentation/Supporting Artifacts: Copy of marketing materials**;** copy of customer satisfaction letter; copy of letter from employer verifying experience**;** copy of

workshop certificates, awards.

MARRIAGE AND THE FAMILY

SOC495 – Social Science

5 QH

Grading Rubric - Please Review

Restrictions: Only one essay on this general topic is acceptable. An essay on Marriage and another essay on a second marriage will not be accepted. Essays on marriages of less than one year are not recommended.

Overview: In choosing to write in this area, try to put your personal experience in the social context. The following concepts must be discussed within your essay to receive full credit..

Outline:

I. Pre-marital patterns
   - A. Choosing a mate
   - B. Dating patterns
   - C. Expectations vs. reality

II. Influences/role models
   - A. Families of origin
   - B. Ethnic and religious influences
   - C. Society's expectations

III. Roles and adjustments
   - A. Division of household responsibilities
   - B. Financial management
   - C. Parental responsibilities (births, adoption, blended families)
   - D. Differing interests (Balancing personal time with couple time)
   - E. Ethnic, racial, religious, or socio-economic differences

IV. Communication
   - A. Interpersonal communication
   - B. Mutual decision making
   - C. Conflict resolution
   - D. Gender differences in communication styles

V. Stress on the family system
   - A. Employment changes, unemployment
   - B. Relocation
   - C. Addictions
   - D. Illness
   - E. Children and step-children.
   - F Other

VI. Togetherness
   - A. Finding time together despite busy lifestyles
   - B Finding time to communicate
   - C Valuing and validating one another
   - D. Maintaining vitality

Examples of Documentation/Supporting Artifacts: Marriage certificate, marriage announcement, Tax forms

MOTIVATION IN THE WORKPLACE

ELEC495 - Elective

Limited Credit: 3 quarter hours of credit

Grading Rubric - Please Review

Outline:

I. General definitions
   - A. Extrinsic sources of motivation
   - B. Intrinsic sources of motivation

II. Theories of motivation
   - A. Content – the "what" (for example, Maslow, Herzberg, McGregor)
     1. Psychological needs, e.g., stress reduction; work-life balance
     2. Physiological needs, e.g., air, food, water, shelter
   - B. Process – the "how" (expectancy, equity, goal setting)
   - C. Positive and negative reinforcement (behavior modification)
     1. "Carrot" vs "stick" approach

III. Application considerations
   - A. Importance of goal setting
   - B. Importance of timely and accurate feedback
   - C. Incentives - Importance of timing and types of rewards
   - D. Role of communication, competition

IV. Historical perspective and examples
   - A. Human Relations approach (Mayo – the Hawthorne Effect)
   - B. Job enlargement and enrichment
   - C. Participatory management

V Professional involvement in motivating employees
   - A Experiences in motivating others
   - B Lessons learned

Examples of Documentation/Supporting Artifacts: Verification of supervisory experience, job description

NUTRITION

SCI495 – Life Science
5 QH
Grading Rubric - Please Review

Overview: When writing on this topic, you should use several academic scholarly sources included in a reference page (APA style) following the paper. A minimum of **seven** resources required as evidence to support the first seven areas of the outline.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I Definition of Nutrition
- A. Definition and reason(s) for personal nutrition plan

II. Life Cycle Nutrition
- A. Prenatal
- B. Pre-school age
- C. Teenage
- D. Middle Age
- E. Infancy
- F. Elementary school age
- G. Early Adulthood
- H. Senior Age

III. Basic Nutrients (role of nutrients in health)
- A. Protein
- B. Carbohydrates
- C. Function of Vitamins and Mineral and use of supplements
- D. Fat
- E. Water (hydration)

IV. Family Nutritional History/Nutrition and Disease
- A. Personal
- B. Children
- C. Parents
- D. Partner
- E. Cultural

V. Factors Affecting Body Weight
- A. Physiology
- B. Environment
- C. Weight Management Parameters
  1. BMI
  2. Body Fat Measurement
  3. Energy Balance/Activity
- D. Weight Loss Programs (comparison of two to three if applicable
- E. Genetics
- F. Exercise

VI Major factors Affecting Personal Nutrition
- A Health issues
- B Stress
- C Lifestyle choices (smoking, drinking, food, sedentary lifestyle)
- D Environmental
  1. Agribusiness (e.g., Monsanto), pesticides, GMO's, etc.
  2. Food allergies

VII. Nutritional Plans

A Food chart
B Exercise chart
C Personal changes
D Overall goals (short and long-term)

VIII. Summary of overall nutritional health and goals

A Former
B Current
C Future goals

Examples of Documentation/Supporting Artifacts: Documentation may include, but is not limited to, nutritional plans, medical records, references, and photographs. Citations in APA format and a reference page are required in addition to documentation.

ONLINE SOCIAL NETWORKING OUTLINE

COM495 Gen Ed Elective

Limited Credit: 3 quarter hours of credit

Grading Rubric - Please Review

Restrictions: Students in the BA Communication program can NOT write on this topic

Overview: In order to earn credit for this topic, you must demonstrate your competence in the skills required for understanding, using, developing and successfully navigating the electronic world of online social networking. You will be expected to demonstrate your understanding and use of the concepts, technology and framework along with your learning outcomes using multiple online social networking tools.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. What is Social Networking
   - A. Definition
   - B. Differences between online and in-person networking
   - C. The types of social networking
   - D. Culture
     1. Online (Virtual)
     2. Intersection of on-line and non-online cultures

II. Participants
   - A. Individuals
   - B. Social Groups
   - C. Commercial, large and small businesses
   - D. Government agencies
   - E. Organizations
   - F. Communities
   - G. Politicians

III. How Does it work
   - A. Major and minor networking sites
   - B. Mobile technology
   - C. Use of online networking for career planning
   - D. Personal brand development
   - E. Time spent
   - F. Writing for online networking
   - G. Constructing an online identity

IV. Benefits
   - A. Impact of online networking on personal communication
   - B. Connections across distance
   - C. Instant information

V. Potential Implications
   - A. Privacy and security issues
   - B. Economic
     1. Changing skill requirements and markets for workers
     2. Productivity impact
     3. Identity theft
   - C. Society
     1. How understanding or relationships, communication, and self may be changing
     2. New social systems
     3. Generational differences in use and understanding of social networks
   - D. Legal and public policy
     1. Copyright, piracy, intellectual property

2. Digital divide, discrimination
3. Site policies/rules/terms of use

Examples of Documentation/Supporting Artifacts: Multiple examples of your personal involvement in on-line social network sites, either URL's pointing to the documentation or screen prints of the sites can be used: Copy/copies of personal screen prints of on-line accounts/activities with personal/confidential information blanked out. Examples of your involvement in online social networking for your employer or for an organization such as a church or club.

