Dual Enrollment

High School Handbook

Academic Year 2024-2025

Table of Contents

BACKGROUND

Reading Area Community College has partnerships with 17 public high schools, two career and technology centers (CTC's), and two private high schools. RACC has delivered dual enrollment courses at area high schools since 1995. Participating high schools include Antietam High School, Berks Career & Technology Center, Berks Catholic High School, , Blue Mountain Academy, Brandywine Heights High School, Conrad Weiser High School, Daniel Boone High School, Exeter High School, Fleetwood Area High School, Governor Mifflin High School, Hamburg Area High School, Kutztown High School, Muhlenberg High School, Oley Valley High School, Reading High School, Reading-Muhlenberg Career & Technology Center, Schuylkill Valley High School, Tulpehocken High School, Twin Valley High School, Wilson High School, and Wyomissing High School. Dual enrollment course offerings are determined by each high school's program of studies.

Any high school student earning college credits through RACC is considered a part of Early College Programs. A large part of Early College is RACC's dual enrollment in the high schools, which enriches their high school curriculum. Dual enrollment, referred to as "concurrent enrollment" in the Pennsylvania Department of Education School Code, offers college-bound students increased academic rigor while they fulfill their high school requirements and earn college credits. While dual enrollment in Berks County high schools refers specifically to courses delivered in the high schools by RACC-approved high school instructors and course syllabi, the PDE refers to concurrent enrollment as any college course students take before graduating high school. Dual enrollment is one aspect of RACC's Early College Programs. Additional early college programs include Early Admissions, Technical Academy and Teacher Academy. For Technical and Teacher Academies, students are enrolled at both the Career and Technology Center and RACC while in high school, taking college credits towards one of five program areas: Business, Computer Technology, Mechatronics, Website Development, or Early Childhood Education.

Dual Enrollment Agreements

Reading Area Community College and partnering high schools renew agreements each spring (Appendix A). Superintendents and RACC's President sign these agreements.

Student Readiness

Students taking dual enrollment courses at their high school complete RACC's Early College Programs application.

High school students are allowed to register for dual enrollment courses provided they meet the high school's guidelines for dual enrollment and course prerequisites. School counselors and teachers often determine if a student is ready to take a dual enrollment course by reviewing the student's academic history and motivation to succeed in a college-level course. School counselors submit high school transcripts for each student taking dual enrollment courses at their high school.

All students who enroll in RACC courses at participating high schools are required to demonstrate academic readiness for college-level course work. One or more measurements such as RACC placement test, SAT or

standardized test score, high school transcript, high school counselor recommendation and / or high school teacher recommendation will be used for determining student readiness.

RACC Resources for Dual Enrollment Students

Dual enrollment students have access to all of RACC's resources, such as computer labs, the Yocum Library, and tutoring center. Students should have their high school identification card with them, and RACC student ID number readily available when on campus. If a student takes a course on RACC's campus, they will be issued a RACC ID.

The Yocum Library Distance Services/Reference Librarian is available to assist dual enrollment students and instructors with reference and/or classroom materials. Please call 610-607-6237.

RACC's Academic Success Centers have peer and professional tutors available to assist students with writing, reading, and math. Check RACC's website for semester hours of operation.

The Transfer Center, B209, has hours Monday – Friday. A Transfer Specialist will assist students with transfer questions, transfer@racc.edu or 610-607-6245. Because RACC has Transfer Agreements with 4-year colleges and universities that students may attend after graduating with an associate degree, making an appointment with RACC's Transfer Center will help them design a pathway that can maximize the transferability of their dual enrollment credits. Dual enrollment students are also strongly encouraged to discuss the transferability of RACC credits with the transfer specialists at their 4-year schools of choice.

RACC encourages high school students to take full advantage of being a RACC student. Students and instructors participating in RACC's dual enrollment program are eligible for reduced ticket prices for Miller Center events. Contact Kristen Marcinko, Director of Academic Partnerships, to arrange tickets to events.

DUAL ENROLLMENT REGISTRATION AND PAYMENT

At the beginning of the school year, students are provided registration information. Registration information and directions are available on RACC's dual enrollment website – www.racc.edu/de.

