
***THE LEARNING
CONTRACT HANDBOOK***

A Guide for External Degree Program Students

TABLE OF CONTENTS

INTRODUCTION

DEVELOPING THE SPECS6

What is an Out of Class Learning Contract?

Definition

Differences between Independent Study and Contracts

Faculty-Designed and Student Designed Contracts

DEVISING A PLAN9

Incorporating Contracts in Your Curriculum

Bloom's Taxonomy

The Inverted Pyramid

General Areas of Contract Learning

STUDENT- DESIGNED CONTRACTS

DESIGNING YOUR PLAN 15

Planning the contract

Writing the contract

Filling out the form

Title and Curriculum Placement

Purpose Statement

Credit hours

Pass/Fail Option

Learning Goals and Objectives 16

Methodology 19

Types

Statements

Research Involving Human Subjects/IRB Approval

Resources 21

Types

Interlibrary loan

The University's Online Library Catalog

Universal Borrowing from Alabama Libraries

Evaluation 23

Learning Styles in Relation to Evaluation Methods

Forms of Evaluation

Faculty Grade Report 24

Contracts Based on Noncredit Courses/CEUs25

Contracts Based on Travel Experiences25

Contracts Based on Internships or Applied Experiences 26

Enrollment Process for Student-Designed Contracts

The Senior Project: The "Big" Contract28

TABLE OF CONTENTS cont...

**FACULTY-
DESIGNED
CONTRACTS**

READY-MADE PLANS29

- Individual Basis
 - Contract List
 - Required Faculty-Designed Contracts
- Group Faculty-Designed Contracts30
 - Weekend Seminar
 - Modified Weekend Seminar
 - Summer Seminar
 - Cross-Cultural Travel Seminar

Enrollment Process for Faculty-Designed Contracts

Enrollment Process for Group Faculty-Designed Contracts

“NUTS AND BOLTS” 32-38

- Tuition
- Tuition Refund Policy
- Financial Aid
 - Rules and Stipulations
 - Contract Submission Deadlines
- Extensions, Grading, and Completion Deadlines
- Steps for Enrollment
 - Student-Designed Contracts
 - Faculty-Designed Contracts
 - Group Travel Contracts
 - Group Weekend Seminar, Summer Seminar
or Modified Weekend Contracts
- Steps for Completing the Contract
- Academic Grievance
- EXD Academic Year
- Time Management
- EXD Writing Skills* Contract
- Writing Style Guide
- Academic Misconduct
- Disability Accommodations
- The Contract Triad
 - Student
 - Faculty Contract Director
 - EXD Program

Bibliography 39

TABLE OF CONTENTS cont...

APPENDIX

- A. UA On-line Library catalog
- B. UA Libraries' Universal Borrowing System
- C. Annotated Bibliography Information and Guide
- D. Contract Drop Form
- E. Blank Contract

STUDENT DESIGNED CONTRACTS - EXAMPLES

- F. "Alabama Corps of Cadets:
University Military Service in The Civil War"
- G. "Introduction to Chinese Culture"
- H. "Crime Prevention in Alabama Law Enforcement:
Planning and Research"
- I. "Italian Culture and History: Past and Present"
- J. "An Examination of Earmarking in Alabama State Taxation"
- K. Child Life Internship at Cincinnati Children's Hospital"

INTRODUCTION

“What is worth learning is worth learning well”

Foundation for Critical Thinking, 2001

Learning occurs within, and across, different academic subjects or disciplines, yet most students envision college-level learning only occurring within the traditional delivery system – the classroom. Surely, the only way to learn something is to be seated in a classroom, armed with note-taking paraphernalia, ready to take in all that the teacher has to say (or in some cases, catching up on lost sleep!), right? While this may work for many students, this may not necessarily be preferred by or be practical for everyone, especially adult students. Few adults can take off work, leave kids unattended, or forsake care responsibilities for an ill or aging parent for an extended period of time to attend a traditional class.

This book is about learning experiences that will not require your attendance in a classroom. Sure, the traditional classroom serves up a bounty of good learning, but we hope you will be inclined to explore an alternative approach or delivery method for learning – out-of-class learning, which is accomplished through completion of the External Degree Program out-of-class learning contract.

Through out-of-class learning, you can reshape your thinking about the ways in which you research, discover and learn. We hope you will embrace many different avenues of learning and will develop a liberally-educated mind, that is, one that is curious and asks questions, searches for answers and seeks mastery of knowledge.

When you utilize an alternative student-driven delivery system for learning, much of the responsibility for learning will fall on you, the student. That means you will retain and hold that knowledge much longer than if you had merely been a receptacle for it; i.e., you will “own” your learning. You might accomplish this by visiting the library (in person or by using the internet), utilizing experts, investigating community resources, researching on the internet, attending performances and going to exhibits.

Because learning contracts are an alternative delivery system for classroom learning, students are nervous or uneasy about successfully completing one. That’s only natural. But we believe if you will give the out-of-class class learning system a try, you will see that it is manageable, doable and fun.

So go ahead, take a little risk and take on a student-designed or faculty-designed contract!

DEVELOPING THE SPECS

WHAT IS AN OUT-OF-CLASS LEARNING CONTRACT?

Simply put, an out-of-class contract is a planned and agreed-upon independent learning experience among a student, University faculty member and the External Degree Program.

- This learning experience will result in college credit and may be enrolled on a graded or pass/fail basis.
- Each External Degree Program student must complete three hours of contract learning between September 1st and August 31st of each year. This may be accomplished by completing a faculty-designed or student-designed contract.
- Learning contracts may be enrolled anytime during the year.
- Learning contracts (student-designed or faculty-designed) may be used to fulfill the 30 hour UA residency requirement.

We learn independently everyday, but turning these experiences into college-level learning requires additional work and study. Think back over some recent independent or self-directed learning projects you may have recently completed. These may have included some of the following:

- learning a foreign language for business or personal travel
- mastering new computer software and applying it to a project
- studying about Martin Luther King, Jr., after a trip to the Civil Rights Museum
- delving into the origins of rock and country music after visiting the Rock and Roll Hall of Fame
- beginning a personal fitness or wellness program
- researching helpful behavior and learning strategies for a child who has ADHD

Each of these experiences would be a great “jumping off” point for an out-of-class learning contract. Your learning experiences may vary, but the desire to know more about something and the desire to transform this knowledge into college-level learning means you are ready to tackle out-of-class contract learning. Curiosity and personal interest pave the way for wonderful college-level studies.

Malcolm Knowles, the granddaddy of adult education, researched and developed the concept of andragogy, the education of adults. Dr. Knowles found that adults want to be responsible for their own learning, bring interesting and useful learning experiences to the learning arena, apply their learning to real-life situations, and pursue learning that can be applied their own personal situation (Knowles 55-61). These goals can be accomplished through contract learning.

There are many benefits to contract learning, but, generally, learning contracts are valued because they are flexible, students have choices about the ways in which they can meet personal goals, and they are easily focused on specific objectives, outcomes and actions. (Boak 4) Learning contracts produce several benefits for students:

- relevant learning
- an escape from prescribed learning
- motivational learning
- focused learning to meet specific needs
- management of a group of related types of learning
- life long learning (Boak 5)

Are you good at developing plans or solutions for upcoming projects? Are you organized and clever in securing needed resources for projects? You probably already know a lot more about contract learning than you think.

Over the years, we've heard from other adult EXD Program students that the hardest part of designing a contract is getting started. Thousands of learning contracts have been developed by students and faculty since the program's inception in 1974. That means many other students have been in your shoes – they've taken a mere kernel of an idea and parlayed it into a learning contract – and so can you.

Are learning contracts the same as independent study or correspondence courses?

No. Although learning contracts and independent study courses are alternative delivery methods for obtaining college learning, they differ in the ways they are designed, structured and completed.

Traditional *written independent study courses* are structured distance courses where the student completes a prescribed set of written lessons. These lessons are submitted to an independent study office, which then sends them to the course instructor for grading. Graded assignments are returned to the student by the independent study office. Proctored midterm and final testing is required and usually these test grades may count a significant percentage of the student's grade. These courses are offered in many different academic areas and are available from most universities. Independent study courses are available for enrollment anytime during the year and are open to the public.

Most universities offer technology-based or on-line independent study courses, which are distance courses structured with electronic lessons and proctored testing. At The University of Alabama electronic independent study courses are offered through our QUEST, GOALS and IITS programs.

To see a complete listing of traditional independent study courses, as well as electronic QUEST, GOALS and IITS programs, visit bama.disted.ua.edu.

Out-of-class learning contracts are independent learning experiences coordinated among a student, the EXD Program office and a campus faculty member. The student enrolls the contract through the External Degree Program office, but sends all contract assignments directly to the faculty contract director. The contract form will explain how the student will be graded/evaluated. Some forms of evaluation may include written papers, journals, models, projects, programs, video presentations, plans, surveys and assessments and websites. Learning contracts are only available for EXD Program students, and students may contact their faculty contract director for assistance while completing the contract.

The EXD Program offers two different types of learning contracts.

Faculty-designed contracts are structured learning experiences that have already been designed for EXD Program students. They are directed by University of Alabama faculty and may be enrolled anytime during the year. The learning goals and objectives, methodology for learning, academic resources and methods for evaluation have already been determined for the contract. Students fill out the faculty-designed learning contract form and submit it to the EXD office for enrollment. After the contract has been enrolled, the student completes the assignments for the contract and sends them to the UA faculty contract director, who evaluates and grades the student's work for the study.

These contracts are available in many curriculum areas and are available for review and enrollment through the EXD Office. To view a current listing of EXD faculty-designed contracts, you may visit the EXD website (exd.ua.edu) or contact the EXD Program office for a contract list. We will be glad to send you a copy of any faculty-designed contract that you would like to consider for enrollment.

Student-designed contracts are independent learning experiences fashioned and designed by the student, which will be directed by a University of Alabama faculty member and may be enrolled at anytime during the year. Students propose the learning goals, methodology for learning, academic resources and methods of evaluation for the course. The contract proposal is then sent to the UA faculty member, who will review the proposal and make necessary revisions to the contract. After the contract is enrolled, the student completes the assignments for the contract and sends them to the UA faculty contract director, who evaluates and grades the student's performance in the study.

Faculty-designed or student-designed contracts may be used to fulfill the yearly EXD contract requirement for active program status.

What does a student-designed contract look like?

For your convenience, several examples of student-designed learning contracts are contained in this guide.

Please refer to Section III in the back of this manual.

DEVisING A PLAN

INCORPORATING THE LEARNING CONTRACT INTO YOUR CURRICULUM

Contract learning can be an exciting way to individualize your curriculum. With contract learning you can:

Learn about an area of study for which no structured course is available.

Examples: A Narrative History of the Peebles Family of Vienna, Alabama

The Life and Works of Edith Wharton

Environmental Effects on the San Marcos River

Combine two or more disciplines or areas.

Examples: The Influence of Germanic Mythology on Nazi Ideology

Film and the Internet

Quality Assurance for Geriatric Settings

Transform “real world” experiences into academic credit to individualize a curriculum.

Examples: Grant Writing to Fund a Day Habilitation Program

Safety Awareness Programs for the Elementary School Child

Market Research and Analysis for Vacation Rentals in the Alabama Florida Panhandle Area

Enhance curricular needs or learning styles.

To prepare for a senior Project.

Examples: Research Design and Writing

Critical and Analytical Thinking

To update professional studies.

Examples: Current Trends in Creating Motivation Workshops

Nonprofit Organization Leadership for the Millennium

To increase conceptual and analytical thinking.

Examples: Strategic Planning and Operations Analysis of XYZ Co.

Location Analysis for Catfish Restaurant in Thomasville, Alabama

To increase experiential learning.

Examples: Dance, Creativity and Quilting

Photographic Exhibit and Essays on Current Health Issues in Egypt

A BLUEPRINT FOR LEARNING

Learning contracts are incorporated into the curriculum in many ways. Contracts may be developed to cover lower, middle and higher levels of learning. Depending on the objectives and scope of the contract, the contract can be placed in any area of the curriculum.

In the 1950s, Dr. Benjamin Bloom and a group of psychiatrists at Harvard University investigated how people learn, that is, how people take in knowledge and retain it. From this research, Bloom's *Taxonomy of Educational Objectives* was devised. Bloom's Taxonomy is very useful for understanding the theoretical dimensions and types of learning that may occur in learning contracts.

BLOOM'S TAXONOMY OF LEARNING

Lower to Mid-Level Learning:

Level 1: Knowledge - memorization of key facts and definitions

Level 2: Comprehension - generalizations or predictions can be made from Level 1 facts and definitions

Level 3: Application - knowledge from facts, definitions and generalizations can now be applied to an unfamiliar situation

Mid to Higher Level Learning:

Level 4: Analysis - knowledge can be broken down to determine relationships of the pieces to the whole.

Level 5: Synthesis - connections and relationships are made about different pieces of information and a new whole is formed

Level 6: Evaluation - standards and criteria can be established to make a value judgment about a method or solution to a problem.

Bloom's schematic reveals that Levels 1-3 help students formulate factual knowledge and levels 4-6 help students turn theoretical principles into knowledge that is personal or "owned." (LeGrow 48)

In levels 1-2 you are seeking to get a very general knowledge of a subject, so you would design an introductory or survey type contract. In this type of contract you would become familiar with key terms, and basic principles of your subject. Think of it as learning facts, definitions, and basic principles about your subject.

If you have completed some introductory knowledge in a subject, and wish to undertake further learning in the area, you could design a contract to build upon knowledge already learned in an introductory course. You would need to be able to compare or contrast principles and generalize information for a cohesive whole.

Levels 3-4 suppose that you have already completed basic coursework in an area and wish to pursue higher level, or more advanced learning, in it. You would need to study methods and procedures and perform problem solving. In a contract involving this type of learning the student would be expected to perform some computations or apply pertinent concepts to a particular situation. You would be expected to produce some type of demonstration of the learning, which might include charts, graphs, a performance, development of a plan or program or an application of the knowledge to a specific situation. You would be expected to be able to analyze your work and be able to differentiate between different or workable solutions to problems.

Levels 5-6 include synthesis and evaluation of your work. In this arena you would be expected to be able to devise a plan or model and be able to make an evaluation about its value. By this point, you would have the background and knowledge to make appraisals and conclusions about your subject. Evaluations might include a research paper, journal with analysis and feedback, an exam, analysis of a case study, or an assessment of a product or a performance.