Please be sure to NOT include any confidential information in the documentation.

ORGANIC GARDENING

SCI495 – Life Science
5 QH
Grading Rubric - Please Review
Restrictions: An essay on Organic Gardening is NOT acceptable if you have already written on Indoor Gardening.

Overview: To write on this topic, knowledge of the biology of gardening or the botany of organically grown plants, as well as extensive experience in organic gardening is required. Science credit is awarded not just for the doing, but for the academic, scientific learning acquired that can be clearly demonstrated. Therefore, you must demonstrate sufficient understanding and application of biological principles or of organic botanical growth, i.e., explaining your techniques and why they work. Papers that describe and report the results of experiments (with controls) actually performed by the author are more likely to receive science credit. (**Note:** If you use chemical fertilizers or weed killers, you are NOT an organic gardener.)

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Elements of organic gardening
  A. What is it?
  B. How does it differ from ordinary gardening?
  C. What are its advantages?
    1. Ecological, e.g., lack of use of pesticides
    2. Health, e.g., no chemicals amid seasonal yields
    3. Labor saving, e.g., comparative advantages
  D. Are there any disadvantages?

II. How did you become involved in organic gardening?

III. Planning the garden
  A. Location factors
    1. Soil conditions, e.g., pre-planting analysis of residual toxins
    2. Drainage/water
    3. Sunlight, e.g., evidence of sufficient lighting for selected species
  B. What to plant
    1. Personal choice
    2. Companion planting
    3. Succession planting
    4. Rotating plantings

IV. Planting (describe not only what you do, but the scientific principles that make your choice appropriate)
  A. When to plant B. Soil preparation C. Initial fertilizing
  D. Spacing E. Rows vs. beds F. Seeding
  G. Transplanting seedlings

V. Weed control
  A. Selective weed cultivation, e.g., ruderals that are allowable vs. unwanted species
  B. Mulching: Purposes and materials, e.g., demonstration or comparison of kinds

VI. Fertilizing
  A. What substances are necessary for plant growth?

B. How do they work?
C. How are they provided?
1. Non-chemical commercial products, e.g., which are best and why
2. Composting
a. Purposes
b. Methods
(1) Sheet composting, e.g., a demonstration of its usefulness
(2) Compost pile or bin
(a) How to start one and what to include in it
(b) How to use it and monitor its progress to finish
(c) Biological principles involved and reasons why to use or not use certain biological agents
3. Mulching, as in whether to do it, how to do it, and for what species

VII. Pest control
A. Identify
B. Organic methods of control
1. "Good" insects and how to keep out the “bad” insects
2. Birds, e.g., how to attract desired species and keep away undesired species
3. Control plants, or, those plant that can act as a guide to growth
4. Mulching, or, when and how much
5. Other methods (e.g. homemade sprays, trapping, etc.)
C. Non-poisonous commercial products, e.g., where to procure and how to use

VIII. Plant diseases
A. Identify
B. Organic methods of control
1. What do you use?
2. How does it work?
C. Non-poisonous commercial products, e.g., where to procure and how to use

IX. Harvesting

X. Benefits and rewards
A. Practical, e.g., as a means to save money on the purchase of commercial produce
B. Psychological, e.g., selection and growing of species as a demonstration to enhance one’s sense of sustaining the natural environment

Examples of Documentation/Supporting Artifacts: Include a sketch of your garden layout and photographs; a Reference Page of research on organic gardening is required in addition to documentation.
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PARENTING

PSY495 – Gen Ed Elective
5 QH
Grading Rubric - Please Review
Restriction: Students who write on Parenting can NOT write on Working or Single Parenting.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I Preparation for parenthood
- A. Role models
- B. Resources consulted
- C. Expectations vs. reality
- D. Rational for becoming a parent

II. Adjustments to parenthood
- A. Understanding your individual child's needs and development
- B. Nutrition and healthy growth
- C. Quality vs. quantity time
- D. Active and inactive cycles (replaces sleep cycles)
- E. Medical decisions (replaces healthcare)
- F Moving from "singlehood" thinking to parenthood
- G. Planning for the future

III. Second and subsequent children or only children
- A. Applying learning from the first child
- B. Recognizing and meeting needs of differences
- C. Sibling rivalry
- D. Unique relationship with each child
- E. Unique relationship with the only child
- F. Characteristics of the only child

IV. Child Development
Stages and théories
- A. Nurturing development
- B. Gender identity
- C. Changing needs over time
- D. Different learning styles.

V. Parents as first teachers
- A. Nurturing independence, responsibility and accountability
- B. Personal/cultural/secular values
- C. Applied professional /educational skills
- D. Teaching skills
- E. Helping with homework

VI. Discipline
- A. Personal/evidence-based philosophy
- B. Age appropriate strategies
- C. Age appropriate discipline

D. Family/partners/cultural influences
E. Incorporating supportive resources: i.e. books, family, workshops

V. Challenges of Parenthood
A. Illness
B. Behavior issues
C. Developmental concerns
D. School relationships
E. Obligations to others
G. Recommendations/interference from others

Examples of Documentation/Supporting Artifacts: Child's birth certificate required; parenting class membership or participation; Reference Page, etc.