Registration information is provided to the school counseling office in August and each school decides how to disseminate information. School counselors provide students' most recent high school transcripts to RACC's Academic Affairs Office. RACC collects Fall registrations through mid-October, and Spring registrations the first few weeks in February.

Once a dual enrollment student's application and registration are processed at RACC, the Registrar's office sends a schedule and bill to the student's home address.

Parents and/or guardians pay RACC's Cashier's office directly.

Dual enrollment tuition is $99 a credit hour. RACC waives fees for dual enrollment courses. Dual enrollment are courses taught at the high school and considered "dual credit" because the competencies of the courses align. For instance, AP Literature and Composition covers the same competencies as RACC's Introduction to Literature (ENG 125). "Dual credit" fulfills high school graduation requirements at the same time it fulfills credits for a college course.

High school students are not eligible for State and Federal financial aid. A student who registers for Fall and Spring semester courses will be billed for each semester. A 3-credit course costs $297, and a 4-credit course costs $396. Some AP courses are equivalent to two RACC dual enrollment courses. If the student's bill is not paid in a timely manner, the student foregoes such benefits as college credit. Timely registrations are important for Reading Area Community College's accurate reporting to the Pennsylvania Department of Education. To ensure accuracy, the Academic Affairs office sends rosters to dual enrollment teachers to verify registrations.

Process for a Student Withdrawing from Dual Enrollment Class

If a student wishes to drop or withdraw from a course, they must notify the high school counselor or dual enrollment contact immediately and send an email to RACC's Records office at records@racc.edu before the published dual enrollment withdrawal date of October 15th for classes scheduled in the Fall or March 15th for classes scheduled in the Spring Semester to avoid a financial obligation.

RACC must receive a written request because RACC is obligated to report dual enrollment registrations to the Pennsylvania Department of Education. RACC has to record an explanation for any changes to enrollment numbers for auditing purposes. To facilitate the reporting of withdrawals, the student or parent has to submit the following information to records@racc.edu:

     a.   Full student name

     b.   High school attending

     c.   Student RACC ID or Social Security #

     d.   Course(s) to be dropped – name and section, i.e. English Composition, COM121####; each #### will be different depending on the high school and term. If in doubt – please call your RACC contact.

     e.   Reason the student wishes to drop

If a student does not drop a course by the official deadline, they may be charged for part or all of the tuition. Students who withdraw from a course after the deadline are assigned a "W" for that course on their transcript. Students with a "W" are billed for the course. This is standard procedure for all RACC students.

Coordination of Offices

RACC'S Academic Affairs Office coordinates dual enrollment registrations with the Registrar's and Cashier's offices. The High School Counseling office and the Academic Affairs office work together to register students for courses. Any questions about dual enrollment registration that have already been processed, and particularly payment questions, can be directed to RACC contacts:

Kristen Marcinko, RACC Liaison, Director of Academic Partnerships: Communicates general information about RACC's dual enrollment program, works directly with the Associate Provost and Associate Deans on approving new courses and instructors, works with high school principals, school counselors and/or dual enrollment contacts on implementing and/or improving dual enrollment programs, ph: 610-372-4721 x 5127, kmarcinko@racc.edu.

Nate Hilberg, Admissions Counselor for Early College Programs: Facilitates the enrollment process for dual enrollment classes, ph: 610-372-4721 x 5299, nhilberg@racc.edu.

Sandra Santiago, Academic Affairs Administrative Assistant: Maintains records of instructor transcripts and applications, syllabi, annual dual enrollment contracts, student registrations, and high school course offerings. Quality checks that all grades have been entered into RACC's databases, ph.: 610.607.6214, ssantiago@racc.edu.

Record's Office: Handles student course changes and transcripts: records@racc.edu.

Cashier's Office: Handles student payment for dual enrollment courses, ph: 610-607-6235 or 1-800-626-1665, ext. 6235

INSTRUCTOR INFORMATION

Process for RACC Approval of Dual Enrollment Courses and Faculty

The dual enrollment high school teacher, school counselor and/or dual enrollment contact identifies an equivalent RACC course. These courses are "dual credit." It is up to the high school to gain approval for new dual enrollment courses through their governances. The Academic Affairs office will present course offerings and RACC competency-based curriculum to curriculum committees and school boards, upon request.