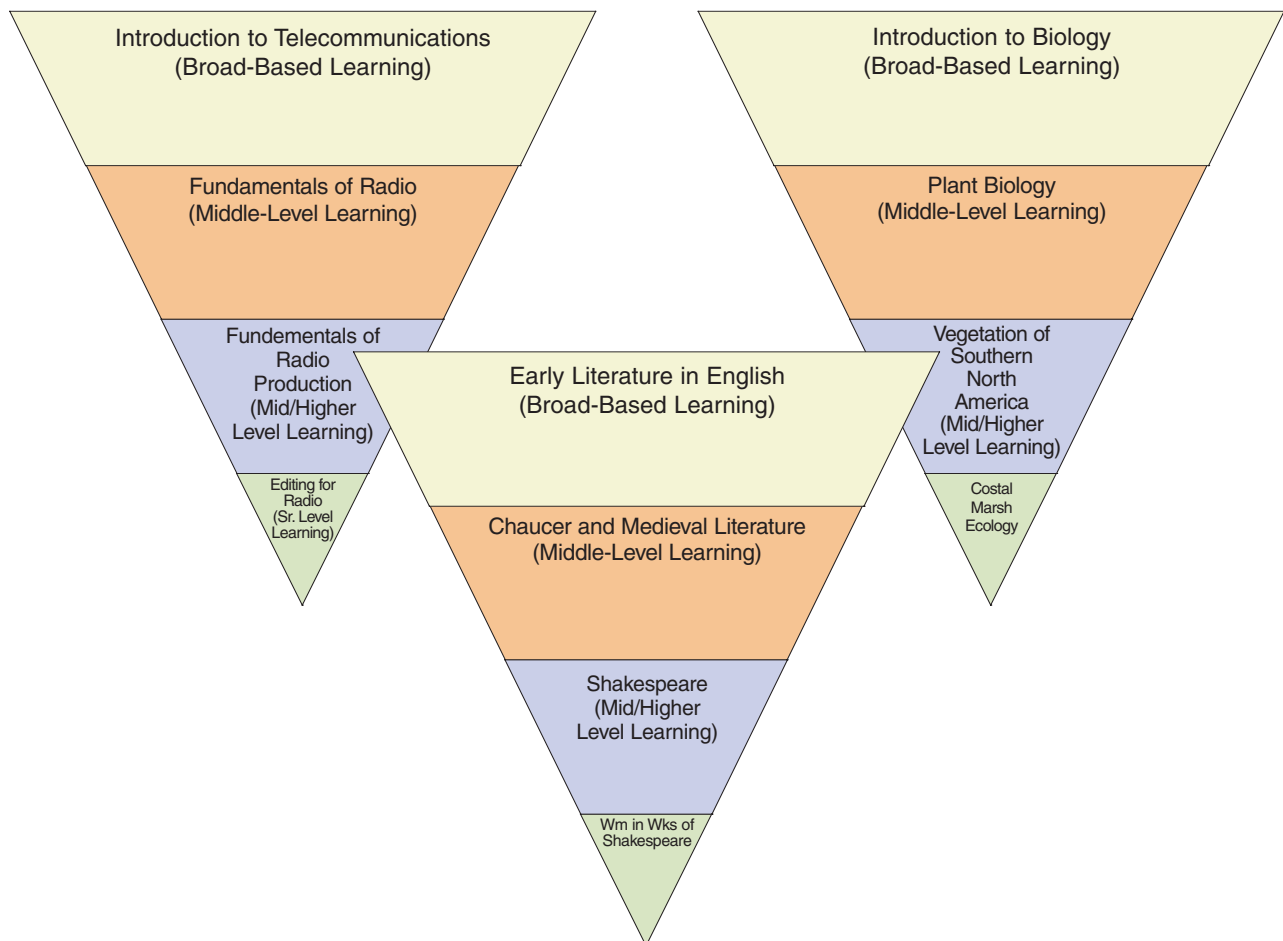
The Inverted Pyramid

As you think about the differing levels of learning, envision an inverted pyramid, which has been turned upside down and divided into four horizontal sections. Lower-level or broad-based learning (freshman or sophomore) would be at the wide top portion of the pyramid, and highest level or more narrowly defined learning (junior or senior) would be at the narrow bottom portion at the tip.

For example: a student completes “Introduction to Telecommunication” (lower-level, broad survey type course). She becomes interested in communication and wants to pursue a specific track of learning in this area.

She then enrolls “Fundamentals of Radio” (middle-level learning). Finding this could be a possible career track, she proceeds to more narrowly focused or higher level learning, and enrolls “Fundamentals of Radio Production” (mid/higher-level learning).

Realizing she wants to pursue study in this field in a more narrow and intensive fashion, she completes “Editing for Radio,” a very narrowly focused senior-level course of study.



GENERAL AREAS OF CONTRACT LEARNING

We have seen hundreds of contracts over the years and have found that most contracts fall in the following categories:

EMPLOYMENT AND CAREER INTERESTS

In any given work setting, there are hundreds of ideas for contract learning. The trick is to incorporate an academic base for college-level learning. Perhaps you have been put in charge of a new project that will require you to look at other models, talk to experts, and do intensive research on current practices and methods. Consider the training opportunities that your job requires. Are you being sent to a seminar, conference or training program? Are you expected to complete some type of certification in your profession? If you add the academic dimension, readings and research, to these opportunities, you could very well have a sound contract learning opportunity.

COMMUNITY, CIVIC AND VOLUNTEER WORK

As an adult, you have probably already been pressed into service in your own community. Have you headed a fund raising event or headed a fund raising campaign for a cause? You may have become interested in environmental effects of industry runoff on a pristine area lake or river. Maybe you have become concerned with homelessness, poverty, spouse abuse or juvenile delinquency because you have served on the board of one of these organizations.

TRAVEL OPPORTUNITIES

Travel America or travel the world; see it at your leisure or see it in conjunction with a business trip. Travel, continental or abroad, offers rich and diverse learning opportunities. If you choose travel as an outlet for contract learning, you will need to focus your efforts on learning about the history, culture, geography, economy, politics and people where you visit. By completing pre- and post-trip readings and study, you will enhance your travel experience by accurately capturing the appropriate and applicable learning for such a study.

LIFE EXPERIENCES

Many adults have experienced common events or life changes. Adults experience events such as divorce, remarriage, blended families, loss of a business, adoption, caring for older parents, starting up a business, re-careering and downsizing. These experiences mold and shape us and often these events can foster a lot of wanted (or unwanted!) learning and understanding. Contract learning can help you sort through life's events and gain a new knowledge and appreciation about the changes in the adult life cycle.

AREA RESOURCES

Take an inventory of local or nearby resources. Don't just limit yourself to your own community. You are in a distance-learning program so that may mean that you need to travel to nearby locations to utilize resources for your contract. EXD students have incorporated museums, exhibits, performances, traveling exhibits, land records, courthouse documents, historical sites, graveyards, libraries, professionals and local experts in their learning contracts.

PERSONAL INTERESTS

There are probably some topics in which you have a personal or vested interest. You may have your own personal library or resource collection about a topic and will have read everything you could get your hands on about a subject, but you have never studied it in a structured or academic way. You may fancy yourself as a Civil War buff and you continually garner resources about it. Maybe you are the family's informally designated genealogist and family members are waiting for you to put together a family history, using accepted genealogical research practices. Perhaps jazz music really "jazzes" you and you have built quite a collection of Billie Holliday, Ella Fitzgerald and Duke Ellington recordings.

SHAPING YOUR CURRICULUM

Take a moment and look over your EXD curriculum worksheet. Are there areas where you need additional work? Are there some EXD curriculum requirements for which you could design a contract? Does your curriculum display a balance of personal and practical learning? Does your curriculum include enough theoretical and experiential type learning experiences? Check to make sure that you have a nice balance of higher, middle and lower learning. You might want to complete higher level of learning in areas where you only have introductory or lower level learning. Inspect your Depth Study to make sure that you have depth and breadth of knowledge. Determine whether you want to use your elective area as an area for general or personal interests or as another area of concentration, different from your Depth Study.

DESIGNING YOUR PLAN

PLANNING AND SCOPING-OUT YOUR CONTRACT

Before you can actually put pen to paper, or fingers to keyboard, you will need to do a lot of thinking and planning about your student-designed contract. Wouldn't it be wonderful if you could sit down and magically be given the insight or knowledge needed for writing a contract? Unfortunately, that just doesn't happen.

The process of writing a contract begins with brainstorming and thinking. Planning for the contract will come after you have poked around on the Internet, visited the library or strolled through a college bookstore to explore ideas for learning contracts. After you have scanned through research materials for your contract idea, you will need to determine whether your idea is big enough or too narrow. You need to make sure that your idea is broad enough to have sufficient, workable, and available materials for your subject.

Make sure your subject is broad enough, but not so broad that it will be hard to successfully manage or "lasso."

For instance, you might like to do something on a series of battles during World War II. This is a broad topic and there should be many resources on World War II. Publications should have some chapters and sections dealing with the specific campaigns you wish to study.

Make sure your subject is narrow enough, but not so narrow that it will box you in. You may not be able to find enough resources for the study.

On the other hand, if you wanted to pursue study on specific medical responses given at Pearl Harbor on the day of the December 7th attack, that subject would be much narrower, and it would be harder to locate a significant number of resources for your planned study.

WRITING YOUR STUDENT-DESIGNED CONTRACT

After you've chosen your idea for a learning contract, *make sure that you can articulate what you want to learn in your contract*. You must be able to 1) provide detailed statements about key concepts and issues that you want to explore and 2) discuss the skills or competencies you want to acquire or master. You must be able to provide information about what you want to get from the learning experience.

The EXD Program and your faculty contract director cannot read your mind, so the more detailed information you provide about your specific learning goals, the better!

Remember, what you are submitting is a *proposal for contract learning*. Make your best effort, but expect some revisions to the proposal when the contract is finalized for enrollment.

Filling out the Contract Form

Fill out the front of the contract form by giving your name, student number, depth study, and current address, phone number and e-mail address. Indicate "best" times to reach you by telephone.

Always provide your student number and estimate the beginning and ending dates you will need to complete the contract. Be as accurate as you can, but remember these dates are flexible and can be adjusted, with the approval of your contract director.

Note: If your contracts are enrolled using federal financial aid, you must adhere to each semester's completion dates that coincide with federal financial aid deadlines. Federal deadlines and stipulations overrule flexible EXD contract completion policies and completion dates.

If you are using Federal Financial Aid to enroll a contract, attach a note to it, clearly stating "Financial Aid" and naming the semester to which your aid and contract enrollment will be applied. Although you may have been approved for federal financial aid, your aid will not "drop" until your contracts have been enrolled, i.e., your contracts must be enrolled before you can utilize your financial aid award.

Title and Curriculum Placement of the Contract. Write in the title of your contract and specify where you want the contract to be placed on your worksheet (in your curriculum). This might be the Communication Skills, Natural Sciences, Social Sciences, Humanities, Mathematics, Depth Study or Electives area. Make sure that your title expresses what will be covered in the contract.

Remember, this title will appear on your official transcript so make it descriptive and concise.

Vague Title: Marketing a Health Concept

Concisely Worded Title: Marketing a Nurse Practitioner's Program for
Long Term Health Care in Birmingham, Alabama

Vague Title: Juvenile Literature

Concisely Worded Title: A Review of Literature for Children in Grades K-5

Provide a purpose statement. This is general statement about the learning you want to accomplish.

Provide complete contact information. Give your current mailing address (snail-mail *and* electronic) and a daytime telephone number. If your snail mail address, electronic address or telephone number changes, notify the EXD office and your faculty contract director immediately.

Estimate the credit hours for the contract and attach your tuition payment. A very general guideline is 40 hours of work and study equals a semester hour. Expect to put in at least 120 hours work for a three-hour study.

Most contracts are enrolled for three semester hours, but don't let that deter you from submitting larger contracts. If you would like to submit a contract for more credit, say four to six hours, just make sure that the scope of the study warrants the additional hours. Our faculty contract directors are the experts on each subject, so they will make the final decision about the appropriate credit-hour value of each contract proposal.

The EXD office will work with you to accommodate any differences in tuition. To calculate the amount of tuition you need to send, multiply the per hour tuition rate times the credit hours proposed for the contract. Contracts submitted without tuition will not be processed.

Pass/Fail Option. Check the appropriate blank if you wish to enroll the contract on a pass/fail basis. (No quality points are awarded for a grade of pass; however, a failing grade is computed negatively into the GPA.) The pass/fail option must be designated BEFORE you enroll your contract and it **cannot** later be changed to a letter grade, even if you do superior work.

Adults typically downplay their strengths when designing a contract. We encourage you to pursue learning contracts on a graded basis. Remember, you will be studying something that interests you and means something to you. That means you will have a better chance of being successful in your endeavor.

Sign the contract on the EXD student signature line. By signing the contract, you indicate that you believe the proposed study is worthy of college-level credit. Do not sign any of the other signature blocks. They will be filled in after your contract has been approved for enrollment. Leave the bottom section of the front page blank. EXD will complete this section (section #6).

Learning goals and objectives

Your contract will “write itself” once you have structured sound, descriptive and concise learning objectives. Some consider the writing objectives the hardest part of designing a contract. If you craft good goals and objectives, the stage is set for writing a good contract.

It is important to make your learning goals and objectives clear, detailed, descriptive and bursting with information. ***You can't provide too much detail in this section of the contract.*** Tell the reader what you want to accomplish in the contract and what you want to learn as a result of completing the contract. Aim for goals that are measurable and look for ways to convey what learning you are trying to capture.

Make your goals broad enough to cover the subject, but not so big that you can't manage it.

Structure your goals narrowly enough to gain a focus, but not so small that you box yourself in.

The following examples illustrate these recommendations:

Objective: I want to study Japanese history.

Too broad. This study could cover thousands of years of history. You need to select one or more periods of Japanese history to study. You may like to study pre-World War II Japan and Japan's agenda for entering the War. Or your interests may lie with post-World War II Japan and its evolution into successful industrialization. Designating a period of time narrows this large topic into a manageable study.

Objective: I want to research quality management principles at Time-Warner Co.

Too narrow. Quality management is a generic term used in management and organizational behavior studies. Focusing on one particular company and its approach to this managerial tool would yield one-sided, narrowly focused research. It would be viewed as a case study. For a better study, you should research quality management as a concept and examine its uses in organizations. After reading about what experts have said and done on this topic, you could then analyze and compare how other companies apply quality principles to their own organizations. THEN you could use as an example your company's practices. Gaining a broad approach and differing points of view would help you see specific applications in your particular company.

Through your learning goals, you will be learning about the content, meaning and application of your subject. Use "action words" to write your goals. Use complete statements ("I will" or "I will be able to...") and consider ways to measure what you have learned.

Depending upon the level of learning you wish to achieve, your learning goals can be structured in accordance with Bloom's Taxonomy of Learning:

Knowledge

define, describe, identify, list, name, outline, reproduce, state

Example: I will identify the six elements of the public relations process and apply these benchmarks to an upcoming public relations campaign at my organization, Blackwell and Associates.

Comprehension

compare, contrast, estimate, explain, generalize, give examples, infer, paraphrase, predict, summarize

Example: I will compare and contrast at least six leading anger management theories and programs in order to determine the elements of an anger management program at the Metro Cities Mental Health Center in Dallas, Texas.

Application

compute, construct, demonstrate, modify, operate, predict, prepare, produce, show, solve, use

Example: Using accepted genealogical research principles, I will construct and produce a family history of the Lowell Hudson Family of Dallas County, Alabama.

Analysis

Break down, diagram, differentiate, discriminate, illustrate, relate

Example: I will diagram and illustrate all operating expenses for Connor Company's 20__ fiscal year and differentiate costly or problematic areas for future cost saving measures.