PERSONAL COUNSELING/THERAPY

ELEC495 – Gen Ed Elective
5 QH
Grading Rubric - Please Review

Outline:

I. Reason(s) for seeking counseling and/or the nature of the situation.
II. Recognition that counseling was needed.
    A. When did you realize that counseling might be necessary and how did you feel when you decided to go forward and seek out counseling?
    B. What did you learn from taking this initial step and going forward to seek assistance?
III. Deciding to take action.
    A. How did you go about securing a counselor and what did you learn from this process?
        1. Research/interviews
        2. Referrals
        3. Demographics (location, gender, age, type of counseling offered)
    B. Choosing a counselor - what considerations played a role in choosing a counselor?
        1. Type of counseling oddered, i.e., family counseling; individual counseling; marriage/relationship counseling; etc.
        2. Type of facility, i.e., Social Work/Serivce; Pastoral; Private practice, etc. ?
        3. Other considerations; financial/costs (covered by insurance or out-of-pocket).
IV. Analysis of Counseling
    A. How did the counselor interact with you? What was your comfort level initially and as time went on (if counseling was on-going)? What did you learn about disclosing information to the counselor and how it made you feel? Were your answers and feedback honest?

    B. Describe your feelings as they related to breaking down barriers with the counselors and with others if more than just you were involved in the counseling sessions? What did you learn about breaking down barriers and how did that make you feel?

    C. What did you learn about conflict, conflict resolution and handling conflict? Did your comfort level related to these skills change over time? Give examples of using the counseling techniques discussed in your sessions? How have the new skills you acquired affected your personal life and the situations you were in counseling for?

    D. What did you learn about goal setting and how have you used goal setting in your life since you went to counseling?

E. Describe the therapy relationship between you and your counselor. How long was it that you felt a connection was established?

F. Did your Counselor show empathy? If so, describe in detail how this was apparent.

G. Describe in detail how your Counselor showed respect and understanding.

H. Describe in detail the importance of safety between you and your Counselor during therapy sessions.

I. Have you had an experience when a counselor was not a good fit for you? Describe this in detail.

IV. Personal Learning from Counseling

A. Personal growth (sense of confidence, experiences which helped create a new self-concept).

B. New directions as a result of personal reflection/growth.

C. Effects of counseling on family members and friends.

D. Statement concerning your views on the process of counseling and its value.

E. Describe what it was like to end your counseling sessions with your Counselor.

Examples of Documentation/Supporting Artifacts: Letter from Therapist/Relative/Friend

PHOTOGRAPHY

ART 495 - Art Special Topics
5 QH
Grading Rubric - Please Review

Overview: This outline can be used for essays on film and/or digital photography. Essays must be accompanied by several (8-12) samples of your work. Photos can be used to illustrate particular techniques or lessons learned. Include "outtakes" to show the progression of learning through experience.

Outline:

I. Equipment
- A. Camera considerations
- B. Camera controls
- C. Camera modes (e.g. manual, autofocus, etc.)
- C. Image sensor
- D. Viewfinder
- D. Lenses
- E. Filters
- F. Tripods
- G. Film
- H. Other accessories

II. Composition
- A. Focusing and focal point
- B. Depth of Field
- C. Center of interest
- D. Rule of Thirds
- E. Positive and negative space
- F. Three dimensionality
- G. Anchors
- H. Framing
- I. Patterns
- J. Hyper focal distance
- K. Balance
- L. Rhythm
- M. Angle

III. Exposure
- A. Exposure value/Midtone
- B. Aperture settings (f-stop, Sunny 16 rule)
- C. Shutter Speed
- D. ISO sensitivity
- E. Exposure compensation
- F. Bracketing
- G. Metering
- H. Flash (fill, etc.)
- I. White balance
- J. Color theory and management

IV. Subject Matter
- A. Close ups (macro photography)
- B. Landscapes
- C. Portraiture
- D. Sports/action
- E. Wildlife
- F. Architecture
- G. Conceptual practices
- H. Critical Issues (taste, social issues, ethics, "the decisive moment")
- I. Abstraction
- J. Other

V. Creative techniques
- A. Soft focus
- B. Blurring
- C. Panning
- D. Night photography
- E. Multiple exposures

VI. Challenges
- A. Low light
- B. Fog
- C. Snow
- D. High contrast
- E. Wind or moving subject

VII. Developing and Printing Film

A Equipment
B Processing techniques

VIII. Digital imaging/post processing photo editing
A File formats (jpeg, tiff, raw)
B File compression
C Software (Photoshop, Lightroom)
D Storage
E Histograms
F Cropping
G Changing contrast
H Correcting color balance
I Noise reduction
J High Dynamic Range (HDR)
K Red eye reduction
L Creative techniques

Examples of Documentation/Supporting Artifacts: Photographic images, evidence of workshops taken, Reference Page of resources

PROFESSIONAL WRITING

COM495 – Gen Ed Elective
5QH
Grading Rubric - Please Review

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Careers in Writing
   A. Staff writer, copywriter, or editor
   B. Technical writer
   C. Author
      1. Publishing opportunities
      2. How to network for jobs
   D. Pay scales and income tax

II. Writing aspects
   A. Manuscript forms
   B. Survey available markets
   C. Fiction vs. non-fiction
   D. Importance of deadlines
   E. Editing vs. revising
   F. Pay scales and income tax

III. Writing in the Online Environment (not all may apply)
   A. Podcast
   B. Blogging
   C. Online journals
   D. Web design
   E. Other online media
   F. Where professionals get their writing ideas
   G. Creative influences

IV. Ideas for Writing
   A. Creative influences

V. Copyright and liability laws
   A. Registration of the copyright
   B. Libel, defamation
   C. Plagiarism

VI. Publishing and Market needs
   A. Traditional publishing
   B. Using an agent
   C. Self-publishing
      1. Writing
      2. Editing
      3. Self-promotion

4. Liability

D. Vanity publication

Examples of Documentation/Supporting Artifacts: Copies of work published; letter from agent or publisher confirming contract; copies of tax documents showing payments as freelance writer/consultant; website link to self-published work.