A high school teacher who wishes to become a dual enrollment instructor should discuss the course or courses they wish to offer with the high school principal before beginning the credentialing process with Reading Area Community College (RACC). Identifying new courses should be done in the semester before the course or courses are scheduled to be offered.

Most dual enrollment instructors teach courses that students would take in their first two years of college. These courses are general education courses which are transferable to many accredited colleges and universities.

All high school faculty teaching RACC courses within participating school districts must meet the same degree qualifications and criteria as applied to all RACC faculty. Thus, a master's degree in the discipline or related field is required for teaching general education courses, though some technical courses may not require such an academic credential.

Process for RACC Credentialing an Instructor

High school instructors seeking approval for teaching a dual enrollment course must submit the following: RACC Dual Enrollment Instructor and Course Approval application, official college transcripts, and individual course syllabi to the Director of Academic Partnerships for review and approval by the Associate Provost and Division Dean. All these documents can be uploaded through the Dual Enrollment Instructor and Course Approval application jotform: https://form.jotform.com/240304103317136.

This same credentialing process applies to career and technical education instructors who usually do not possess a master's degree, but who may have a bachelor's degree, an associate degree, certification, or work experience in a particular field. Once these teachers have submitted the aforementioned jotform, the credentialing process begins with an examination of any work experience listed on the jotform. The Associate

Provost may consider the length of time the teacher has been employed in an educational setting. A combination of some advanced schooling/training and employment experience may qualify a career and technical education teacher to instruct dual-enrolled classes.

Completion of the Credentialing Process

As soon as a high school teacher has submitted their RACC application, the credentialing process can begin. Once the official transcripts have verified the necessary degrees and course work to qualify them, the Director of Academic Partnerships notifies the high school counselor and/or dual enrollment contact with a copy to the instructor of the credentialing outcome.

When approved, the high school teacher is recognized as having met RACC's criteria and standards to become a college-level instructor. Once the high school teacher and their individual syllabus has been approved by the Associate Provost, the Academic Affairs office issues the instructor a username and password for submitting grades, discussed later in this handbook.

Professional Development

RACC offers the following resources and/or opportunities:

1. Canvas content (RACC's Learning Management System): most courses taught in the high school are Common content courses and are available upon request.
2. Subject Area Specialist: Academic dean is available to work with the Dual Enrollment instructor on curriculum and content questions and/or concerns.
3. Instructors may audit an online version of the dual enrollment course. RACC can provide a description of the activity (course) and the number of hours. Teachers should talk to their individual school Administration to award ACT 48 credit.
4. All new instructors may be provided an evaluation copy of the textbook, if one is available, to follow in their classes. Common assessments, for example, in Psychology, are available upon request.

RACC's Academic Affairs Office Expectations for Dual Enrollment Instructor
1. Submitting individual section syllabus at the start of each academic year
2. Teaching with a Division approved text and meeting the same competencies as described in the master syllabus
3. Posting grades in Canvas by the end of the semester and/or academic year
4. Participating in RACC course assessment as part of Middle States accreditation

Process for Renewing Dual Enrollment Courses

The Academic Affairs office formally requests courses for the next academic year during spring semester. Dual enrollment contacts receive a listing of the current academic year's courses and instructors to review, update, and make changes for the next academic year. The guidelines below should be followed:

1. Any changes of instructors teaching a course will need approval by RACC's Academic Affairs office.

   New instructors will need to follow the credentialing process as outlined in this handbook.

2. Any course changes of substance will need to be reviewed by RACC's Academic Affairs office.

RACC's Academic Affairs office will send a final confirmation of courses for the next academic year by August of each year.

Developing a Dual Enrollment Course Syllabus

Essential to the educational experience of the dual enrollment student is the recognition that the student will be taking college-level coursework, and, as a result, the content of the course must be based on instructional criteria of its campus counterpart. The following definitions are to help dual enrollment instructors create syllabi for approval.

Master Section – serves as a blueprint for all sections of a course, maintains consistency of learning goals (referred to at RACC as course competencies) across all sections of a course, and provides the basis on which faculty build individual instructor syllabi.

Information in the Master Syllabus includes the following: course description, rationale of the course, and course competencies.

Should the College's Master Section change, the high school will be notified so that such changes can be incorporated for the upcoming academic year or semester.