Synthesis

categorize, combine, compile, compose, create, devise, design, generate, modify, organize, plan, produce, propose, reorganize, revise, tell, write

Example: I will design an industrial security plan for the Nakato Corporation and propose initiatives that the company can incorporate to enhance security at the company's headquarters in Atlanta, Georgia.

Evaluation

appraise, conclude, criticize, evaluate, grade, justify, support

Example: I will be able to critique and evaluate the works of Eudora Welty and explain and discuss the themes in her writings in the context of her environment, life and social influences.

Look at your subject with a progressive or developmental view. You should be aiming for lower and higher levels of learning in your curriculum; therefore, look for ways to develop concepts that build one upon the other to form an informed and educated knowledge base in different areas. For example, it is important to learn about specific events in history, but it is more valuable to be able to place these events within the context of world, state, and local history to gain a better understanding of the event.

Methodology

This area of the contract details how you will obtain college-level academic learning. It tells the reader how you will go about obtaining academic knowledge for the contract. The methodology will tell how you are going to complete the contract.

Common methodologies include

reading

writing

compiling an annotated bibliography

consulting experts

performing research on your subject

participating in community activities

volunteering

administering a survey

completing practice sessions

observing

field involvement

journal keeping

administering a questionnaire

interviewing

attending a performance

attending workshops or training sessions

traveling

Your methodology statements should express how your actions are significant and relevant to the overall goals of the study.

Some examples of different methodologies:

Read the selected poems of ten noted poets of the English Romantic Period to determine common themes of this genre of poetry.

Observe and record the position of the North Star over a period of 120 days to understand the placement and movement of heavenly bodies.

Record my feelings and observations of my extended visit to Russia to get a visual understanding of the people, culture, geography, history and economy.

Volunteer for at least 25 hours at my local spouse abuse shelter to gain knowledge of community resources and programs available to victims of spouse abuse.

Interview Dr. Ken Adall, activities director at the Spain Caring Days Center, about popular and appropriate recreational activities for geriatric settings.

Notice the difference between the following vague methodology statements and their more fully developed revisions:

Original Statement: "I will attend a seminar."

Revised Statement: "I will attend the "Hot Air Marketing Strategies seminar for Trane representatives, June 15-17, 20__, in San Diego, CA, to learn current marketing practices and strategies for heating and cooling dealers. This conference is sponsored by Western Heating and Cooling Association. Conference agenda attached."

Original Statement: "I will visit different points of interest in New Orleans."

Revised Statement: "I will visit 10-15 different historic and cultural sites in New Orleans, LA, which will include museums, theaters, jazz performances and restaurants, in order to acquaint myself with New Orleans jazz, culture and history."

Original Statement: "I will read a textbook"

Revised Statement: "I will read two selected textbooks, six journal articles and three newspaper articles on alcoholism to determine current theories of the root and cause of this disease."

Original Statement: "I will conduct a survey."

Revised Statement: "I will conduct a survey of 50 middle-aged women at my local health club to determine their perceptions of wellness at mid-life. The survey questions will be pre-approved by my Contract Director before it is administered."

Research Involving Human Subjects/IRB Approval

If your contract involves research done on human subjects, you must get your research plan approved by the Institutional Review Board of The University of Alabama. Common forms of research involving human subjects include, but are not limited to, observing an individual or group, conducting interviews, monitoring a control group, and administering a survey or questionnaire.

According to the University's Institutional Review Board website, the review and approval by this board "ensures the protection of the rights, safety and well-being of human subjects" participating in your study, and protects the University of Alabama's human research certification granted by the Office for Human Research Protections (<http://www.cba.ua.edu/dept.irb/index.htm>).

You must receive the board's written approval before you can begin any contract involving human subjects. The IRB meets on the third Friday of each month to consider proposals for research. The board's decision is usually sent to the student within 2-3 days of a decision. To receive more information about IRB, and to download the forms you'll need for this process, go to <http://www.cba.ua.edu/dept.irb/index.htm>

Resources

Contract resources are the people, places and things that possess the academic learning about your subject. Resources are *where you will go* to get the academic component of the study. All contracts must be designed and carried out with the underpinnings of an academic base. Without an academic base, the contract is not eligible for academic credit. We encourage students to have “doing” types of experiences in learning contracts, but the “knowing” component is what yields academic credit. **The “knowing,” or academic, component is defined as knowing what other experts have said, thought, done, or written about your subject.**

Common resources include

books

textbooks

scholarly journal articles

professional journal articles

experts

films

internet sites

places/destinations

performances

exhibits

data collection results

magazines

photographs

newspapers

government publications

manuals

recognized studies

primary sources (legal records, statistical data, interviews, survey results, etc.)

secondary resources (publications that have resulted from primary sources)

To demonstrate that you have completed some preliminary research about your subject, you must include a beginning bibliography with your contract proposal. This bibliography should include at least five resources about your subject and should display that you have begun the research process for your contract. Failing to provide a beginning bibliography will get your contract returned to you for additional work.

You must give complete bibliographic information about each resource: title, author, publisher and date. Neglecting to provide this information will get your contract returned to you for additional work. If you are not sure how to structure bibliographic information, refer to a writing style manual guide for additional help.

Interlibrary Loan: In your quest for resource materials, you may find it necessary to utilize information from other university or community libraries for your study. Interlibrary loan makes this possible. Your local reference librarian can help you coordinate your requests for these materials.

Accessing a Library's Online Catalog: Most university library catalogs can be accessed by using the Internet. See appendix A for information about accessing the University of Alabama Main Library catalog.

Universal Borrowing: Students in the state of Alabama can go online and request that books be sent to them from designated Alabama libraries. This borrowing system exists between the University of Alabama at Birmingham (Sterne Library only), Auburn, Auburn University at Montgomery, Jacksonville State and University of Alabama libraries. See Appendix B for further information about this service.

Your resources must be college-level and academic in nature. Popular magazines, such as *Better Homes and Gardens*, *Southern Living*, *Field and Stream*, *Overdrive* or *Reader's Digest* are not considered academic in nature and sources such as *Encyclopedia Britannica* or *Encarta* are not college-level sources.

Keep the following in mind as you decide on your resources:

Research Tools

Films, videotapes, recordings, audiotapes, the Internet, experts, exhibits

People

Experts that can help you with contract-specific information

Give their name, title, location, affiliation and relevance to the study.

Events

Plays, seminars, conferences, concerts, or other types of presentations

Get on mailing lists for concerts, plays and exhibits in your city or in larger nearby cities. Evaluate corporate training programs for learning contract opportunities. Try to plan personal or business trips to maximize your use of exhibits or events in other cities. Explore your area, or neighboring areas, to experience your subject first hand. Provide information about when and where the event will be and what you propose to do.

Places

Libraries, museums, archives, historical sites, government offices and other places to which you will travel to get information for your study

You may be able to incorporate local places, or you may need to travel to nearby or distant places for your information. For example, you could use a local or distant courthouse for legal records, government offices for statistical reports, or a famous historical site for first-hand information.

Evaluation

In the evaluation section, you will propose ways to demonstrate what you have learned in your contract, i.e., you will be graded on how well you met and accomplished the goals and objectives of the contract.

Typically, most students think of testing as the primary tool for evaluation or grading. Since adults learn in different ways, they can be evaluated in different ways. David Kolb devised a cycle of four phases or preferred learning styles that people use to problem solve and learn. He found that there are four distinct learning preferences: concrete experience, reflective observation, abstract conceptualization and active experimentation. (Kolb 7)

When you attend the *Foundations of Adult Learning Seminar* at The University of Alabama, you will complete Kolb's *Learning Styles Inventory*. During this exercise, you will find out whether you learn best by having a specific experience, observing and reflecting about an idea, abstracting and conceptualizing about theories and principles related to your idea or by actively experimenting or testing out an idea.

Consider your preferred learning style when structuring evaluation methods; complement the way you learn with the way you can demonstrate it. If you are an experience type of learner, you may want to incorporate "doing" type learning activities into your evaluation section. If you are a reflective or abstract type learner, you may want to include more research or paper writing.

Some frequently used forms of evaluation are

Written Research Paper - No matter how many other types of evaluation you propose, you will most certainly be required to produce a written account of your learning. Give the topic or title for the paper and estimate how long it will be.

You should plan to produce at least ten to twelve pages per semester hour proposed for the study. Your paper could involve more or fewer pages, depending on the other forms of evaluation in the contract.

Consult your contract director about the format (MLA, Turabian, APA, etc.) you should incorporate in your paper. You will be expected to properly cite your references in your paper. Failing to cite another person's work or claiming someone's thoughts and ideas as your own is considered plagiarism, a direct violation of the University's Honor Code, and is grounds for the academic misconduct process. See Honor Code and Academic Misconduct policies in the *EXD Program Handbook*.

Videotape - You may want to videotape a talk or presentation, an interview with an expert, a demonstration of producing a learning product, or prepare a guided tour of a historical or archaeological site. Specify what the videotape will be about and how it will relate to the learning. You must turn in a high quality taped presentation, and your tape cannot look amateurish or be low quality.

Annotated Bibliography - In this form of evaluation, you will provide an extensive listing or sampling of all readings you utilized in the project. This listing of readings and resources will show that you are familiar with the experts and theories in the field and that you have become familiar with current happenings in the field and available resources. In an annotated bibliography you will summarize the key points of the author and relate the resource's relevance to your study. Annotations are important because these judgments can only come after you have extensively reviewed and compared the literature in the field.

If you are unsure about the correct format for an annotated bibliography, consult a writing style guide. Consult your contract director about the format (MLA, Turabian, APA, etc.) you should incorporate in your bibliography. For additional information about annotated bibliographies, see Appendix C.

Case Study - This is a great way to apply theoretical learning to a real-life situation, to turn theory into practice.

Study Questions - Specify which readings or chapters will be covered.

Learning Journal, Diary or Log - Entries in a journal or log detail your immediate reflections and reactions to learning that you encounter in a personal way. Journals are useful for contracts involving travel or research. They are a good record of your reactions and the learning you encounter.

Also, they are a good reactive record as you read and process academic materials. Your entries can give quick summaries of your readings and should include your reaction and academic insight to what you have read.

Models, Projects, Plans or Web Sites - Describe your proposed project and the parameters of it. Your project or plan will be the result of extensive study and research and will reflect the application of your knowledge to a particular problem or situation. Some types of models that students have crafted include scale diagrams, survey results with analysis, safety plans, operations plans, department manuals and web sites.

Product Assessment - Forms of assessment may include poems, creative writing, paintings, models, and computer programs/systems. Describe the product and how it will relate to your learning objectives.

Performance - Performances include speeches, videotaped performances in plays or recitals, audiocassette recordings of spoken foreign languages.

Oral or Written Evaluation - The topic, format and scope of the test should be identified. If you propose a written exam, identify what type of test you propose (essay, short answer, objective, closed- or open-book) and the scope of it.

The EXD Program does not coordinate proctors for any tests. Since exams are not proctored and are taken on the honor system, students are expected to do their own work and complete the exam in accordance with their contract director's instructions. Failure to adhere to The University of Alabama's Honor Code will result in academic misconduct proceedings. See Honor Code and Academic Misconduct policies in the EXD Program Handbook.

Faculty Grade Report and Comments

On the back sheet of the contract form is a section that will be completed by the faculty contract director. This will be completed AFTER you have completed all work for the study. The contract director will make positive/negative comments about your performance in the study and will discuss any positive/negative aspects of the contract learning experience. After the grade is assigned, the contract director will submit your learning contract and assigned grade to the EXD office for processing. You will receive an updated curriculum worksheet reflecting the grade for your contract.

You must finish each contract by the end of the semester one year after the semester in which you enroll it, or you will automatically be assigned a grade of "F." This grade will be assigned by the University's Records computer system, not by your contract director. If your faculty-designed contract specifies a shorter completion time, that deadline will override this one-year completion policy.

Just as with any University of Alabama student, you are eligible to receive a failing grade for poor quality work or for failing to submit course assignments.

STUDENT-DESIGNED CONTRACTS BASED ON SPECIFIC LEARNING EXPERIENCES

Contracts Based on Noncredit Courses

Adults attend conferences, seminars and short courses that center on work, civic or personal interests. These types of learning experiences are very job or task specific and carry Continuing Education Units (CEUs).

CEUs :

- measure time spent at the conference and they certify that you completed the course.
- do not measure quality or the level of knowledge you achieved.
- never automatically transfer as college credit, but they can serve as a great basis for an academic experience.

If you would like to turn a noncredit course or conference into a learning contract, you will need to attend the conference or training AND broaden the study to include required academic components.

Talk with your advisor BEFORE you attend the conference to determine whether the activity has potential for college-level learning. Credit hours vary, but generally a one or two day conference (8-15 hours) with outside work and study (25 hours) would justify one semester hour of credit (40 total hours of learning).

You cannot receive credit for simply attending a conference. Your contract must include additional academic research and reading, and you must produce an end product such as a paper, an essay or a model that demonstrates the learning you have achieved.

When structuring a contract that is based on CEUs, write it just as you would any other contract. Provide detailed and descriptive learning goals, relevant methodologies, bibliographic resources and a means for your evaluation.

Mention your conference in the methodology section of the contract and note who is sponsoring the training. You MUST attach a pre-conference brochure or agenda that explains the purpose and scope of the conference when you submit the contract for enrollment. Provide complete information about all of your proposed resources. You are expected to include a proposed bibliography with your contract since reading and research transforms your experience into an academic pursuit. A University of Alabama faculty member will direct your learning contract.

Contracts Based on Travel Experiences

With some extra planning, domestic or foreign travel experiences provide excellent avenues for contract learning. Anytime you travel, whether it's for business or pleasure, consider how you might transform the experience into college credit. Talk with your advisor BEFORE you go; sometimes your advisor may be able to link you with a faculty member who can assist in the design of the contract.

Develop and enroll your contract before you go so you will have time to complete needed pre-trip readings and research. Make sure your learning objectives focus on the **learning** that you will acquire about the city, country or area you plan to visit. You will probably focus on learning about the area's politics, history, culture and art, language and geography. Your methodology section should include information about the travel itself, so include a brochure or an itinerary. You may include other methodologies (pre- and post-trip readings, photo-

Just as in any other contract, include a beginning bibliography of at least five written resources and provide information about the people assisting you with your trip. Identify the exact places or sites that you plan to visit. Tourist or travel guides should be viewed as supplemental rather than primary sources.

Most travel contracts are usually structured for three semester hours, depending on the length of travel and breadth of the learning experience.

Contracts Based on Internships or Applied Experiences

It's possible to design a learning contract around a sponsored or directed practical experience, sometimes called an internship, fieldwork, practicum or clinical work.

An internship is defined as any experience wherein students learn by “taking on responsible roles as workers in organizations and observing and reflecting on what happens while they are there” (Stanton and Ali 1). Internships provide “real world” experience and provide a valuable opportunity for learning; they allow students to actively apply theory to practice. An internship can provide an “immersion” experience for a new area of learning or a mastery experience for advanced knowledge about previously obtained basic information.

There are many settings for internships, but they are most often completed using three major criteria: planning, doing, and reflecting (Stanton and Ali 1). By taking on workplace roles and observing the work environment, students are able to get a complete picture of the work and learning environment. They are able to make judgments and conclusions about the workplace and their experiences, thereby interpreting the internal and external environments of the organization (Stanton and Ali 1).