PROGRAM DEVELOPMENT

ELEC495 – Elective
5 QH
Grading Rubric - Please Review

Overview: Program development may also apply to educational training programs, workforce development, professional development, but may also apply to educational training programs within an academic institution, for-profit or non-profit organization, or community setting. Concepts relating to the topic should be supported by personal experience and applications. You may also add other relevant topics.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Definition
  A. What constitutes a "program?"
  B. Approach used to determine definition of program based on defined learning needs of target audience
II. Introduction
  A. Program title, description, and objectives
  B. Purpose of goals and how the program meets the needs of the target audience
  C. Program delivery (face-to-face, hybrid, online, synchronous, asynchronous, group)
  D. Program length
III. Context in which programs were developed and a program planning model was used.
  A ADDIE model (Analyze, Design, Development, Implement, Evaluate
  B Framework
    a. Needs assessment
    b. Learning objectives
    c. Learning style
    d. Delivery model
    e. Budget
    f. Delivery style
    g. Audience consideration
    h. Content development
    i. Timelines
    j. Communication of training
    k. Measuring effectiveness
  B. Logic Model
    a. Situation/problem
    b. Inputs (people resources, financial resources, technology resources, equipment resources, and stakeholders)
    c. Output (activities and participation)
    d. Outcomes-impact (short term, medium term, long term)
IV. Pilot Program (if applicable)
  A. Pilot trial and error
  B. Types of pilot data collected
  C Research similar programs in the community, in the marketplace

V. Assessment
   A. Program start up – an assessment instrument, in general description format of how effective the program was or is designed or rolled out.
   B. Needs Assessment – a description of the assessment of learner needs as determined by organization leaders and possibly workers.
   C. Program Evaluation – an assessment of how the program is received by learners.
      1. Formative evaluation
      2. Summative evaluation
   D. Goal Evaluation
   E. Process Evaluation
   F. Outcome Evaluation

VI. Monitoring (process for future development)
VII. Financial considerations
   C. Budget development
   D. Variance to proposed budget, a pro-forma description of criteria to be used in evaluating budget variances and their degrees of variance.
   C. Funding needs, break-even costs, Return on investment (ROI)
   D Marketing and Communication needs
VIII. Political aspects/considerations, pro-forma description of criteria to be used in evaluating approvals of the program.
   A. Approvals
   B. Content
   C. Hidden agenda
   D. Cultural diversity
   E. Accreditation issues (if applicable)
   F. CEU offering (if applicable)
IX. Required resource planning
   A. Teachers
   B. Speakers
   C. Rooms
   D. Equipment
   E Registration, application, admission of program attendees
   F Learning Management System
   G. Other resources
X. Program planning lessons in other contexts or situations

Examples of Documentation/Supporting Artifacts: Copy of proposal, planning tools, marketing materials, client evaluation of program, letter verifying experience

PROJECT MANAGEMENT

BUS495 – Gen Ed Elective
5 QH
Grading Rubric - Please Review
Restriction: Students in the BSM, BSMIS, or HCL programs are NOT eligible to write on this topic

Overview: This list gives topics to include in your essay, and you may wish to add other relevant topics. Concepts relating to the topic should be supported by personal experiences and applications.

Outline

I. Overview of the Project
   - A. What (summary description of project)
   - B. Why (to address what need?)
   - C Who (stakeholders of project)
   - D. Timeline (planned and actual)?

II. Project Planning
   - A. Project Life Cycle and Phases
   - B. Project Management Software (if applicable)
   - C. Scope - Work Breakdown Structure (WBS)
   - D. Responsibilities of the Project Manager
   - E. Essential Skills of a Project Manager

III. Project Execution
   - A. Budget estimates and control
   - B. Personnel Resources
   - C. Developing relationships with customers, partners, users, etc.
   - D. Ensuring Project Quality
   - E. Risk Management
   - F. Project Team Development and Effectiveness
     1. Ethical behavior
     2. Managing conflict – how to effectively resolve issues brought about in the normal Course of working with customers, team members, and stakeholders.
     3 How to handle projects that are running late, such as using compression strategies.

IV. Ongoing Monitoring/Evaluation

V Project Communication and Documentation
   - A. How will the project be communicated throughout the organization?
   - B. Meetings/Presentations/Reports

VI. Current Issues in Project Management

Examples of Documentation/Supporting Artifacts: Copy of project proposal or any of items II-V, evaluation of the project, a letter from an employer verifying experience

QUALITY IMPROVEMENT

BUS495 – Gen Ed Elective
5QH
Grading Rubric - Please Review

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I Introduction to quality (What is it and why use it?)
- A. Quality control
- B. Quality improvement
- C. Continuous quality improvement

II. History of quality
- A. Development over time
- B. Societal influences
- C. Influential names and their contribution
  1. Deming
  2. Shewhart
  3. Juran
  4. Crosby
- D Development of the process

III. Quality tools and techniques (These are examples. Not all need to be addressed)
- A. TQM which includes the following;
  1. Run chart
  2. Histogram
  3. Cause and effect diagram (Fishbone)
  4. Flowchart
  5. Scatter diagram
  6. Pareto diagram
- B. Brainstorming
- C. Nominal group technique
- D. Benchmarking
- E. SWOT analysis
- F. Quality audits
- G. Six Sigma
- H. Lean Principles
- I. Quality Circles
- J. Control Charts
- K. PDSA (Plan-Do-Study-Act)
- L. Testing and Measurement Techniques

I. Quality improvement teams
- A. Selection and training
- B. Managing the leading the team
- C. Evaluating outcomes

II. Quality standards and awards
- A. ISO 9000 or higher
- B. Malcolm Baldridge Award

C. Deming Prize

III. Quality as related to strategic planning

IV. Quality as applied – managing the quality process with customers, vendors, employees and management

VIII Benefits and rewards of the quality process. How quality improvement can lead to better outcomes for organizations

Examples of Documentation/Supporting Artifacts: Letter of verification of involvement in quality improvement, job description, minutes of meeting or workshop indicating names of participants, description of project and its results. Documents can also include personal involvement in quality process, such as trainings, certifications and team memberships.