Individual Instructor Section — this represents the course from an individual instructor's perspective. Every instructor must prepare a syllabus for each course they teach. An Individual Instructor Section must include the following:

I. Course Information (refer to master syllabus):

   a. RACC Course Number and Title:
   b. Credits:
   c. Instructor:
   d. High school:
   e. Academic Year: 2024-2025

II. Course Description (refer to master syllabus):

III. Rationale of Course (refer to master syllabus):

IV.   Instructional Materials
   a. Required Text:
   b. Any supplemental Materials:

V.   Course Competencies (refer to master syllabus). Complete this course and you will be able to:

VI.   Grading Policy:
   a. RACC Grading Scale:

A	93% or higher	C+	77-79%
A-	90-92%	C	70-76%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	Below 60%

VII.   Assignment Schedule – Assignments and due dates should appear here. It is helpful to identify the course competency assessed by each assignment for use in collecting assessment data. This should include labs if a lab science course. This should also include units, assessments, readings, schedules.
   1.

When constructing a dual enrollment syllabus, the instructor needs to align the master syllabus competencies to the individual instructor syllabus which includes critical performance objectives. Performance Objectives outline assignments which the student will complete in order to demonstrate the competencies of the course. As assignments and assessment of those assignments are critical to understanding student learning outcomes, including performance objectives will ensure the syllabus is approved by the Division.

RACC'S CURRICULUM

Dual Enrollment Course Offerings

The particular dual enrollment courses offered at the high school are dependent upon the high school's curricular needs and teacher qualifications, so each high school participating in dual enrollment may offer a different collection of courses. The High School Counseling office has a listing of courses offered.

As previously discussed, many dual enrollment courses are taught in the Advanced Placement sections. In some cases, students can earn credits for two college-level courses for their AP courses. Each high school offers courses based on its resources.

All high school dual enrollment sections are held to the same standards as their campus section counterparts. Specifically, inherent in RACC's long history with dual enrollment in local high schools, high school AP courses and dual enrollment courses are often taught within the same section, and although not identical courses, have equivalent competencies. RACC dual enrollment courses taught within the high school AP sections may be initially approved as equivalent courses based on the following criteria:

1. All courses meet the minimum standard contact hour requirement as required by Reading Area Community College.

2. All high school AP syllabi list course competencies outlined in RACC's master section.

3. The high school catalog and Individual Instructor Section will include RACC's course description and prerequisites.

To help students achieve the competencies for any given dual enrollment course, instructors are to be clear about the objectives of class, offer activities that address the diverse learning styles of students, and continually assess the effectiveness of their instruction.

Because RACC is accredited by Middle States, the Academic Affairs Office maintains documentation of individual syllabi and evaluations for demonstrating consistency between dual enrollment sections and its campus counterparts.

Transferability of Dual Enrollment Courses

Dual enrollment courses are often general education courses used to transfer to many colleges and universities. Although the receiving institution still ultimately decides how and if they will accept dual enrollment credits, RACC dual enrollment credits have seamlessly transferred to colleges and universities within the Pennsylvania State System of Higher Education (PASSHE) and to colleges and universities affiliated with the state system. RACC dual enrollment credits have also transferred seamlessly to many private institutions. **RACC dual enrollment credits have also transferred seamlessly to many private institutions; RACC credit has transferred to over 1200 colleges and universities.**

RACC's dual admission agreements also ensure transferability of dual enrollment courses. These dual admission agreements include the students' completion of a RACC associate degree before entering RACC's partnership schools. Please refer to this site for transfer services through RACC - https://www.racc.edu/services/dual-admissions.

ASSESSEMENT AND ARTICULATION

In addition to dual enrollment credit, students can receive credit for educational experiences other than RACC classes.

TYPES OF CREDIT

Dual Enrollment – RACC has partnered with area high schools to offer college credit for college-level courses students take at their high school. The courses taught at the high school must cover the same competencies as courses taught at RACC and the teacher must meet adjunct faculty qualifications. Dual enrollment students concurrently complete their requirements for high school graduation at the same time they earn college credit.

Advanced Placement – AP is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

SOAR (Students Occupationally and Academically Ready) – SOAR prepares students for college and careers in a diverse, high-performing workforce. A student from any state-approved program from any CTC in the state can transfer these program credits (9 or more) to any college offering these programs.