EXD students have developed internships in many areas, including accounting firms, vocational rehabilitative service offices, archaeological digs, nursing homes, community theaters, law offices, non profit agencies, shelters, arts festivals, public relations campaigns and community organizations.

A University of Alabama faculty member will direct the experience, but you must have at least one professional in the agency or business who can serve as your day-to-day on-site supervisor/resource person. Do not plan a field experience in your own workplace merely as additional on-the-job experience. An internship should provide new learning and be in a setting with which you are not experienced.

Wherever you decide to intern, make sure

- that you, your on-site work internship supervisor and your university faculty contract director are in agreement about your goals for the experience
- everyone's educational and work related expectations for the internship are well understood
- you and your internship supervisor and faculty contract director understand the criteria and techniques for grading and evaluating your experience (Stanton and Ali 57).

You may accomplish these goals with your out-of-class learning contract, but your contract director and on-site internship supervisor may require additional worksite agreements.

Internships can be used in any area of the EXD curriculum, and they are usually designed for six, nine or twelve semester hours. Students must initiate and plan the field experience. That means the student must locate the group or agency, obtain permission or interest from the sponsoring group and coordinate the time to be experienced. The EXD Office does NOT arrange or set up internships, but we will be happy to provide any needed program information to the agency.

In order to effectively accomplish learning in an internship, you must be on site during regular working hours of the agency or business. You need to anticipate continual and definite time commitments at the organization. Think of the experience as half-time, 3/4 time or full-time work. The following general guidelines may be helpful as you plan your internship:

Scope of Proposed Experience	Minimum Hours Required in the Agency/Business
12-sem.hour internship	480 hours
9-sem. hour internship	360 hours
6-sem. hour internship	240 hours

The actual number of hours, weeks and/or months you will serve must be specified in your contract.

In your contract, demonstrate how your overall goals and competencies for fieldwork experience will be achieved by completing your “real world” experience. Structure your contract with complete learning objectives about your duties and detail your schedule of service at the organization in your methodology section.

You’ll need to keep a detailed journal about your on-site activities and duties. Include reactions and analysis about your experiences and make your journal entries on a regular basis. Record what you did and observed each day, note any new ideas and concepts to which you were exposed, discuss how you can use them and explore your personal thoughts and feelings about what is happening (Sweitzer and King 7). Plan your internship according to the following four criteria:

- knowledge - what you want to learn
- skills - what you want to learn or achieve as a result of the experience
- personal growth - how you hope to grow and change by having the internship experience
- career development - how you can learn about and clarify your perceptions and plans about a particular career field (Sweitzer and King 75).

In your contract, include a proposed bibliography of readings that will complement your fieldwork experience and propose the topic and title of your final paper, which will relate your practicum experiences and discuss the integration of theoretical and applied learning. Your academic analysis of the experience should be reflected in your summary paper, which will be used to evaluate your work for the contract.

ENROLLING A STUDENT-DESIGNED CONTRACT

You may enroll a student-designed contract anytime during the year. Because the EXD Program must complete several administrative steps before your student-designed contract can be enrolled, allow extra time for its processing and enrollment. Allow at least four to six weeks for processing a student-designed contract.

Simply fill out a blank contract form (available from the EXD office or from the EXD web site). Type or word-process your contract. No handwritten contracts please! Propose a title and concentrate your efforts on designing sound goals and objectives, methodology, resources and evaluation sections. Make your best guess at determining the proposed semester hours, attach tuition, and send it to the EXD office.

Payment must be processed before your contract can be enrolled. Payment options include direct payment by check or credit card to the External Degree office, direct payment by check or credit card to the Office of Student Receivables or payment by credit card to Tide Guide.ua.edu

EXD will process the contract and communicate any changes in the contract to you. You will receive a copy of the contract with any changes that have occurred during the enrollment process. If the semester hours of the contract increase, we'll contact you about sending extra tuition. If the semester hours of the contract decrease, we'll contact you about how you want your refund processed.

After the contract has been enrolled, the EXD office will notify you to begin work on it.

Are there ever times when a contract can't be placed/enrolled?

Yes, occasionally, the EXD office may not be able to place a student-designed contract. This happens infrequently and usually occurs when 1) a student designs a contract for a subject area not taught at The University of Alabama, such as veterinarian science, agricultural science, architecture, refrigeration, dog grooming, cosmetology or 2) when a student designs an appropriate contract for which the EXD Program cannot locate a contract director. Sometimes, even though we perform an exhaustive search, we cannot locate an available contract director for a particular contract.

The EXD office will notify the student if a contract cannot be placed. The student may then opt to select another enrollment option, request a refund of tuition or leave the tuition on account for a future enrollment.

The Senior Project: The “Big” Contract

The largest learning contract you will design and complete will be the 12-semester hour Senior Project. This student-designed contract may be one 12-hour piece or it may be broken down into smaller contracts, with differing weights, that all relate to a central theme or topic. Although it sounds like a larger-than-life program requirement and an insurmountable obstacle, remember that many students have crossed this bridge and have done so successfully.

You can lessen your dread about this project by considering one simple piece of advice: **don't wait until you reach the end of your EXD degree experience to plan and design your first student-designed contract.**

All EXD Program students are required to design and plan a Senior Project; you may NOT utilize faculty-designed contracts, independent study courses, distance learning courses, or other structured avenues of learning to satisfy this program requirement. It's important that you have some prior experience with designing contracts before jumping into the project. Build your contract writing confidence by developing one or more of your own contracts before beginning your Senior Project. This previous experience will help reduce your anxiety about the Senior Project and enhance your learning experience.

Unfortunately, students who have never designed their own contracts often struggle when writing the Senior Project contract(s). Occasionally, these same students become overwhelmed with the whole Senior Project process and fail to finish their degrees. Don't let that happen to you... lessen your anxiety by simply designing one or more of your own contracts before you reach the senior level of your curriculum.

The Senior Project is proposed and designed by the student, but it is planned and structured with the help of a Senior Project Planning Committee. We recommend that you contact your advisor to discuss possible project ideas when you have completed at least 100 overall hours and at least 10 UA hours. At that time, your advisor will send you the **Senior Project Planning Packet**, which contains required forms and helpful instructions for developing your project.

Once you have determined your readiness to begin the project, you will submit a written project proposal to the EXD Office. A planning committee will be formed to help you define and craft your project and you will be required to write your project contract(s). The entire Senior Project must be completed within a year from the date of the planning meeting for the project.

READY-MADE PLANS

FACULTY-DESIGNED LEARNING CONTRACTS

Many students like to test the waters of contract learning by completing a contract that has already been designed and structured by a faculty contract director. Faculty-designed learning contracts help acquaint you with the contract learning process and get you used to working at a distance with a faculty contract director.

Faculty-Designed Contracts are structured learning experiences, which have already been designed for EXD Program students. They are directed by University of Alabama faculty and may be enrolled anytime during the year. The learning goals and objectives, methodology for learning, academic resources and methods for evaluation have already been determined for the contract. Students fill out the faculty-designed learning contract form and submit it to the EXD office for enrollment. After the contract has been enrolled, the student communicates with the contract director and completes the assignments for the contract. Assignments are sent to the UA faculty contract director, who evaluates and grades the student's work for the study.

Faculty-designed contracts may be used to satisfy the EXD Program's yearly contract completion requirement.

Faculty-Designed contracts:

- have been designed exclusively for EXD students.
- may be completed individually or in a group setting with other EXD students in a program sponsored weekend seminar, summer seminar or group contract.
- are good for providing a baseline for learning. By completing a faculty-designed contract, you can get a better idea of what is expected for future faculty- and student-designed contracts.
- are available in many curriculum areas and are available for review and enrollment, through the EXD office.
- may satisfy the program's annual contract learning requirement.
- are only available for enrollment by EXD Program students.
- can be enrolled by any EXD student at any time during the year.

The following is a sampling of some of our faculty designed contracts:

Introduction to Meteorology

Introduction to Personal Financial Planning

Cemeteries and Local History

The Administrative Process

The American South: Color, Culture and Community

The Vietnam Experience: Film and Literature

Creative Nonfiction Writing I: Memoir Writing

Basic Astronomy

Electronic Portfolio Design

You receive a complete listing of faculty-designed contracts when you attend the on-campus orientation seminar, *Foundations of Adult Learning*.

For a current listing of EXD faculty-designed contracts, you may visit the EXD website (exd.ua.edu) or contact the EXD Program office for a contract list. We will be glad to send you a copy of any faculty-designed contract that you would like to consider for enrollment.

Depending on faculty resources and student interest, contract offerings vary. Some contracts are added to our offerings and some are deleted. Check the EXD website for the most current listing of faculty-designed contracts. The contract list is usually updated about every four to six weeks.

A faculty-designed contract is NOT a correspondence course. Contracts encourage interaction between the student and the faculty contract director. The completion time for most contracts is flexible, but some faculty-designed contracts do have specified (six months, nine months, etc.) completion times. All contracts should be completed within a year, unless a shorter completion time is specified by the contract director. *Remember, you must finish each contract by the end of the semester, one year after the semester in which you enroll it, or you will automatically be assigned a grade of "F."*

Are there any faculty-designed learning contracts that I am required to complete?

Yes, you are required to complete the *Foundations of Adult Learning* orientation seminar, which is held on The University of Alabama campus. Pass credit for this group learning contract will be awarded after you have successfully completed all pre-, on- and post-campus assignments for the contract.

Also, you must complete *EXD Writing Skills and Strategies* with a grade of "C" or better within six months of being admitted to the External Degree Program.

GROUP FACULTY-DESIGNED CONTRACTS

Adults learn well independently, but experience has shown us that adults learning in EXD-sponsored group settings feel a connection to the university. Past graduates who have participated in group contracts report that the group learning "connection" helped them remain steady in their journey to obtain their degree.

EXD periodically offers faculty-designed contracts in a group format. Some group contracts meet at The University of Alabama campus, and other contracts require that students meet at a predetermined location away from the University.

These contracts are specifically designed for a group learning experience and are not found on our faculty contract list. You will be notified about group learning opportunities by newsletter, *EXD Extra* and e-mail announcement.

Group contracts can be used to fulfill the EXD Program's yearly contract completion requirement.

Group EXD learning contracts include

Weekend Seminar - Students come to campus for one weekend (usually a Friday evening and a Saturday) in three different months in a semester. Students complete pre- and post-seminar assignments.

Past weekend seminar topics: "Strategic Planning," "Microcomputer Applications," "Science for Everyday Living"

Modified Weekend Seminar - Students meet as a group for four or five consecutive days, which includes Friday and Saturday, for one weekend during a semester. Students complete pre- and post-seminar assignments.

Past modified weekend seminar topics: "Marine Science," "Dialog in the Humanities," "Introduction to Mathematics"

Summer Seminar - Students come to campus for a full week (usually beginning on a Sunday evening and continuing until Saturday morning) for day-long and occasional evening class meetings and discussions. Students complete pre- and post-seminar assignments.

Past summer seminar topics: "Introduction to Shakespeare," "The American West," "The Detective Novel," "The Harlem Renaissance," "American Science Fiction," "The Hollywood Western"

Cross-Cultural Travel Seminar - Students travel, as a group, to a foreign or domestic destination. These travel contracts usually last seven to ten days and include pre- and post- travel assignments. Travel contracts are usually held during the spring semester.

Past travel experiences: "New York City: Wall Street and Mass Communications Tours," Egypt, Greece, "England, Ireland and Scotland and their Environs," "Italian Art and Culture," "Australia and New Zealand"

ENROLLING A FACULTY-DESIGNED CONTRACT

If you would like to review/enroll a faculty-designed contract, simply visit the EXD website and print off a copy of the contract in which you are interested. You may also contact the EXD office and we will be happy to send it to you. Simply fill in the front sheet of the contract (your name, student number, addresses, telephone numbers and signature), make a copy of it, and send it to the EXD Program office. These contracts have already received administrative approval so they are processed more quickly than the student-designed contracts. Allow about two weeks' processing time for faculty-designed contracts.

Payment must be processed before your contract can be enrolled.

ENROLLING A FACULTY-DESIGNED GROUP CONTRACT

Group contracts are announced in the EXD Newsletter, EXD Extra and by on-line (e-mail) messages. Students are notified about upcoming group contracts several months before the contract is actually offered. Usually, EXD will start a list of interested students for each group contract. Once the contract is ready, it will be mailed to each student on that list. These are offered on a first-come, first-served basis. After the contract has been enrolled, the EXD office will notify you to begin work on it.

“NUTS AND BOLTS”

Tuition

EXD students pay straight tuition per credit hour. EXD students are not required to pay out-of-state tuition. Contract tuition is the same as that charged per credit hour for on-campus University of Alabama coursework. Tuition is calculated as (number of semester hours x current rate of tuition per semester hour).

TUITION IS SUBJECT TO CHANGE AND USUALLY INCREASES EACH FALL SEMESTER. You will be notified of tuition increases by the EXD Program. Look for these announcements in the Summer EXD Newsletter, *EXD EXTRA* or e-mail announcements.

Payment/tuition must be processed before your contract can be enrolled. Payment options include direct payment by check or credit card to the External Degree office, direct payment by check or credit card to the Office of Student Receivables or payment by credit card to TideGuide.ua.edu

Tuition Refund Policy

An EXD student may withdraw from a learning contract within 30 days of the contract enrollment date and receive a full tuition refund and not be subject to academic penalty.

A student may withdraw from a learning contract WITHIN two-thirds (2/3) of the contract completion time without academic penalty. No tuition will be refunded if the drop occurs after 30 days of enrollment.

A student may NOT withdraw from a learning contract AFTER two-thirds (2/3) of the contract completion time.

The “EXD Writing Skills and Strategies” and “Basic College Writing” contracts may NOT be withdrawn and are excluded from the EXD Drop Policy.

To drop or withdraw from a contract, the EXD student is required to complete the EXD Contract Drop Form. See Appendix D.

Financial Aid

EXD students may use federal financial aid to enroll learning contracts, correspondence courses or UA campus courses. Federal financial aid rules and stipulations supercede EXD completion deadlines for EXD contracts. These deadlines are not flexible.

Contract enrollments must appear in the University’s computer system BEFORE the Financial Aid office will disburse any aid for these enrollments. When students enroll contracts using financial aid, they should attach a note to the packet specifying the semester for which aid has been awarded.

Students enrolling contracts with financial aid must meet all satisfactory progress standards established by the University of Alabama’s Financial Aid office. Satisfactory progress means students are required to complete at least 67% of enrolled hours by the end of the semester in which the aid was received.

Students enrolling contracts with financial aid must meet all satisfactory progress standards established by the University of Alabama's Financial Aid office. Satisfactory progress means students are required to complete at least 67% of enrolled hours by the end of the semester in which the aid was received.

Students should submit contracts being enrolled with financial aid to the EXD office in the semester BEFORE they are to be enrolled. Contracts being enrolled with financial aid should be enrolled according to the following EXD schedule:

	Spring Aid (Jan.-May term)	Summer Aid (May-August term)	Fall Aid (August-Dec. term)
Faculty Designed	Dec. 1	April 25	July 24
Student Designed	Nov. 15	April 5	July 1

Contact the EXD Program's accounting assistant for more specific instructions regarding your particular aid or award, deadlines regarding financial aid enrollments and the number of hours you can carry depending on your type of assistance.