RACE AND RACISM

SOC495 – Social Science
5 QH
Grading Rubric - Please Review

Overview: Essays on this topic should be grounded in your experience and situated in a social context.

Outline:

I. Racial identity development
II. Definitions of racism
III. Forms of racism
    A. Overt racism
    B. Covert racism
    C. Internalized racism
IV. Institutionalized Racism
    A. Racism in the workplace
        Affirmative Action
        EEOC
    B. Racism in Education
        Integration/segregation
        Ability grouping
V. Racism as a social problem
    A. Individual vs. societal responsibility
VI. Strategies to combat racism (anti-racism)
VII. Relationship of racism to other oppressions
    (sexism, classism, heterosexism etc.)

Examples of Documentation/Supporting Artifacts: In addition to a Reference Page (required), you may present evidence of any workshop you have attended on the topic (not required).

SALE

BUS495 - Elective

5 QH

Grading Rubric - Please Review

Restrictions: Students who write on Sales may NOT write on Marketing

Overview: Sales is all business activity involved in the moving of goods and services from the producer to the consumer, including sales planning, selling, sales support, and customer satisfaction surveillance. Personal experience and applications should support concepts relating to the topic.

Outline:

I Planning
- A. Developing Product/Service Knowledge
- B. Personal Sales Planning
- C. Market Segmentation
- D. Sales Projections
- E. Territory Management
- F. Record Keeping
- G. Sales

II Sales Experience
- A. Prior Experience
- B. Company Provided Training/Outside Training
- C. Integrating Outside or Personal Sales Training

III Selling Process
- A Methods of Prospecting
- B Appointment Setting
- C Active listening to Customer Needs and Wants
- D Development of a Sales Presentation
- E Resolving Objections
- F Closing/Establishing Business Relationship
- G Follow-up/Service

IV Sales Policies/Support
- A Compensation Plan Effectiveness/Salary/Commission Split
- B Role of Sales/Manager/Support staff
- C Impact of budgeting, marketing, quotas
- D Analysis of internal and external forces influencing sales

V External Factors Affecting Sales
- A Internet/Social Media Presence

VI Evaluate Effectiveness
- A Will you remain in sales?
- B Will you remain in the same industry/company?
- C What are your strengths/weaknesses in the sales process?

Examples of Documentation/Supporting Artifacts: Copy of sales materials; copy of customer satisfaction letter; copy of letter from employer verifying experience; copy of workshop certificates, awards.

SELF-AWARENESS/SELF-ESTEEM

PSY495 – Gen Ed Elective
5 QH
Grading Rubric - Please Review
Restrictions: It is highly recommended that anyone writing on Self-Awareness/Esteem should avoid writing on Personal Counseling and vice-versa due to the probability of content duplication.

Overview: This essay should illustrate learning in areas of both self-awareness and self-esteem. Students should be able to give specific examples of experiences that led to this learning, as well as the ability to reflect upon the experiences and how they led to change. Students must thoroughly examine how their development in these areas has impacted their life.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Describe your understanding of both self-awareness and self-esteem and how they impact each other.

II. Impact of Low Self-Esteem on Life, Happiness, Empowerment and Goal Attainment

III. Psychological Influences
- A. Personality
- B. Self-concept, Self-worth and Identity development
- C. Consciousness
- D. Unconscious beliefs
- E. Body image
- F. Body language

IV. Socio-cultural Influences
- A. Race
- B. Gender
- C. Economics
- D. Ethnicity or culture
- E. Ability/disability
- F. Religion
- G. Sexual Orientation
- H. Bullying

V. Family and Friend(s) Influences
- A. Roles
- B. Relationships
- C. Childhood experiences and conditioning
- D. Family support/Lack of support
- E. Friendships/Isolation

VI. External Influences
- A. Trauma
- B. Health
- C. Media
- D. Education

VIII. Strategies to increase self-awareness and nurture positive self-esteem
- A Discovering hidden beliefs
- B Building awareness of when negative/limiting thoughts hinder actions
- C Challenging negative thought patterns/limiting beliefs
- D. Changing limiting/negative thoughts/beliefs through positive affirmations
- D. Embracing Self-acceptance
- E. Building Self-respect, Self-love and Self-worth

F. Self-care
G. Facing and conquering fears
H. Learning to set healthy boundaries
I. Involvement in activities
J. Engagement in physical or mental challenges
k. Education
L. Other

VII. Resources

A. Psychotherapy B. Support Groups
C. Self-help books/DVDs/podcasts/ audio tapes D. Seminars E. Other

Examples of Documentation/Supporting Artifacts: Certificates from personal growth groups. Statements from peers or employers indicating growth of self-awareness or self-esteem. (Include their name, relationship, signature, address and phone number). Reference Page (Sources should be cited within the paper and a reference list should be included).

SMALL BUSINESS OWNERSHIP

BUS495 – Elective
5 QH
Grading Rubric - Please Review

Restrictions: Being self-employed, i.e., a personal consultant, working out of a home based office etc., does not necessarily warrant the experience to substantially complete an essay on Small Business Ownership. Please consult with your Advisor/Coach to determine if this is a valid essay topic for you.