GRADING SYSTEM

The College's letter grade policy system:

<div align="center">

Letter Grade % of Points

A 93% or higher

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 70 -76%

D+ 67-69%

D 60-66%

F below 60%

</div>

The College uses the following grade point system:

Letter Grade	GRADING SYSTEM Definition	Quality Points
A	Excellent Performance	4.0
A-		3.7
B+	Above Average Performance	3.3
B		3.0
B-		2.7
C+	Average Performance	2.3
C		2.0

<div align="center">

CAUTION
Below Average – May Not Transfer;
May Count Toward Graduation

</div>

D+	Minimal Performance	1.3
D		1.0

TECHNICAL ACADEMY AND TEACHER ACADEMY OVERVIEW

The Technical and Teacher Academies were developed for academically advanced students looking for challenges above and beyond regular high school courses. Both Technical and Teacher Academy programs are college-credit career pathway programs with entrance requirements. Student entrance requirements include: grade 10 or 11 (preferably 10), 3.0 overall GPA (2.5 provisional), math proficiency, reading proficiency, remain in academic good standing, signed letter of understanding to attend RACC to earn an associate degree. Classes are taught at Berks Career and Technology Center and Reading Muhlenberg Career and Technology Center, with senior year capstone courses taken on RACC's campus. Students will be advised and supported by a RACC faculty advisor, as well as the Director of Academic Partnerships. The enrollment period occurs at the beginning of the high school year. A RACC representative will assist students with applying to RACC and registering for courses to be completed by the student within the academic year.

Dual Enrollment Agreement with
«High_School_»
2024-2025 Academic Year

GUIDELINES OF THE DUAL ENROLLMENT PROGRAM

Reading Area Community College (RACC) administers the Dual Enrollment program to provide qualified high school students the opportunity to simultaneously earn college credits while completing approved courses at their high school. Dual Enrollment, as defined by RACC: Courses approved for dual credit are taught by high school faculty at the high school during regular school hours. RACC's program offers a wide range of course options that introduce students to the challenges of college-level work and prepares them to make a successful transition to post-secondary education. RACC faculty and administration work in cooperation with the administration and faculty at participating high schools to ensure the program meets its goals of providing college-level teaching and learning to dual enrollment students. Dual enrollment courses are offered mainly to sophomore to senior students with some freshman course offerings. In all cases, students' college readiness is reviewed and approved by high school and college officials.

Course Guidelines

1. The courses that will be offered in this program will be determined through mutual agreement between the high school and Reading Area Community College. Should the College's curriculum (master course syllabus) change, the high school will be notified so that such changes can be incorporated for the upcoming academic year or semester.

2. All courses offered through the Dual Enrollment Program must meet the minimum standard contact hour requirement as required by Reading Area Community College. The minimum standard contact hour is 750 minutes per credit hour.

3. Most courses offered would be typical freshman-level classes found in first or second year college curricula. In some cases, however, the College and the high school may offer certain occupationally specific courses with appropriate approval.

4. All Dual Enrollment courses, instructors, and textbooks must be approved by the appropriate Academic Division at Reading Area Community College before a course can be considered for equivalent credit. The high school instructor must follow the master syllabus provided by RACC, and the individual instructor syllabus must be approved by the Academic Deans.

5. The Associate Provost in collaboration with the Deans must approve changes of instructor.

6. In the event the Associate Provost cannot perform the duties related to RACC's dual enrollment policy, the Senior Vice President of Academic Affairs/Provost may appoint a designee in his/her stead from a member of the Academic Team.

Instructor Guidelines

1. All high school instructors teaching RACC courses within participating school districts must possess the same degree qualifications and criteria as applied to other RACC adjuncts.

2. The requirements (assignments, tasks, and assessments) specified in the high school instructors' individual syllabi must fulfill the course competencies of the master syllabi. If the Academic Division requires specific performance objectives, the instructors' individual syllabi must also include those performance objectives.

3. At the start of the school year, high school instructors are to submit course syllabi.

4. All high school instructors will teach with a Division approved text.

5. High school instructors or high school representative will post grades on Self Service by the end of the academic year.