Note: Military students may need to enroll in contracts and complete them within a designated time period that differs from those of other students receiving financial assistance.

Extensions, Grading and Completion Deadlines

You should negotiate all contract extension with your Faculty Contract Director, but remember that you must finish all contracts by the end of the following year's semester in which you enroll it or you will automatically be assigned a grade of "F." This grade will automatically be assigned by the University's Records computer system, not by your contract director.

For example, if you enroll in a contract during the Fall, 2003 semester, you must have the contract completed by the end of the Fall, 2004 semester or you will automatically receive a grade of "F."

If your faculty-designed contract specifies a shorter completion time, that deadline will override the one-year completion date.

Steps for Contract Enrollment:

Student Designed Contracts (usual enrollment time: 4-6 weeks)

1. Discuss your curriculum needs with your advisor; prepare your contract proposal (make a copy of it for yourself) and mail it, with tuition, to the EXD office.
2. Your contract is reviewed by your advisor and the EXD advisory committee. A tentative faculty person is selected.
3. Paperwork is sent to the New College director, the selected faculty member's dean, the College of Arts and Sciences and the Financial Affairs office. This multifaceted paper trail may take several weeks.
4. The Contract Coordinator sends your contract and a copy of your resume to the selected faculty member. This person reviews the proposal and suggests necessary revisions. (You will be notified about any changes to the contract proposal.)
5. The contract is sent back to the EXD office for enrollment. The contract is enrolled and returned to the faculty member who keeps it for reference as you complete the study.
6. The EXD office sends you a "get started" or "go-ahead" letter. This letter tells you how to get in contact with the contract director. **Do not contact the contract director or begin work on the contract until you receive this letter.**

Faculty Designed Contracts (usual enrollment time: two weeks)

Many of the enrollment approval steps for faculty-designed contracts have already been completed so these enrollments are processed more quickly.

1. Discuss your curriculum needs with your advisor. Request an official copy of the contract from the EXD office. Fill it out (make a copy for yourself) and mail it, with tuition, to The EXD office.
2. Your advisor reviews your contract choice and approves the enrollment, if appropriate for your degree plan.
3. The EXD office sends you a "get started" or "go-ahead" letter. This letter tells you how to get in contact with the contract director. Do not contact the contract director or begin work on the contract until you receive this

Group Travel Contracts

Follow the same steps for enrolling any faculty-designed contract.

Note: Group travel contracts often require advance down payments for travel arrangements, which are separate from contract tuition.

Group Weekend Seminar, Summer Seminar or Modified Weekend Contracts

Group contracts are announced in the EXD Newsletter, EXD Extra and by on-line (e-mail) messages. Students are notified about upcoming group contracts several months before the contract is actually offered.

Usually EXD will start a list of interested students for each group contract. Call the EXD office and request that your name be put on the "interested" list for a particular group contract. When the contract is ready for distribution and enrollment, a copy will be sent to all students on the list. Students wishing to enroll the contract will immediately return the contract with tuition. These are offered on a "first-come, first-served" basis. Enrollment is usually limited to about 20 students in each seminar.

Completing the Contract

(same for student-designed and faculty-designed contracts)

After you receive the “get started” letter from EXD, contact the faculty contract director. It is your responsibility to make this contact. Begin work on the contract and stay in touch with the contract director. Communication with the faculty member is your responsibility!

Complete your assignments and submit them to the contract director. (Do not mail assignments to the EXD office. This will only delay your contract director’s receiving your work.)

The contract director will send your final grade to the EXD office once you have completed all requirements for the study. EXD will post your grade to your worksheet and mail you an updated curriculum worksheet. Allow a minimum of three weeks for this process. The Records Office will send you a copy of your computerized grade report at the end of the semester in which you complete the contract.

Academic Grievance

No mechanism exists for the EXD Program to intervene on a student’s behalf involving the grading or evaluation of completed work in a learning contract. Oftentimes, students can work out problematic issues by communicating with the contract director.

The EXD Program can only intervene when a student files a formal student grievance about the FINAL grade assigned for the course/contract. Students must follow the instructions for filing a formal grievance, which are outlined in Appendix D of the UA Faculty Handbook, which is available on the University of Alabama’s web site (<http://www.ua.edu/>).

EXD Academic Year

The EXD academic year runs from September 1 until August 31 of each year. That means all EXD students must have their yearly contract requirement completed by August 31st of each year.

Time Management and Contract Completion

Try to keep something going at all times! There may be times you may only be able to complete one learning contract during an academic year, but we strongly suggest that all EXD students try to keep at least two learning contracts going at one time. You’ll go twice as fast in the program!

Maximize your idle time while awaiting a response from one contract by completing assignments for a second contract. Since you can enroll contracts anytime during the semester, another strategy might be to pick up a second contract after you see how things are going with your first enrollment.

Hint: Speed up the completion time for learning contracts by sending a self-addressed stamped return envelope for your graded materials.

As you complete your contracts **don’t procrastinate and sabotage yourself**. You may tell yourself that you’ll feel like working on your contract later or that you work best under pressure. Life happens and so do distractions. Keep them to a minimum and stay on track. Learn to say “no” to extra commitments on your time.

We like to keep our contract directors happy. Remember, contract directors do not receive payment for directing your contract until you finish it. Strive for a timely completion of your contract so we may pay your contract director in a timely manner.

EXD Writing Skills and Strategies Contract

All EXD students are required to complete the *EXD Writing Skills and Strategies* contract within six months of attending their orientation (*Foundations of Adult Learning*) seminar.

Is it possible to fail a contract?

Yes, although contract learning does espouse creativity and flexibility, you will be graded in the same manner as anyone else completing coursework at The University of Alabama. If you have gotten stuck or are having trouble completing a contract, contact the contract director and try to get back on track. If you find that you cannot get moving on the contract, are having trouble with the content of the course or have lost interest in the course, drop or withdraw from it.

Just as with any University of Alabama student, you are eligible to receive a failing grade for poor quality work or for failing to submit your course assignments.

Writing Style Guides

Many contract directors prefer that students use a particular writing guide or citation guide for work completed in a particular academic discipline. Always check with your contract directors to see which style guide they prefer.

Some of these writing guides may include the following:

- APA Manual (*Publication Manual for the American Psychological Association*)
- MLA Guide (*Modern Language Association Handbook for Writers of Research Papers*)
- Turabian Guide (*A Manual for Writers of Term Papers*)

Academic Misconduct

According to the University of Alabama Faculty Handbook, “academic misconduct by students includes all acts of dishonesty in any academically-related matter and knowing or intentionally helping or attempting to help, or to conspire to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity:

- Cheating - using unauthorized materials, information, study aids or computer related information.
- Plagiarism - representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one’s own.
- Fabrication - presenting as genuine any invented or falsified citation or material.
- Misrepresentation - falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

If there exists reasonable cause to believe a student has engaged in an act of academic misconduct, the EXD Program shall report the matter to the A&S divisional academic conduct monitor. EXD will take no other action until a decision has been reached by the monitor or the dean. A copy of the full academic misconduct policy is available at <http://www.ua.edu/academic/facsen/handbook/append-html>

Disability Accommodations

Procedures and services for students with learning and physical disabilities now are standardized through the Office of Disability Services (ODS 101/11 Osband Hall, 205-348-4285), a unit within the Center for Teaching and Learning. If you are seeking accommodations because of a disability, you must contact the Office of Disability Services at The University of Alabama, PRIOR to enrolling in any learning contract.

THE CONTRACT TRIAD:

STUDENT, FACULTY AND EXD PROGRAM ROLES

The student, contract director and EXD Program all work together during the contract completion process, but who is responsible for what?

Student

Proposes or writes a learning contract and develops a schedule for completing the contract. The student must commit to the study and ask for a completion extension, if needed. It is the student's responsibility to stay in contact with the contract director and to seek assistance when needed.

Faculty Contract Director

Ensures the academic quality of the contract. The contract director reviews the contract and offers assistance in developing the contract. He or she may recommend additional resources for the contract and should be available as an information resource for the student while the contract is being completed. The contract director evaluates the student's work and reports the final grade to the EXD office.

EXD Program

Reviews and approves contract proposals and locates a faculty member to direct the contract. The EXD Program is responsible for linking the student and contract director together. EXD will process the grade for the contract by sending the student an updated program worksheet and reporting the grade to the University Records Office. The contract director is paid after the student completes the contract.

BIBLIOGRAPHY

- Bloom, Benjamin, editor. *Taxonomy of Educational Objectives*. New York: David McKay Co., 1956.
- Bloom, Benjamin, editor. *Taxonomy of Educational Objectives: Cognitive Domain*. Reading, MA, Longman Publishers/Addison Wesley Publishers, 1989.
- Boak, George. *A Complete Guide to Learning Contracts*. Brookfield, UT: Gower Publishing Co., 1998.
- Knowles, Malcolm, *The Adult Learner: A Neglected Species*, 4th edition. Houston: Gulf Professional Publishers, 1990.
- Knowles, Malcolm, *Using Learning Contracts: Practical Approaches to Individualized and Structured Learning*. San Francisco: Jossey Bass, 1986.
- Kolb, David. *The Learning Style Inventory*, Version 3. Boston: Hay Resources, 1999.
- LeGrow, Maryanne, "Using Bloom's Taxonomy to Help Define College Level Learning," *Journal of Continuing Higher Education*, 49, Winter 2001, 47-50.
- Paul, Richard, and Linda Elder. *A Miniature Guide for Students on How to Study and Learn a Discipline Using Critical Thinking Concepts and Tools*, Dillon Beach, CA: Foundation for Critical Thinking, 2001.
- Stanton, Timothy, and Kamil Ali. *The Experienced Hand: Student Manual for Making the Most of an Internship*, 2nd ed. Cranston, RI: Carroll Press, 1987.
- Sweitzer, H. Frederick, and Mary King. *The Successful Internship: Transformation and Empowerment*. Pacific Grove, CA: Brooks/Cole, 1999.
- The University of Alabama Faculty Handbook*,
<http://www.ua.edu/academic/facsen/handbook/append.html>
- The University of Alabama Institution Review Board*,
<http://www.cba.ua.edu/dept/irb/index.htm>
- The University of Alabama, University Libraries, Universal Borrowing Information*,
<http://www.lib.ua.edu/resources/univborr.shtml>

APPENDIX

Appendices

- A. Instructions for Accessing UA's on-line library catalog
- B. Instructions for Universal Borrowing System
- C. Annotated Bibliography Guide
- D. Contract Drop form
- E. Blank Contract

Examples of student designed contracts:

- F. Alabama Corps of Cadets 1 hr
- G. Chinese Culture 3 hrs.
- H. Crime Prevention 3 hrs.
- I. Italian Culture 5 hrs.
- J. Alabama Taxation 12 hrs.
- K. Child Life Internship 15 hrs.

APPENDIX A

OBTAINING UA LIBRARY RESOURCES AT A DISTANCE

Obtaining Printed Materials

Obtain **books** from UA - University Libraries, including the Health Sciences Library, will ship books free of charge, but the student must pay return postage.

Obtain **articles** from UA - Articles will be mailed or faxed free of charge. The Health Science Library charges a \$3.00 flat fee for mailing or faxing articles.

Using other libraries for books and articles - Through a reciprocal borrowing agreement, students with a valid UA ID may borrow from any of the following institutions: Stillman College, University of Montevallo, Huntington College, Judson College, Miles College, Shelton State Community College, Auburn University, Beville State Junior College, University of West Alabama (Livingston), Selma University, UAH, UAB, and Alabama A&M.

Obtain articles from the University Libraries Interlibrary Loan Department - you may request a copy of an article, not available at the UA, by using the electronic request form on the UA Libraries homepage. The Health Sciences Library charges a \$10.00 fee for this service.

Obtaining Information Electronically

Connect through the Alabama Virtual Library (AVL) - Contact your local public library to obtain a library card that will enable you to connect to the 25 databases in the Alabama Virtual Library. This free resource is available to Alabama residents only.

Connect to the libraries' catalog and other databases from the UA Libraries' home page www.lib.ua.edu - It is possible to log onto databases from the UA Libraries homepage. You will be asked to enter your student number and your last name.

Connect through the bama server - It is possible to log onto the Libraries' catalog and databases through the bama server at UA. Your connection to the bama server, however, will entail a long distance phone charge. Call Seebeck Computer Help Desk (205-348-2435) for configuring modems to connect to the bama server. You may also look at the printed instruction on their web site at <http://bama.ua.edu/~helpdesk/internet/index.shtml>

If you have questions about these resources, please call Betty Bryce at 205-348-3913 or 877-479-2121 or e-mail her at bbryce@bama.ua.edu

APPENDIX B

UNIVERSAL BORROWING FROM ALABAMA LIBRARIES

What is Universal Borrowing?

Universal Borrowing is a service offered by several Alabama academic libraries. Users from any participating library can borrow materials from the other library, either on-site with a photo ID or by requesting the items through their library catalog.

What is ALLIES?

ALLIES stands for "Alabama Libraries Exchange Service," which is the group of libraries participating in universal borrowing. The current members of ALLIES are:

Auburn University
Auburn University at Montgomery
Jacksonville State University
University of Alabama
University of Alabama at Birmingham (Sterne Library only)

What does this mean for you?

If you don't find the book you need in the University Libraries' catalog, you can click on the "Other Libraries" button at the top of the screen and search the library catalogs of the other ALLIES members. If you find the book in another library's catalog you can use the "Holds/Recalls/Requests" button to request that the book be sent here (The University of Alabama). When it arrives, it will be placed on hold for you at the Gorgas Library. This means you have access to all the books in the libraries at all five campuses.

If you visit one of the other schools, you can check out books from their library while you are there. Just take a book to their circulation desk and show them your photo ID.

Details, please.

- Circulating books only. (Not journals, reference books, reserve materials, etc)
- Total numbers of books you can borrow through ALLIES is 100. (Not including books you check out in the usual manner at The University of Alabama.)
- You can keep the books for 28 days or until the end of the semester, whichever comes first.
- You can renew the books one time. Use the electronic renewal feature of the library catalog. (Click on "Your Library Account" and follow the instructions on the screen.)

For more information consult a reference librarian at any of the libraries.

(<http://www.lib.ua.edu/resources/univborr.shtml>)

APPENDIX C

ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a list of citations to books, articles, and documents, each followed by a brief annotation. An annotation is a descriptive and evaluative paragraph or series of paragraphs. The purpose of the annotation is to inform the reader of the accuracy and quality of the sources cited, as well as their usefulness to the topic under study.

An annotation should be a very concise summary of the central theme and scope of the book or article. Include one or more sentences that address the following concerns; (1) a summary of the theme and main points, (2) an evaluation of the authority or background of the author, (3) a comment on the intended audience of the book or article, and (4) an explanation of the ways in which this work does or does not add valuable information to your research topic.

Always check with your contract director for guidance in his or her personal preferences for annotation formats. Most contract directors will ask for a one-paragraph citation (see sample on following page), while others prefer a two-paragraph format (see example below). Some contract directors may ask that your annotations fill a full page each.