Overview: A comprehensive learning experience essay on this topic should clearly describe the student's involvement as a business owner or partner and the college-level learning derived from that involvement.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Reasons for business ownership
   - A. Personal Reasons, i.e. independence, necessity, lost job, opportunity presented itself
   - B. Profit Motive i.e. determine own destiny, entrepreneurial spirit
   - C. Identified Market Need i.e. idea for new product

II. Planning
   - A. Pre-Planning Considerations
   - B. Use of Business Plan
   - C. Resources: mentorship, apprenticeship, publications, etc.
   - D. Exit Strategy

III. Small Business Marketing
   - A. Market Research
     1. Forecasting
     2. Branding
     3. Target Market
     4. Competitors
     5. Advertising, Promotions, Communications
   - B. Sales
     1. Sales Team
     2. Personal Sales
     3. Distributors

IV. Type of Business
   - A Existing/new business
   - B. Business Ownership- Sole Proprietor, Partnership, Corporate, Personal Services
   - C. Manufacturing, Service, Non-for-profit
   - D. E-commerce, Physical facility, Home Office

V. Legal aspects/regulations
   - A. Copyrights, Patents, Trademarks, Disclosures. Licensing
   - B. Insurance
   - C. Any other legal requirements

VI. Small Business Financial Needs
   - A. Start-up needs and plan (personal, investors, grants)
   - B. Small Business Loans, Credit and other funding

C. Financial Management
1. Preparing a budget
2. Setting pricing based on market strategy
3. Understanding profitability/competition

D. Financial Reporting
1. Accounting, Taxes
2. Income Statement, Cash Flow, Balance Sheets
3. Cost Control, Return on Investment, Profit/Loss

VII. Small Business Management
A. Location Considerations
B. Labor Relations
C. Contractors vs. Hired Employees
D. Recruitment, Selection and Hiring
E. Compensation, Benefits
F. Training, Performance Appraisal, Motivation
G. Legal Considerations

VIII. Other Business Functions
A. Administration
B. Production
C. Customer Service
D. Research and Development

E Information Technology; putting your business online – use of web resources

IX. Emerging Strategies
A. Modifying Original Plans
B. Business Strategy Modification

X. Concrete Experience
A. Determination of Success/Failure
B. Unanticipated Problem and Successes
C. What I now know
D. What I had known I would have done differently

Examples of Documentation/Supporting Artifacts: Business license, incorporation papers, organization chart, (student's name must appear on business forms, URL for business web page, copies or marketing brochures and/or promotional materials

SOCIAL JUSTICE

ELEC495

5 QH

Grading Rubric - Please Review

Overview: Personal involvement in a local community or national activist group is required to write on this topic. Apply knowledge and understanding of concepts/frameworks and theories/research relevant to social justice, oppression, and injustice.

Outline:

I Define Social Justice and Recognize/Appreciate Justice Issues
II Social Justice Concepts/Framework/Types of Service
- A. Direct Service
- B. Community Organizing
- C. Advocacy
  - i. what is the goal
  - ii. theory for change
- D. Consciousness Raising

III Mapping systemic inequity (systematic inequity and human dignity) - analyze social justice issues relevant to the foundations of education, democracy, and/or one's own occupation.
- A Gathering Data
- B Interviewing
- C Observation Notes and Pictures
- D Artifacts
- E Research

IV Project Planning - develop and refine human relations skills—including leadership, communication, collaboration conflict resolution, and cross-cultural skills—for effectively addressing social justice issues.
- A Forming Committees
- B Committee Planning
- C Deadlines and Action plans
- D Progress Reports

V Violence vs. Non-Violence - Spheres of Influence: Identify, value, and enact personal spheres of influence to interrupt oppression and sustain justice as professionals and citizens for a humane world.
- A Violence
- B. Self-defense
- C. Non-resistance
- D. Non-violence

VI Global application - Identify individual, interpersonal, and institutional structures/partners that support or impede social justice.

Examples of Documentation/Supporting Artifacts: proof of individual or leadership role within an activist group; meeting agenda from activist group;

SOCIAL SERVICE AGENCIES

HSM495 – Elective
5 QH
Grading Rubric - Please Review

Overview: A comprehensive learning experience essay on this topic should clearly describe the student's involvement in a social service setting and the college level learning acquired from his/her involvement.

Outline:

I. Definition of social services.

II. General purpose/mission of organization.

III. Organizational structure.

IV. Marketing
   A. How does the agency let the community know who they are and what they do?

V. Fundraising
   A. Who is responsible, examples of events

VI. Volunteers
   A. Does the agency use volunteers? If applicable, describe in detail the structure of the volunteers, i.e., training, stipends, supervision.

VII. Types of services offered (adoption, personal and family counseling, addictions, unemployment, abuse, elderly, etc.).
   A. Explain the function including personal experience.

VIII. Clinical theories and concepts utilized in treatment of clients, if applicable to experience.

IX. Supervision
   A. Give examples of how supervision has helped in case management of clients.

X. Case example: Provide an example(s) of a client (using pseudo names), if applicable to experience. Include in the example; why the person(s) sought out counseling; how the case was handled; the outcome of the case and based on the outcome, would you have done anything differently? Address the significant learning that occurred based on your involvement with the client.

XI. Agency policies and procedures

XII. Clinical supervision; Give examples of how supervision has helped in case management of clients

XIII. Knowledge of state and federal funding

A. How have funding cuts (if any) affected agencies and services provided to clients?

XIV. Specific challenges related to the agency and/or to the clients.

Examples of Documentation/Supporting Artifacts: Letter from supervisor; letter from co-worker, agency literature, news articles

STRESS MANAGEMENT

ELEC495 - Elective
5 QH
Grading Rubric - Please Review

Overview: A comprehensive learning experience essay on STRESS MANAGEMENT should include a definition, discussion of types and sources of stress, relevant concepts used by "experts in the field" such as Hans Selye, pertinent examples from the student's experience, and applications of stress management techniques. References should be included in the essay to support your opinions/positions. Specific stress management techniques must be discussed.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Definition of stress
II. Kinds of stress and stressors
    A. Psychological stress
    B. Emotional stress
    C. Behavioral stress
    D. Physical or situational stress
    E. Spiritual stress
    F. Relationship between stress and stressors
    G. How to recognize stress when you are in a situation
III. Sources of stress
    A. Health
    B. Safety
    C. Education
    D. Work/Career
    E. Family
    F. Money/Finances
    G. Personal expectations
    H. Interpersonal relations
    I. Developmental issues
IV. Effects of attitudes and perceptions
    A. Body; Mind; Spirit
    B. Realizing Who Holds the Power
V Positive effects of stress
    A. Body; Mind; Spirit
    B. Personal Growth and Enhanced Self Image
VI Negative effects of stress
    A. Body; Mind; Spirit
    B. Realizing that unmanaged stress can manifest as physical/mental/emotional ailments and/or conditions (more permanent than ailments)
VII. Outcomes of stress management or the lack of it
    A. Body; Mind; Spirit
    B. Feeling in Control vs. Feeling No Power to Effect Change
VIII. Stress Reduction/Management techniques/applications employed
    A. Physiological B. Cognitive