6. All high school instructors will participate in RACC course assessment as part of Middle States accreditation.

7. Any remuneration of high school instructors is the responsibility of the school district.

Student Guidelines

1. College credit will be awarded by Reading Area Community College to participating students upon successful completion of all course work. These courses have the same academic rigor and meet all College standards in the same manner as regularly scheduled RACC classes.

2. All students who enroll in RACC courses at participating high schools are required to demonstrate academic readiness for college-level course work. One or more measurements such as RACC placement test, SAT or standardized test score, high school transcript, high school teacher recommendation, and/or high school counselor recommendation will be used for determining student readiness.

3. Students must declare their intention to earn RACC credit through the Dual Enrollment course(s) prior to the registration deadline.

4. Students/parents are responsible for all tuition charges for Dual Enrollment course(s).

5. Students enrolled in Dual Enrollment courses must follow the policies and regulations of the high school and Reading Area Community College. These include, but are not limited to, withdrawal deadlines, drop/add dates, and refund guidelines. Adherence to these policies includes the completion and submission of RACC forms as appropriate.

The College uses the following grading system:

Letter Grade	% of Points
A	93% or higher
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D+	67-69%
D	60-66%
F	below 60%

At the conclusion of each semester, students can access their grades through Self-Service.

Tuition Guidelines

- Participating students will be charged the prevailing tuition rate for academic year 2024-2025, $99.00 per credit, but will not be charged any fees.

_____   _____   _____   _____
Superintendent of Schools   Date   RACC President   Date

_____   _____   _____   _____
President, School Board   Date   RACC Vice President/Provost   Date

RACC General Education Competencies[1]

Written Communication

A graduate will demonstrate understanding of purpose and style of various genres of academic discourse by focusing writing around a main idea; developing, analyzing, and interpreting credible and relevant evidence into cohesive written texts; and demonstrating strong sentence structure, grammar, and word choice appropriate for situation and tone.

Oral Communication

A graduate will explain key concepts and principles applicable to oral communication, apply those principles to the coherent delivery of relevant, well-planned presentations, as well as evaluate key features of audience and context that influence a mode of delivery, the efficacy of which the student will reflect upon.

Information Literacy

A graduate will identify the need for information, then access, collect, analyze, organize, interpret, evaluate, and employ information/data ethically and legally, using a variety of credible sources to support the purposes of a project or assignment.

Critical Analysis and Reasoning

A graduate will integrate knowledge, experience, and substantiated evidence to make sound judgments in a logical and rational manner. This involves evaluating the validity of ideas through critical thinking, which employs the skills of analysis, reasoning, logic and creativity. Using these skills, graduates will formulate an opinion or conclusion to present convincing arguments.

Quantitative Reasoning

A graduate will be able to interpret information presented in mathematical forms (e.g. equations, tables, graphs, charts); represent information using mathematical forms; perform mathematical computations; analyze and draw appropriate conclusions from given and/or derived data; make educated assumptions; and effectively communicate mathematical results & processes in oral and/or written form.

Scientific Reasoning

A graduate will be able to describe the methods of scientific inquiry; distinguish between science and pseudoscience; convert textual (scientific) information into mathematical forms (e.g. equations, tables, graphs, diagrams); extract & interpret quantitative information in scientific contexts; draw logical conclusions based on observations, testing, & results; and evaluate experimental methods & conclusions based on given information.

Cultural Understanding

A graduate will identify and analyze ways culture (learned shared ideas) influences group and individual behavior and can lead to intercultural misunderstanding and conflict. The graduate will also develop skills to respond sensitively to cultural and social diversity.

Digital/Technological Competence

---

[1] The definitions in this section has been taken verbatim from General Education Competencies, Final Draft, September 2014, prepared by RACC General Education Committee in accordance to Transfer and Articulation Organizing Committee standards.

A graduate will perform basic file management functions using computer-technology; understand and demonstrate the purpose and use of computer system components; use word processing, presentation and spreadsheet software; use database management software to analyze data and create reports; access information via the Internet and other digital sources; use the computer to communicate; and recognize issues of social and ethical responsibility in the digital world.

Aesthetic Understanding

A graduate will identify and appreciate creativity in the expression, representation, and response to human experience.

A graduate will identify how literature, philosophy, or the visual and performing arts reflect, influence, or challenge human values past and present.