Example 1: The following shows a two paragraph annotation in which the first paragraph summaries the article and the second paragraph evaluates the usefulness to the topic under study.

Rosen, Jeffrey. "The end of obscenity." *The New Republic* July 1996: 6-7.

In this article, Rosen talks about the Internet and the overturn of the Communications Decency Act. He believes the Philadelphia judges who overturned this Act deserve credit for enumerating the possibility of one person corrupting cyberspace with obscenities, but that they did not take into account that the public are the ones who decipher what is considered to be obscenity.

This article appears in a professional publication that targets readers concerned with law and the government, and Rosen's well-reasoned argument will appeal to educated readers. The article is useful to this research because it deals with language on the Internet and the censorship of it.

Example 2: The following shows the first page of an annotated bibliography that is comprised of one paragraph annotations.

Alcohol Use and Abuse in the United States

Bazeghi-Bone, S. 1997. "The use of Alaskan Native adolescents' alcohol-related expectancies as a determinant for alcohol consumption, alcohol abuse, and drinking-related behavior." *Masters Abstracts* 35(6):1661.

This crosscultural study examined the relationship between adolescent Native Alaskans' alcohol-related expectancies and alcohol consumption, alcohol abuse, and drinking-related behavior. The study compared adolescents with a high incidence of drinking sessions with those with a low incidence of such sessions. The results indicated that adolescents with a high incidence of drinking sessions held expectancies that alcohol produced global transformations, increased social behavior, increased arousal, and reduced tension. Implications indicate that professionals should address adolescents' expectancies.

Conger, R.D., and Reuter, M.A. 1996. "Siblings, parents, and peers: A longitudinal study of social influences in adolescent risk for alcohol use and abuse." *Advances in Applied Developmental Psychology* 10:1-30.

This 4-year study of 371 families emphasized the need to better understand what predisposes an adolescent to use alcohol and focused specifically on the factors that increase an adolescent's probability of associating with antisocial peers. The study proposed a social process model of adolescent drinking behavior that focuses on factors within the family that promote deviant peer relations and addresses the role of siblings in family risk factors. The study found that there are important connections among sibling, parent, and target adolescent drinking behaviors.

Ellickson, P.L. et al. 1996. "Teenagers and alcohol misuse in the United States: By any definition, it's a big problem. Health Sciences Program Reprint Series 96-55D." *Addiction* 91(10):1489-1503.

This article is based on a research report that examined the prevalence and demographic predictors of teenage drinking in a sample of 4,390 high school seniors and dropouts. Research findings indicated that nearly 70 percent of the teenagers exhibited some form of alcohol abuse in their senior year of high school, two-thirds engaged in high-risk drinking, and more than half experienced one or more alcohol-related problems. The results of the study underscore the need to include different forms of alcohol misuse in prevention programs.

Grube, J.W., and Voas, R.B. 1996. Predicting underage drinking and driving behaviors. *Addiction* 91(12):1843- 1857.

A social psychological model of underage driving under the influence (DUI) and riding with drinking drivers (RWDD) was tested with data from a telephone survey of 16- to 20-year-old drivers. Consistent with the model, the survey indicated that DUI and RWDD were primarily predicted by drinking, expectancies regarding the physical risks of DUI, beliefs about the extent to which friends would disapprove of DUI, and beliefs about the ease or difficulty of avoiding DUI and RWDD.

Hays, R.D., and Ellickson, P.L. 1996. What is adolescent alcohol misuse in the United States according to the experts? Health Sciences Program Reprint Series 96-35D. *Alcohol and Alcoholism* 31(3): 297-303.

In a study designed to clarify what constitutes alcohol misuse among U.S. youth, a self-administered questionnaire eliciting opinions on cutoff points was given to adolescents. The results were sent to 10 alcohol research and treatment experts for their assessment of frequency and quantity of alcohol use, high-risk drinking, and negative consequences. The results reveal a difference in opinion concerning the indicators of alcohol misuse and recommended cutoff points.

Holder, H.D., Saltz, R.F., Treno, A.J., Grube, J.W. et al. 1997. "Evaluation design for a community prevention trial: An environmental approach to reduce alcohol-involved trauma." *Evaluation Review* 21(2): 140-165.

This article describes the evaluation approach used in the Community Prevention Trial, a 5-year effort to reduce alcohol-involved injuries and death through a comprehensive program of community awareness and policy activities. Three experimental communities and matched comparison communities were studied. The project implemented and evaluated community-based activities in five areas: community knowledge, values, and mobilization; responsible beverage service; underage drinking; risk of drinking and driving; and access to alcohol.

Klepp, K., Schmid, L.A., and Murray, D.M. 1996. "Effects of the increased minimum drinking age law on drinking and driving behavior among adolescents." *Addiction Research* 4(3): 237-244.

The authors assessed the effect of the 1986 increase in the minimum legal drinking age in Minnesota from age 19 to 21 by comparing the self-reported drinking and driving behaviors of two consecutive-year cohorts. Telephone survey data collected in 1987-88 revealed that, in 1987, large proportions of subjects reported having driven after drinking between one and five drinks during the previous 3 months. Controlling for age by comparing the responses of the older cohort in 1987 with the responses of the younger cohort in 1988, the data indicate that the increased minimum legal drinking age led to a 10-percent lower prevalence of drinking and driving in the younger cohort.

APPENDIX D

EXD LEARNING CONTRACT DROP FORM

Applies to contracts enrolled Spring 2002 and beyond

Date _____

Student _____ SS# _____ EXD Advisor _____

Address _____ DAYTIME PHON () _____

City, State _____ E-mail _____

Students may drop contracts after they have been enrolled. The following conditions apply to dropped contracts:

1. All EXD students are required to complete a learning contract within one year of the contract's enrollment date, unless the contract specifies and different completion time.
2. A student may withdraw from a learning contract within 30 days and receive a full tuition refund and not be subject to academic penalty.
3. A student may withdraw from a learning contract WITHIN two-thirds (2/3) of the contract completion time without academic penalty. No tuition will be refunded if the drop occurs after 30 days of enrollment.
4. A student may not withdraw from a learning contract AFTER two-thirds (2/3) of the contract completion time.
5. The "EXD Writing Skills and Strategies" and "Basic College Writing" contracts may not be withdrawn and are excluded from this policy.

We suggest that you discuss problems you might be having with your contract with you Contract Director. Quite often, perceived problems are eliminated with good communications.

To drop contract, fill in the information below:

I wish to withdraw from the following EXD learning contract(s):

Contract _____ Contract _____

Contract Director _____ Contract Director _____

Enrolled during the _____, _____ semester. Enrolled during the _____, _____ semester.
(semester) (year) (semester) (year)

Student Signature _____ Date _____

OFFICE USE ONLY

Approved:

Advisor Date

EXD Director Date

APPENDIX E
Blank Contract Form

The University of Alabama
External Degree Program
Contract For Out-Of-Class Learning

Martha Parham West • Box 870182, Tuscaloosa, AL 35487-0182 • 205-348-6000 • info@exd.ccs.ua.edu

Student Name _____

Student Social Security Number _____

Depth Study (Major) _____

Title of the Contract _____

1

Proposed Beginning Date _____ Proposed Completion Date _____

This contract will be applicable to which area of your curriculum worksheet? _____

Purpose: Describe the overall educational purpose of this contract in one or two sentences. What **skill or competency** are you seeking to develop?

2

3 Student Mailing Address

Daytime Area Code & Phone # _____

Email Address _____

4 _____ Number of Semester Hours Proposed
_____ Check if Pass/Fail (Contract may not be later changed to a letter grade)

5 I propose that this learning experience is worthy of academic credit.

Student Signature _____ Date

Faculty/Contract Director Signature _____ Date

This experience is applicable to the student's academic program.

EXD Advisor Signature _____ Date

For External Degree Office Only

6 Name & Address of Faculty/Contract Director

A/C & Phone # _____

Email Address _____

Course Number _____ Semester Hours _____

Date Completed _____ Final Grade _____

Semester Enrolled _____

Final Approval - EXD Dir. _____

7 Learning Objectives

Learning Objectives: What learning do you propose for this experience? What knowledge, understanding, skill or value is sought? Learning objectives should be formulated as detailed, complete learning statements.

Faculty/Contract Director's Comments

8 Methodology

Methodology: How do you propose to acquire this learning? What tasks, projects, experiences, and/or exercises will you do? What schedule do you propose to use in communicating with the Contract Director? How will you communicate, i.e., by telephone, letters, email, meetings, etc.?

Faculty/Contract Director's Comments

9 Resources

Resources: Please supply the beginning bibliography that will be used. You should list at least five beginning resources. All publications must be accompanied with complete bibliographic information. Identify, with complete information, other resources that will be used (people, places, things).

Faculty/Contract Director's Comments

10 Evaluation

Evaluation: What evidence will you show to demonstrate the learning of **each** leaning objective.

Some possible forms of evaluation include:
A major research paper, a series of essays or reports, telephone conferences, oral presentations, audio-visual presentations.

All written work must be typewritten.

Faculty/Contract Director's Comments

11 Evaluation

Note to Faculty/Contract Directory: Please complete this portion of the contract in assigning a grade to the student. As you know, the critical element is the extent to which the student demonstrated achievement of the contract's learning goals: in other words, how well did the student's performance on the evaluation component meet the contract's goals and objectives? Of course, each faculty/contract director forms opinions about levels of student achievement based upon his or her own professional preparation and teaching experience.

Some positive/negative experiences of this contract were:

12 Grade Report

Please return the entire contract to the External Degree Program Office

Graded Basis: _____ has earned _____ hours of credit
(student name)
with a **letter** grade of _____ for this out-of-class learning contract.

***Pass/Fail Option:** _____ has earned _____ hours of
(student name)
credit by _____ this out-of-class learning contract.
(passing/failing)

**Use only if student has checked the pass/fail option on the front of the contract form (see section #4). Contracts enrolled as Pass/fail may not be changed to a letter grade.*

Signature of Faculty/Contract Director

Date

APPENDIX F

The University of Alabama External Degree Program Contract For Out-Of-Class Learning

Martha Parham West • Box 870182, Tuscaloosa, AL 35487-0182 • 205-348-6000 • info@exd.ccs.ua.edu

Student Name _____

Student Social Security Number _____

Depth Study (Major) _____

1 Title of the Contract **ALABAMA CORPS OF CADETS:**
University Military Service in The Civil War

Proposed Beginning Date _____ Proposed Completion Date _____

This contract will be applicable to which
area of your curriculum worksheet? Social Sciences

Purpose: Describe the overall educational purpose of this contract in one or two sentences.
What **skill or competency** are you seeking to develop?

2 To learn more about Alabama history, the confederacy and the UA Corps of cadets.

3 Student Mailing Address

Daytime Area Code & Phone #

Email Address

5 I propose that this learning experience is
worthy of academic credit.

Student Signature Date

Faculty/Contract Director Signature Date

*This experience is applicable to the
student's academic program.*

4 1 Number of Semester Hours Proposed

Check if Pass/Fail (Contract may not be
later changed to a letter grade)

EXD Advisor Signature Date

For External Degree Office Only

6 Name & Address of Faculty/Contract Director

A/C & Phone # _____

Email Address _____

Course Number _____ Semester Hours _____

Date Completed _____ Final Grade _____

Semester Enrolled _____

Final Approval - EXD Dir. _____

7 Learning Objectives

Learning Objectives: What **learning** do you propose for this experience? What knowledge, understanding, skill or value is sought? Learning objectives should be formulated as detailed, complete learning statements.

1. Learn more about Alabama history, specifically, the histories of University of Alabama students who served in The Civil War.
2. Investigate the Civil War-time experiences and unit histories of the 900 University of Alabama alumni and Corps of Cadets.
3. Obtain knowledge about the Union siege of Spanish Fort, located on Alabama's Mobile Bay, and to develop a better appreciation of the confederate fort's defenders.
4. Gain an understanding of *The Denbigh*, a confederate blockade runner of the C.S.N. (Confederates States Navy), in order to determine its role in The Civil War.

Faculty/Contract Director's Comments

8 Methodology

Methodology: How do you propose to acquire this learning? What tasks, projects, experiences, and/or exercises will you do? What schedule do you propose to use in communicating with the Contract Director? How will you communicate, i.e., by telephone, letters, email, meetings, etc.?

Attendance at the 7th Annual John Caldwell Calhoun Sanders Lecture Series to be held at the University of Alabama campus, March 22, 2003.

(Preliminary information attached.)

Completion of assigned readings, which will include books, internet articles and journal articles.

Preparation of journal of lecture series and assigned paper.

Faculty/Contract Director's Comments

9 Resources

Resources: Please supply the beginning bibliography that will be used. You should list at least five beginning resources. All publications must be accompanied with complete bibliographic information. Identify, with complete information, other resources that will be used (people, places, things).

Lecture Series Contract Director

Univ. of Alabama Museum of Natural History wartime artifacts exhibit

Books, articles and internet sites, which will be agreed upon by the student and instructor. These resources will include books, journal articles and on-line internet sites.

Beginning Bibliography:

The Alabama Review (specific volumes to be determined)

Narrative of A Blockade Runner, John Wilkinson, 1984.

Rosenburg, R.B., "Alabama", *Journal of Confederate History*, vol. 10, 1994.

<http://www.alabamamoments.state.al.ua./sec10.html>

"The Intrepid Sanders", *Alabama Heritage*, Summer, 1997, #45.

The Denbigh Project of Texas A&M University

American Civil War Timeline of 1865,
http://www.geocities.com/ccsw_civilwar/TL1865.htm

Faculty/Contract Director's Comments

10 Evaluation

Evaluation: What evidence will you show to demonstrate the learning of **each** learning objective.

Journal summary of lecture series.

Paper, 10-15 pages in length, about specific topics pertaining to lecture.

Topic will be assigned by Contract Director after student attends lecture.

Photos and/or drawings of Civil War artifacts which are on display at Alabama Museum of Natural History.

Some possible forms of evaluation include:

A major research paper, a series of essays or reports, telephone conferences, oral presentations, audio-visual presentations.

All written work must be typewritten.

Faculty/Contract Director's Comments

11 Evaluation

Note to Faculty/Contract Directory: Please complete this portion of the contract in assigning a grade to the student. As you know, the critical element is the extent to which the student demonstrated achievement of the contract's learning goals: in other words, how well did the student's performance on the evaluation component meet the contract's goals and objectives.? Of course, each faculty/contract director forms opinions about levels of student achievement based upon his or her own professional preparation and teaching experience.

Some positive/negative experiences of this contract were:

12 Grade Report

Please return the entire contract to the External Degree Program Office

Graded Basis: _____ has earned _____ hours of credit
(student name)

with a **letter** grade of _____ for this out-of-class learning contract.