C. Behavioral D Emotional
E. Philosophical F Spiritual
G. Pride, Personal Growth and Enhanced Self Image in Successfully Managing Stress

Examples of Documentation/Supporting Artifacts: Workshop certificates, evidence of involvement in stress producing situations, evidence of involvement in stress reduction activities/methodologies employed (must be reflective of life experienced/discussed -work, school etc.); Reference Page and internal citations may be included in addition to documentation, if applicable

TEAM SPORTS

ELEC495 – Elective

Limited Credit: 3 quarter hours of credit

Grading Rubric - Please Review

Restrictions: Students who write on this topic may NOT write on Individual Sports due to duplication of credit.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Motivation: reason(s) for choosing a sport.
   - A. Choosing a sport and why?

II. Game Rules and Etiquette
   - A. Game Rules
   - B. League Rules
   - C. Respect for other players
   - D. Team Rules
   - E. Respect for coach

III. Training
   - A. Practice
   - B. Conditioning: Stretching and Exercise in warm up and cool down
   - C. Engagement in practice
   - D. Work away from practice
   - E. Private Lessons/Outside Coach

IV. Sportsmanship
   - A. Playing fair
   - B. Following rules of the game
   - C. Respect for the judgment of referees and officials
   - D. Treat Opponents with respect

V. Game
   - A. Equipment
   - B. Game Strategies
   - C. Game Obstacles

VI. Team Work
   - A. Team Building
   - B. Team Support
   - C. Hierarchy of team
   - D. Uniform

VII. Mind/Body connection
   - A. Motivation
   - B. Positive attitude

C. Confidence

VIII. Safety and Injury
- A. Injury prevention
- B. Injury(ies) sustained

IX. Advancement
- A. Tournaments
- B. All-star teams
- C. Travel/ Club Level

X. Nutrition
- A. Hydration
- B. Eating

Examples of Documentation/Supporting Artifacts: Team rosters and team pictures or news articles.

TIME MANAGEMENT

ELEC495 - Elective

Limited Credit: 3 quarter hours of credit

Grading Rubric - Please Review

Overview: The following are suggested areas of discussion. These areas are meant to serve as a guideline of concepts to discuss and integrate in a learning experience on time management.

Outline:

I. Recognition and symptoms of the problem
   - A. Psychological
   - B. Physiological

II. Strategy/Plan of Action
   - A. Objectives and Goals
   - B. Set Priorities:
     1. Work on vital few rather than the trivial many.
     2. What is the most valuable use of my time?
     3. What is an activity's impact on the future?
   - C. Methods (processes, skills, tools, techniques)
     1. Batching Tasks
     2. Chunks of Time
     3. Work Simplification
     4. Saying "NO"
   - D. Concentration:
     1. A- Must, B. – Should, C. – Delegate, D. – Eliminate
   - E. Deadlines and Rewards
   - F. Time Log

III. Area(s) of application
   - A. Family
   - B. Work
   - C. School
   - D. Personal needs
   - E. Balancing of personal and professional life

Examples of Documentation/Supporting Artifacts: A "task-list" or "to-do" list indicating priorities, copy of other tools or software applications time (e.g., Microsoft Outlook or PDA), log, workshop attendance; Reference Page may be included in addition to documentation

UNDERSTANDING THE NEW TESTAMENT / CHRISTIAN SCRIPTURE

PHI495 - Humanities
5 QH
Grading Rubric - Please Review

Overview: This topic may not be written strictly as a research paper and must follow the guidelines for a life learning experience essay. Integration and personal application of Scriptural knowledge must be demonstrated. Discuss the effect this learning has had on your life.

Outline:

Respond to the following questions regarding the books listed below:

Who wrote this book and for whom?
When was it written? In what language(s) was it written?
What literary form(s) were utilized in this writing?
What message did the writer(s) intend to convey?
How have you integrated this message into your life?

I. The Gospels – describe the major themes
II. The Acts of the Apostles – describe the major themes
III. The Epistles – describe the major themes
IV. The Apocalypse/Book of Revelation – describe the major themes
V. Integration of Scriptural knowledge
   A. How has understanding the New Testament made an impact in your life?
   B. How can you relate the message of the New Testament to the contemporary world?

Examples of Documentation/Supporting Artifacts: Evidence of study/class work, Reference Page, church membership, baptismal certificate

UNDERSTANDING THE OLD TESTAMENT / HEBREW SCRIPTURE

PHI495 - Humanities
5 QH
Grading Rubric - Please Review

Overview: This topic may not be written strictly as a research paper and must follow the guidelines for a life learning experience essay. Integration and personal application of Scriptural knowledge must be demonstrated. Discuss the effect this learning has had on your life.

Outline:

Respond to the following questions regarding the books listed below:

Who wrote this book and for whom was it written?
When was it written? In what language(s) was it written?
What literary form(s) were utilized in this writing?
What message did the writer(s) intend to convey?
How have you integrated this message into your life?

I. The Law/Torah/Pentateuch **(describe the major themes in three of the following books)**
   A. Genesis
   B. Exodus
   C. Leviticus
   D. Numbers
   E. Deuteronomy

II. Prophets **(describe the major themes in three of the following books)**
   A. Isaiah
   B. Jeremiah
   C. Ezekiel
   D. Daniel
   E. Hosea

III. Writings/Wisdom Books
   A. Job
   B. Psalms
   C. Proverbs

IV. Integration of Scriptural knowledge
   A. How has understanding the Old Testament made an impact on your life?
   B. How can you relate the message of the Old Testament to the contemporary world?

Examples of Documentation/Supporting Artifacts: Evidence of study/class work, Reference Page, church membership, baptismal certificate

VOLUNTEERISM

ELEC495 - Elective
5 QH
Grading Rubric - Please Review

Overview: An essay in the area of volunteerism provides the student with an opportunity to reflect on the learning gained from their volunteer work. One who volunteers provides service without financial compensation. Students are expected to have several volunteer experiences and be able to share the growth and learning gained from these experiences.

Outline:

I. Organizations that you served as a volunteer
- A. As a parent (scouts, booster clubs, etc.)
- B. Community groups (United Fund, Cancer Drive, etc.)
- C. Church or other service organizations
- D. Other areas of volunteer experiences

II. The intrinsic value of volunteering
- A. The personal meaning of service or "giving back"
- B. The opportunity to work with persons with similar interests

III. Some issues unique to being a volunteer compared to a paid employee
- A. Worker recruitment, selection, and orientation
- B. Non-monetary motivators for volunteers
- C. Dealing with unsatisfactory performance
- D. Roles and special nature of volunteers vs. paid staff

IV. Psychological aspects of volunteerism
- A. Choosing an organization to work with
- B. Coping with burnout of self and others
- C. How to say "no" when needed

VI. Societal implications of volunteer organization
- A. Role of volunteerism in society, local, and national
- B. Impact of cultural differences
- C. Volunteerism issues: ethics, policy, levels of service
- D. Role of the private sector: community support, release time
- E. Effects of social service agency funding on volunteerism
- F. Government promotion of volunteerism (citizen responsibility)

VII. How have you transferred the learning gained to other experiences?

Examples of Documentation/Supporting Artifacts: Letters of appreciation, letter from the volunteer agency or your employer, published documentation of accomplishments

WORKING PARENT or SINGLE PARENTING

PSY495- Gen Ed Elective
5 QH
Grading Rubric - Please Review
Restriction: Only one essay on parenting allowed: Single Parent/Working Parent OR Parenting

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I. Reasons for working
- A. Financial need
- B. Career development
- C. Personal fulfillment
- D. Sole or primary wage earner
- E. Commitment to profession

II. Choosing childcare options
- A. Budgetary considerations
- B. Comparable/Cultural values
- C. Social development
- D. Preparation for school/life
- D. Compatible philosophical theories
- E. Multi-lingual/multi-cultural opportunities
- F. Location/scheduling issues
- G. Other rationale

III. Time management
- A. Quality time vs. quantity time
- B. Managing responsibilities
  - 1. Work
  - 2. Errands
  - 3. Children
  - 4. Extended family/relatives
  - 4. Social Life
  - 6. Housework
  - 7. Unexpected/planned variables (illness, equipment breakdowns, job searches, etc.)

IV. Psychological factors
- A. Guilt
- B. Obligations
- C. Stress
- D. Chronic illness

V. Discipline
- A. Personal philosophy and methodology
- B. Relationship to substitute caregiver philosophy and methods
- C. Cultural influences on current practices

VI. Special circumstances
- A. Illness of child
- B. Illness of spouse
- C. Illness of parent
- D. Disabled child
- E. Disabled spouse/parent
- F. Chronic job moves

VII. Roles and adjustments (women/ military personnel/ college graduates re-entering the workforce);
- A. Rethinking personal roles
- B. Reexamining roles of others
  1. Children
  2. Spouse
  3. Extended family/Relatives
  4. Friends
  5. Superperson syndrome

VIII Advantages of being a working parent; discussion of successful experience

IX Challenges of being a working parent; discussion of prioritizing and rethinking goals

Examples of Documentation/Supporting Artifacts: Birth certificate **AND** employee payroll stub required1040 tax form or other document verifying single status also required

WORKING WITH SPECIAL NEEDS CHILDREN/ADULTS

ELEC495 – Elective
5 QH
Grading Rubric - Please Review
Restrictions: For those with School Aide or Agency/Social Service Para-professional experience. Students who have taken HSM 305 can NOT write on this topic.

Please read both this page and the next for the full outline and additional documentation requirements.

Outline:

I Working with Special Needs Children/Adults
- A. Address location and type of work (school or agency/group home, home setting)
- B. Describe position and responsibilities
- C. Describe direct care and/or instructional support services you provide including training requirements
- D. Describe rewards/challenges of profession

II. Teaching/Instructional Philosophy
- A. Developing a philosophy of teaching/instructing special education students
- B. Assessing personal and professional objectives
- C. Developing a teaching/instructional style
- D. Providing the use of assistive technology for student learning
- E. Supporting an inclusive teaching environment through the use of universal design for learning

III. Strategies for Working with Students with Emotional/Behavioral Disabilities
- A. Developing individual and group interventions
- B. Implementing conflict resolution skills
- C. Choosing alternative strategies for dealing with troublesome behaviors
- D. Applying strategies that support pro-social behavior among students
- E. Interacting with parents, children and school personnel
- F. Collaborating with parents and families in a culturally and linguistically diverse society
- G. Addressing diverse cultural reactions to disability
- H. Describe crisis situations, training received in crisis intervention

IV. Supporting the classroom teacher/supervisor
- A. Collaborating with the classroom teacher/supervisor on lesson planning
- B. Evaluation of lesson plans to determine outcomes and future needs/improvements.
- C. Supporting the classroom teacher/supervisor during Instruction

D. Assisting in the educational and social development of students
E. Addresses the importance of effectively maintaining student records
F. Providing support to implement Individual Education Plans for student and monitor progress (if applicable)

IV. Developing a Supportive Environment for Students/Clients
A. Documenting and sharing workplace concerns with school/agency personnel
B. Transparency of school district/agency policies and procedures
C. Following guidelines established by school district/agency to protect safety and well-being of students
D. Maintaining confidentiality
E. Facilitating early problem solving through informal and regularly scheduled meetings during the workday

V. Professional Development and Receiving Supervision
A. Examples of professional development topic/experiences, including benefits
B. Supervision from administrators or classroom teachers
C. Importance of evaluation and feedback

Examples of Documentation/Supporting Artifacts: Copy of paraprofessional training certificate; Copy of job description; Workshop/Training certificates; Letter of Verification from Supervisor