***Pass/Fail Option:** _____ has earned _____ hours of
(student name)

credit by _____ this out-of-class learning contract.
(passing/failing)

**Use only if student has checked the pass/fail option on the front of the contract form (see section #4). Contracts enrolled as Pass/fail may not be changed to a letter grade.*

Signature of Faculty/Contract Director

Date

APPENDIX G

The University of Alabama
External Degree Program
Contract For Out-Of-Class Learning

Martha Parham West • Box 870182, Tuscaloosa, AL 35487-0182 • 205-348-6000 • info@exd.ccs.ua.edu

Student Name _____

Student Social Security Number _____

Depth Study (Major) _____

Title of the Contract

1

Introduction to Chinese Culture

Proposed Beginning Date _____ Proposed Completion Date _____

This contract will be applicable to which area of your curriculum worksheet? Humanities

Purpose: Describe the overall educational purpose of this contract in one or two sentences. What **skill or competency** are you seeking to develop?

2

3

Student Mailing Address

Daytime Area Code & Phone #

Email Address

4

3 Number of Semester Hours Proposed
____ Check if Pass/Fail (Contract may not be later changed to a letter grade)

5

I propose that this learning experience is worthy of academic credit.

Student Signature Date

Faculty/Contract Director Signature Date

This experience is applicable to the student's academic program.

EXD Advisor Signature Date

For External Degree Office Only

6

Name & Address of Faculty/Contract Director

A/C & Phone # _____

Email Address _____

Course Number _____ Semester Hours _____

Date Completed _____ Final Grade _____

Semester Enrolled _____

Final Approval - EXD Dir. _____

7 Learning Objectives

Learning Objectives: What learning do you propose for this experience? What knowledge, understanding, skill or value is sought? Learning objectives should be formulated as detailed, complete learning statements.

To increase my knowledge of the history, geography and culture of the People's Republic of China.

Specifically, I will be able to:

Trace the sequence of significant historical and cultural events from China's early dynasties through modern times.

Identify the main geographic features of the various regions of China.

Develop a deeper appreciation of Chinese music, dance and dramatic arts.

Compare and contrast the customs and lifestyles of "typical" Chinese citizens of the various regions within China with each other and with their American counterparts.

Assess the current political climate of The People's Republic of China.

8 Methodology

Methodology: How do you propose to acquire this learning? What tasks, projects, experiences, and/or exercises will you do? What schedule do you propose to use in communicating with the Contract Director? How will you communicate, i.e., by telephone, letters, email, meetings, etc.?

Read selected books, periodicals and publications on the history and culture of the People's Republic of China. Student will also utilize Internet sites.

Take an 8 - day tour and visit the following cities: Shanghai, Beijing, and Hangzhou. Itinerary attached.

Visit as many historical and cultural places of interest as possible, including monuments, archaeological sites, museums, palaces, tombs, etc.

Observe modern Chinese industry by touring pottery, paper cutting and silk weaving factories and a tractor plant.

Observe the lifestyles of "typical" people throughout China - try to visit residential areas, a "people's" commune and a kindergarten.

Faculty/Contract Director's Comments

Faculty/Contract Director's Comments

9 Resources

Resources: Please supply the beginning bibliography that will be used. You should list at least five beginning resources. All publications must be accompanied with complete bibliographic information. Identify, with complete information, other resources that will be used (people, places, things).

Contract Director

Mr. Ben Wong (San Francisco) tour organizer

Chinese tour guide - provided by the Chinese International Travel Service

People of China, whenever contact and conversation is possible.

Beginning Bibliography:

Carolina and Elvina, Mark, *Cultural Atlas of China*, New York: Facts on File, Inc. 1998.

Shouji, Bai, *An Outline History of China, Beijing*, Foreign Language Press, 2002.

Spence, Jonathan, *The Search for Modern China*, Norton and Co, 2001

Note: Complete bibliography will be provided at completion of project.

MLA Writing Style Manual

Faculty/Contract Director's Comments

10 Evaluation

Evaluation: What evidence will you show to demonstrate the learning of **each** leaning objective.

Daily Journal (with photographs) recording my observations, reactions and feeling of the trip. The journal will focus on the topics listed under goals and objectives.

Annotated bibliography of each book, internet site and article read. Each annotation will include two paragraphs. The first, an objective summary of the reading; the second my opinion of the reading and its application or value to my learning experience.

Research paper, 20-25 pages. Title: "An Analysis of the Role of China in the Modern World." Paper will be structured according to the MLA Style Guide.

An outline for an informal talk and slide presentation, which I can use with civic or community groups in my area.

Some possible forms of evaluation include:
A major research paper, a series of essays or reports, telephone conferences, oral presentations, audio-visual presentations.

All written work must be typewritten.

Faculty/Contract Director's Comments

11 Evaluation

Note to Faculty/Contract Directory: Please complete this portion of the contract in assigning a grade to the student. As you know, the critical element is the extent to which the student demonstrated achievement of the contract's learning goals: in other words, how well did the student's performance on the evaluation component meet the contract's goals and objectives.? Of course, each faculty/contract director forms opinions about levels of student achievement based upon his or her own professional preparation and teaching experience.

Some positive/negative experiences of this contract were:

12 Grade Report

Please return the entire contract to the External Degree Program Office

Graded Basis: _____ has earned _____ hours of credit
(student name)

with a **letter** grade of _____ for this out-of-class learning contract.

***Pass/Fail Option:** _____ has earned _____ hours of
(student name)

credit by _____ this out-of-class learning contract.
(passing/failing)

**Use only if student has checked the pass/fail option on the front of the contract form (see section #4). Contracts enrolled as Pass/fail may not be changed to a letter grade.*

Signature of Faculty/Contract Director

Date

APPENDIX H

The University of Alabama External Degree Program Contract For Out-Of-Class Learning

Martha Parham West • Box 870182, Tuscaloosa, AL 35487-0182 • 205-348-6000 • info@exd.ccs.ua.edu

Student Name _____

Student Social Security Number _____

Depth Study (Major) _____

Title of the Contract

1 _____ *Crime Prevention in Alabama Law Enforcement - Planning and Research* _____

Proposed Beginning Date _____ Proposed Completion Date _____

This contract will be applicable to which area of your curriculum worksheet? _____ Human Service Depth Study _____

Purpose: Describe the overall educational purpose of this contract in one or two sentences. What **skill or competency** are you seeking to develop?

2 _____ *Develop a crime prevention certification program for Alabama crime prevention officers. This phase of the process will include interviews with current crime prevention officers, criminal justice educators and related readings and research.* _____

3 Student Mailing Address

Daytime Area Code & Phone #

Email Address

4 3 Number of Semester Hours Proposed
_____ Check if Pass/Fail (Contract may not
_____ be later changed to a letter grade)

5 I propose that this learning experience is worthy of academic credit.

Student Signature Date

Faculty/Contract Director Signature Date

This experience is applicable to the student's academic program.

EXD Advisor Signature Date

For External Degree Office Only

6 Name & Address of Faculty/Contract Director

A/C & Phone # _____

Email Address _____

Course Number _____ Semester Hours _____

Date Completed _____ Final Grade _____

Semester Enrolled _____

Final Approval - EXD Dir. _____

7 Learning Objectives

Learning Objectives: What **learning** do you propose for this experience? What knowledge, understanding, skill or value is sought? Learning objectives should be formulated as detailed, complete learning statements.

To survey current crime prevention practices in Alabama.

To research the theory behind the current crime prevention practices in Alabama.

To examine how current practices in Alabama compare with crime prevention practices in other states.

8 Methodology

Methodology: How do you propose to acquire this learning? What tasks, projects, experiences, and/or exercises will you do? What schedule do you propose to use in communicating with the Contract Director? How will you communicate, i.e., by telephone, letters, email, meetings, etc.?

Conduct interviews with current crime prevention officers in Alabama.

Research current manuals for the state of Alabama.

Conduct library research to determine the theory behind the current crime prevention practices.

Research current crime prevention practices in other states.

These states will include:

Florida, Pennsylvania and Ohio.

Contact the International Society of Crime Prevention Council.

Main communication with Contract Director.

Faculty/Contract Director's Comments

Faculty/Contract Director's Comments

9 Resources

Resources: Please supply the beginning bibliography that will be used. You should list at least five beginning resources. All publications must be accompanied with complete bibliographic information. Identify, with complete information, other resources that will be used (people, places, things).

150 Tested Strategies to Prevent Crime: From Small Cities, Counties and Rural Communities. National Crime Prevention Council, Washington, DC.

Harrison, Blake. "Sharing Criminal Records:" *State Legislatures*, February 2003. vol. 29.2

Stenson Kevin, and Sullivan, Robert R. *Crime, Risk and Justice; The Politics of Crime Control in Liberal Democracies.* Cullompton. Willan, 2001.

Other suggested readings and resources suggested by the Contract Director.

Linda Writght, Director, Alabama Crime Prevention Network, Montgomery, AL

Dr. Ralph Ioimo, Auburn University at Montgomery.

Faculty/Contract Director's Comments

10 Evaluation

Evaluation: What evidence will you show to demonstrate the learning of **each** leaning objective.

Annotated Bibliography of readings and resources (approximately 20 sources).

15-20 page research paper analyzing and evaluating the current crime prevention practices in Alaabama and the theory behind those practices.

Journal of activities.

Some possible forms of evaluation include: A major research paper, a series of essays or reports, telephone conferences, oral presentations, audio-visual presentations.

All written work must be typewritten.

Faculty/Contract Director's Comments

11 Evaluation

Note to Faculty/Contract Directory: Please complete this portion of the contract in assigning a grade to the student. As you know, the critical element is the extent to which the student demonstrated achievement of the contract's learning goals: in other words, how well did the student's performance on the evaluation component meet the contract's goals and objectives.? Of course, each faculty/contract director forms opinions about levels of student achievement based upon his or her own professional preparation and teaching experience.

Some positive/negative experiences of this contract were:

12 Grade Report

Please return the entire contract to the External Degree Program Office

Graded Basis: _____ has earned _____ hours of credit
(student name)
with a **letter** grade of _____ for this out-of-class learning contract.

***Pass/Fail Option:** _____ has earned _____ hours of
(student name)
credit by _____ this out-of-class learning contract.
(passing/failing)

**Use only if student has checked the pass/fail option on the front of the contract form (see section #4). Contracts enrolled as Pass/fail may not be changed to a letter grade.*

Signature of Faculty/Contract Director

Date

APPENDIX I

The University of Alabama External Degree Program Contract For Out-Of-Class Learning

Martha Parham West • Box 870182, Tuscaloosa, AL 35487-0182 • 205-348-6000 • info@exd.ccs.ua.edu

Student Name _____

Student Social Security Number _____

Depth Study (Major) _____

Title of the Contract

1

Italian Culture and History: Past and Present

Proposed Beginning Date _____ Proposed Completion Date _____

This contract will be applicable to which
area of your curriculum worksheet?

Senior Project - part I

Purpose: Describe the overall educational purpose of this contract in one or two sentences.
What **skill or competency** are you seeking to develop?

2

Analyze the cultures of Italy to include an overview of the main cities and the various cultures associated with each main region within Italy. Research will include Italy's past history and its effect on its culture today.

3

Student Mailing Address

Daytime Area Code & Phone #

Email Address

4

5 Number of Semester Hours Proposed
____ Check if Pass/Fail (Contract may not
be later changed to a letter grade)

5

I propose that this learning experience is
worthy of academic credit.

Student Signature Date

Faculty/Contract Director Signature Date

*This experience is applicable to the
student's academic program.*

EXD Advisor Signature Date

For External Degree Office Only

6

Name & Address of Faculty/Contract Director

A/C & Phone # _____

Email Address _____

Course Number _____ Semester Hours _____

Date Completed _____ Final Grade _____

Semester Enrolled _____

Final Approval - EXD Dir. _____

7 Learning Objectives

Learning Objectives: What learning do you propose for this experience? What knowledge, understanding, skill or value is sought? Learning objectives should be formulated as detailed, complete learning statements.

Examine Italy's regional cultural diversity.

Student will compare and contrast the art, culture, architecture, history and geography of the northern and southern regions of Italy.

Student will strive to understand and identify the differences within the Italian culture, i.e., differences between northern and southern Italy.

Differentiate and describe the various cities and regions within Italy.

**Northern: Veneto, Venice,
Lombardy, Milan**

**Central: Tuscany, Florence, Latium,
Rome, The Vatican**

**Southern: Apulia, Bari, Campania,
Naples, Sicily**

Identify and evaluate the main historical events that had a major impact in shaping Italy's current culture.

8 Methodology

Methodology: How do you propose to acquire this learning? What tasks, projects, experiences, and/or exercises will you do? What schedule do you propose to use in communicating with the Contract Director? How will you communicate, i.e., by telephone, letters, email, meetings, etc.?

Utilize printed, human, and electronic references (see reference section of contract) to:

Create a variety of comprehensive maps of Italy, based on research including:

Geography

Population

Trade Routes

Historical Routes of Passage

Terrain

Compare and contrast the cultural aspects of each region in a thorough research paper by utilizing available resources (library, internet, wife's Italian family) to learn the various facets of Italian culture.

Personal interviews with Italian family members.

Communicate monthly via e-mail with contract director.

Faculty/Contract Director's Comments

Faculty/Contract Director's Comments

9 Resources

Works Cited:

- Albertini, R. *Windows on Italy*. Istituto Geografico de Agostini.
<http://www.mi.cnr.it/WOI/deagosti/history/0welcome.html> 2003
- Barsali, Gino. *Pisa and Her Artists*. Firenze: SCALA, Istituto Fotografico Editoriale, 1977.
- Boglewood. *Italian Culture and History*, Boglewood Corp (1997-2002).
<http://www.boglewood.com>, 2003
- Cavendish, Marshall. *The Italian Renaissance*. New York: Marshal Cavendish Corp. 1989.
- Cavendish, Marshall. *The Roman World*. New York: Marshal Cavendish Corp. 1989.
- Cole, Bruce. *The Renaissance Artist at Work*. New York: Harper and Row, 1983.
- Copplestone, Trewin. *Michelangelo*. New York: Gramercy Books, 1998..
- Frank, Nicole and Hausam, Josephine Sander. *Welcome to Italy*. Wisconsin: Gareth Stevens Publishing, 2000.
- Fodor, *Exploring Rome*. 3rd ed, New York: Fodor's Travel Pubs., 2001.
- Fodor, *Italy*: New York: Fodoris Travel Publications, 2001.
- Fodor, Florence, *Tuscany and Umbria*, 5th ed., New York: Fodor's Travel Pubs, 2001.
- Fodor, *Rome*. New York: Fodor's Pubs, 2000.
- Gangi, Giuseppe, *Rome: Then and Now*. Rome: G&G Edn., 1985.
- Hawkes, Jacquetta. *The World of the Past*. New York: Knopf, Inc., 1963.
- Hibbert, Chris., Florence: *Florence: Biography of a City*: New York: Norton and Co., 1993.
- Hibbert, Chris., Venice: *Biography of a City*: New York: Norton and Co., 1989.
- Howarth, Sarah. *Renaissance Places*. Connecticut: Milbrook Press, 1992.
- Lockard, Raye Anne. *Art History and Architectural History*. Univ. Pittsburgh, 2002. http://www.library.pitt.edu/subject_guides/arthistory/.2003
- May, Randall. *Architectural History*. Univ. of North Carolina (Aug. 2001).
<http://libweb.uncc.edu/ref-arc/periods.htm> , 2003
- Mondello, Isabella. Personal Interview. 2003
- Parente, Anthony. *Italiansrus*. 2001 <http://www.italiansrus.com.2003>
- Perna, Vito. Personal interview. 2003.
- Porter, Darwin and Prince, Danforth. *Italy: The Best of the Cities and Countryside*. New York. Macmillan, 1999.
- Quennel, Marjorie. *Everyday Life in Roman and Anglo Saxon Times*. New York: Dorset Press, 1987.
- Regoli, Gigetta; Gioseffi, Decio; Mellini, Gian; and Salvini, Roberto. *Vatican Museums Rome*. Milan: Arnaldo Mondadori Editore, 1968.
- Reid, Richard. *The Book of Buildings, The Architecture of Europe and North America*. New York: Crescent Books, 1984.
- San Filippo, Michael. *Italian Language*. About Inc. 2002.
<http://italian.about.com/library/weekly/aa071900a.htm>. 2003
- Stevenson, Neil. *Architecture: The World's Greatest Buildings Explored and Explained*. New York: DK Publishing Inc. 1997.
- Tricolore Net. *Italian Art and History*. Tricolore Net.
<http://www.tricolore.net/history.htm> 2003
- Virtual Library. *Art History A-Z*. November 2002.
<http://www.chart.ac.uk/vlib/a-z-links.html> 2003
- Wallace, Robert. *The Italian Campaign*. Virginia: Time-Life Books, 1978.
- Welch, Evelyn. *Art and Society in Italy 1350-1500*. New York: Oxford University Press, 1997.
- Whiting, Roger. *Leonardo: A Portrait of the Renaissance Man*. New Jersey: Wellfleet Press, 1992.
- World Wide Web Virtual Library-Italian History Index. VL History Project. May 1999. <http://www.iue.it/lib/sissco/vl/hist-italy/index.html> 2003
- World Wide Arts Resources. *Academic Arts History*. World Wide Arts Resources, Inc.
http://worldwideartresources.com/categories/academic/arts_history/index1html.2003.
- Wright, Susan. *The Renaissance: Masterpieces of Art and Architecture*. New York: Todtori Productions Limited, 1997.

10 Evaluation

25-35 page paper on the culture of Italy.

Paper will include research and analysis on northern, central, and southern Italy. Paper will use English equivalents for regional discussions, when available.

Supplemental maps, which will be incorporated into research paper on:

Geography, population, trade routes, historical routes of passage and terrain.

Student will utilize the MLA style format for all written work.

Some possible forms of evaluation include:

A major research paper, a series of essays or reports, telephone conferences, oral presentations, audio-visual presentations.

All written work must be typewritten.

Faculty/Contract Directors Comments

11 Evaluation

Note to Faculty/Contract Directory: Please complete this portion of the contract in assigning a grade to the student. As you know, the critical element is the extent to which the student demonstrated achievement of the contract's learning goals: in other words, how well did the student's performance on the evaluation component meet the contract's goals and objectives.? Of course, each faculty/contract director forms opinions about levels of student achievement based upon his or her own professional preparation and teaching experience.

Some positive/negative experiences of this contract were:

12 Grade Report

Please return the entire contract to the External Degree Program Office

Graded Basis: _____ has earned _____ hours of credit
(student name)

with a **letter** grade of _____ for this out-of-class learning contract.

***Pass/Fail Option:** _____ has earned _____ hours of
(student name)

credit by _____ this out-of-class learning contract.
(passing/failing)

**Use only if student has checked the pass/fail option on the front of the contract form (see section #4). Contracts enrolled as Pass/fail may not be changed to a letter grade.*

Signature of Faculty/Contract Director

Date

APPENDIX J

The University of Alabama External Degree Program Contract For Out-Of-Class Learning

Martha Parham West • Box 870182, Tuscaloosa, AL 35487-0182 • 205-348-6000 • info@exd.ccs.ua.edu

Student Name _____

Student Social Security Number _____

Depth Study (Major) _____

Title of the Contract

1 _____
An Examination of Earmarking in Alabama State Taxation

Proposed Beginning Date _____ Proposed Completion Date _____

This contract will be applicable to which
area of your curriculum worksheet? _____
Senior Project

Purpose: Describe the overall educational purpose of this contract in one or two sentences.
What **skill or competency** are you seeking to develop?

2 _____
*To examine Alabama's current tax structure with regard to earmarking and possible
un-earmarking towards tax reform.*

3 Student Mailing Address

Daytime Area Code & Phone #

Email Address

4 12 Number of Semester Hours Proposed
____ Check if Pass/Fail (Contract may not
be later changed to a letter grade)

5 I propose that this learning experience is
worthy of academic credit.

Student Signature Date

Faculty/Contract Director Signature Date

*This experience is applicable to the
student's academic program.*

EXD Advisor Signature Date

For External Degree Office Only

6 Name & Address of Faculty/Contract Director

Course Number _____ Semester Hours _____

Date Completed _____ Final Grade _____

Semester Enrolled _____

A/C & Phone # _____

Email Address _____

Final Approval - EXD Dir. _____

7 Learning Objectives

Learning Objectives: What learning do you propose for this experience? What knowledge, understanding, skill or value is sought? Learning objectives should be formulated as detailed, complete learning statements.

The student will:

Examine the current tax structure in the state of Alabama.

Understand the practice of earmarking as it relates to taxation in Alabama.

Understand and explain the major tax refunds that are earmarked and how they relate to state funding needs.

Identify funding needs in the state of Alabama.

Critically assess strategies for possible un-earmarking of funds, neutral tax revenue proposals, and revenue positive positions.

Faculty/Contract Director's Comments

8 Methodology

Methodology: How do you propose to acquire this learning? What tasks, projects, experiences, and/or exercises will you do? What schedule do you propose to use in communicating with the Contract Director? How will you communicate, i.e., by telephone, letters, email, meetings, etc.?

Read and critically examine state tax documents relating to needs, current taxation standards, earmarking law, etc. Annotated Bibliography will be compiled from these readings.

Interview Alabama officials (such as Treasurer for state of Alabama, Lieutenant Governor of Alabama, Alabama's Superintendent of Education, etc.) for their insight on the current tax structure and assessment.

Review current tax projections for the state and analyze them.

Communicate with Contract director by telephone, e-mail and/or in person.

Faculty/Contract Director's Comments

9 Resources

Resources: Please supply the beginning bibliography that will be used. You should list at least five beginning resources. All publications must be accompanied with complete bibliographic information. Identify, with complete information, other resources that will be used (people, places, things).

Alabama. *Th Code of Alabama (1975), vol. 21, title 40.*

Alabama. Department of Revenue. *General Summary of Alabama Taxes, 2001.*

Alabama. Executive Budget Office. *State Taxes and Other Major Sources of Revenue and Income, 2001.*

Lieutenant Governor of Alabama, Interview by author, (date undetermined), Montgomery, AL.

The Montgomery Advertiser (Montgomery, Alabama). 1 December 21002 - 1 August 2003.

Various Alabama newspapers

The Tuscaloosa News, (Tuscaloosa, AL) 1 December 2002 - 1 August 2003.

Supertendent of Education for the state of Alabama. Interview by author, (date undetermined), Montgomery, AL.

Various Alabama officials, TBD.

Turabian Style Manual will be used for paper format and reference citations.

10 Evaluation

Evaluation: What evidence will you show to demonstrate the learning of **each** leaning objective.

Compile annotated bibliography of interviews and printed resources used.

Write paper on current and proposed future Alabama taxation standards and earmarking laws. Paper will discuss current status of taxation practices and policies and make projections for possible future taxation policies.

Submit paper outline by Feb. 1st.

Submit rough draft by September 30th.

Submit final paper, using Turabian Style Manual, by Nov. 10th.

Some possible forms of evaluation include:

A major research paper, a series of essays or reports, telephone conferences, oral presentations, audio-visual presentations.

All written work must be typewritten.

Faculty/Contract Director's Comments

11 Evaluation

Note to Faculty/Contract Directory: Please complete this portion of the contract in assigning a grade to the student. As you know, the critical element is the extent to which the student demonstrated achievement of the contract's learning goals: in other words, how well did the student's performance on the evaluation component meet the contract's goals and objectives.? Of course, each faculty/contract director forms opinions about levels of student achievement based upon his or her own professional preparation and teaching experience.

Some positive/negative experiences of this contract were:

12 Grade Report

Please return the entire contract to the External Degree Program Office

Graded Basis: _____ has earned _____ hours of credit
(student name)

with a **letter** grade of _____ for this out-of-class learning contract.

***Pass/Fail Option:** _____ has earned _____ hours of
(student name)

credit by _____ this out-of-class learning contract.
(passing/failing)

**Use only if student has checked the pass/fail option on the front of the contract form (see section #4). Contracts enrolled as Pass/fail may not be changed to a letter grade.*

Signature of Faculty/Contract Director

Date

APPENDIX K

The University of Alabama External Degree Program Contract For Out-Of-Class Learning

Martha Parham West • Box 870182, Tuscaloosa, AL 35487-0182 • 205-348-6000 • info@exd.ccs.ua.edu

Student Name _____

Student Social Security Number _____

Depth Study (Major) _____

Title of the Contract

1

CHILD LIFE INTERNSHIP AT CINCINNATI CHILDREN'S HOSPITAL

Proposed Beginning Date _____ Proposed Completion Date _____

This contract will be applicable to which
area of your curriculum worksheet? Senior Project

Purpose: To become familiar with the child life profession along with the CL Program at Cincinnati Children's Hospital. Also, to gain an understanding of the impact of hospitalization on emotional developmental needs of children and their families.

2

3

Student Mailing Address

Daytime Area Code & Phone #

Email Address

4

15 Number of Semester Hours Proposed
_____ Check if Pass/Fail (Contract may not
be later changed to a letter grade)

5

I propose that this learning experience is
worthy of academic credit.

Student Signature Date

Faculty/Contract Director Signature Date

*This experience is applicable to the
student's academic program.*

EXD Advisor Signature Date

For External Degree Office Only

6

Name & Address of Faculty/Contract Director

A/C & Phone # _____

Email Address _____

Course Number _____ Semester Hours _____

Date Completed _____ Final Grade _____

Semester Enrolled _____

Final Approval - EXD Dir. _____

7 Learning Objectives

Learning Objectives: What learning do you propose for this experience? What knowledge, understanding, skill or value is sought? Learning objectives should be formulated as detailed, complete learning statements.

1. To become familiar with the child life profession and particularly the program at Cincinnati Children's Hospital Medical Center.
2. To gain an understanding of the impact of hospitalization on the emotional & developmental needs of children.
3. To have the opportunity to interact with patients on a one-to-one basis and in group situations.
4. To provide an accepting, non-threatening environment to promote healthy interactions between child, staff and family.
5. To become acquainted with the needs of hospitalized children & to recognize creative and flexible programming in meeting these needs.
6. To be an advocate and spokesperson for children and families in their interaction with the health care system.
7. To prepare children for surgery and other medical experiences through the use of video tapes, books, photo albums, dolls, medical equipment and play.
8. To gain a basic and practical working knowledge of medical procedures and terminology.
9. To develop an understanding of other disciplines working with Child Life in a hospital setting.
10. To strengthen ability to interact and relate to other professionals and departmental members.
11. To develop an understanding of team effort in affecting positive experiences for hospitalized children.
12. To evaluate oneself under the guidance of experienced professionals and to be measured by professional standards.
13. To begin transition from student to professional.
14. To gain professional attitude, growth, maturity and judgment.
15. To develop a strong knowledge base in Child Life by reviewing professional literature in the field.

8 Methodology

Methodology: How do you propose to acquire this learning? What tasks, projects, experiences, and/or exercises will you do? What schedule do you propose to use in communicating with the Contract Director? How will you communicate, i.e., by telephone, letters, email, meetings, etc.?

1. Internship Program at Cincinnati Children's Hospital Medical Center of 15 forty-hour weeks, totaling 600 hours.
2. Fulfilling requirements specified by Internship Program Director:
 - a. present formal case study to Child Life staff at Cincinnati Children's Hospital.
 - b. a special topic 3-5 page paper addressing implications of a specific disease or disability on patients and their families to be presented to Child Life staff at hospital.
 - c. meet weekly with internship coordinator.
 - d. keep a journal of progress with director's responses and suggestions.
3. Fulfilling specific requirements for UA Contract Director.
 - a. 20-30 page paper on assigned readings/literature search. Paper will discuss child development, child life and child recreational therapy situations.
4. Individualized project, to be decided upon after literature review.

Faculty/Contract Director's Comments

9 Resources

Resources: Please supply the beginning bibliography that will be used. You should list at least five beginning resources. All publications must be accompanied with complete bibliographic information. Identify, with complete information, other resources that will be used (people, places, things).

1. Gail Klayman, Clinical Coordinator, Child Life Department, Cincinnati Children's Hospital, Cincinnati, OH
2. Sharon McLeod, Director, Child Life Department, Recreational Therapy Department, Cincinnati, OH.
3. Contract Director.

Beginning Bibliography (finalized bibliography will be compiled as contract progresses and final paper is compiled):

1. Child Life in Hospitals Theory and Practice, Richard H. Thompson, Gene Stanford, Charles C. Thomas, Publisher, 1981.
2. PsychoSocial Core of Children in Hospitals: A Clinical Practice Manual, Copyright 1998, Child Life Council, Rockville, MD.
3. Infants, Children and Adolescents, Laura E. Berk, Copyright 1999, 1996, 1994 by Allyn and Bacon, Needham, MA.

Faculty/Contract Director's Comments

10 Evaluation

Evaluation: What evidence will you show to demonstrate the learning of **each** learning objective.

1. Certificate or verification of completion of 600 hour internship at Cincinnati Children's Hospital.
2. Weekly communication with Contract Director.
3. Journal of internship experience with reflections and observations about experience.
4. Paper (20-30 pages) discussing assigned readings and literature reviewed. Paper will discuss child development, child life and children in recreational therapy situations.
5. Special topic paper (3-5 pages) on implications of disease on patients and families.
6. Formal written Case Study that will be presented to Child Life staff.
7. Individualized project to be decided with Contract Director.

Some possible forms of evaluation include:
A major research paper, a series of essays or reports, telephone conferences, oral presentations, audio-visual presentations.

All written work must be typewritten.

Faculty/Contract Director's Comments

11 Evaluation

Note to Faculty/Contract Directory: Please complete this portion of the contract in assigning a grade to the student. As you know, the critical element is the extent to which the student demonstrated achievement of the contract's learning goals: in other words, how well did the student's performance on the evaluation component meet the contract's goals and objectives.? Of course, each faculty/contract director forms opinions about levels of student achievement based upon his or her own professional preparation and teaching experience.

Some positive/negative experiences of this contract were:

12 Grade Report

Please return the entire contract to the External Degree Program Office

Graded Basis: _____ has earned _____ hours of credit
(student name)

with a **letter** grade of _____ for this out-of-class learning contract.

***Pass/Fail Option:** _____ has earned _____ hours of
(student name)

credit by _____ this out-of-class learning contract.
(passing/failing)

**Use only if student has checked the pass/fail option on the front of the contract form (see section #4). Contracts enrolled as Pass/fail may not be changed to a letter grade.*

Signature of Faculty/Contract Director

Date