University of Hawai‘i at Mānoa Study Abroad Center

UHM Semester Faculty Resident Directorship Application Information

Table of Contents
UHM Semester Faculty Resident Directorship Application Information............................. 1
UHM Study Abroad Center Information................................................................................... 4
UHM Study Abroad Center Mission Statement and Student Learning Outcomes........... 7
Writing Course Student Learning Outcomes........................................................................ 9
Example of a Written Paper Evaluation Rubric ............................................................... 11
Example of an Oral Presentation Evaluation Rubric ....................................................... 12
Example of Ethical Issues Evaluation Rubric ..................................................................... 13
Example of Course Syllabus ............................................................................................... 14
UHM Faculty Resident Director Application Guidelines
UHM Academic Year in Japan, Kōnan University in Kōbe

The University of Hawai‘i at Mānoa Study Abroad Center’s Council on Study Abroad is seeking applications from faculty to teach in Kōbe, Japan during the academic year. While on a Study Abroad program, the appointed faculty is also expected to pursue professional development plans.

Eligibility/Requirements
All Mānoa faculty members in Bargaining Unit 7 are eligible to apply [from Rank 3 to Rank 5 or permanent Instructors (2)]. Faculty members who are on leave during the semester preceding the study abroad resident directorship are NOT eligible to apply. Resident Directors are appointed from UH-Mānoa, as the UHM Study Abroad Center is a UH-Mānoa program.

Knowledge of the Japanese language is not a requirement for the application, although it may be helpful in facilitating cross-cultural interactions.

One faculty member per academic year will be appointed as the Resident Director to teach in the “Year-in-Japan” Study Abroad Program. A faculty member may apply for multiple programs simultaneously. Interested applicants must submit proposals to teach two courses (one per term) for the Academic Year. The applicant may propose either sophomore or upper division courses (or one/two at each level).

It is encouraged (not a requirement) that the proposed courses fulfill the current UHM general education and/or graduation, (core, foundations, diversification, focus) major, or elective credit requirements. In addition, please note that any UHM study abroad course may be used for a FOCUS EXEMPTION. Students on Study Abroad may use the FOCUS exemption to satisfy an appropriate 3-credit diversification and/or focus requirements.

While the Study Abroad Center conducts year-round recruitment, it is expected that the appointed resident faculty director recruit students for the program as part of his/her pre-departure responsibilities. The appointed faculty can facilitate cross-cultural learning best when he/she is able to share recruiting and pre-departure orientation with the students before they leave. Thus the applicant is required to propose a student recruitment plan as part of his/her application. Faculty members are encouraged to publicize the program beyond UH-Mānoa (in Hawai‘i and out of state).

Student Body in the UHM Resident Director’s Courses
Students who attend the Japan study abroad program are academically broad-based and do not come from a specific discipline, although students are required to have completed one year of college-level Japanese language courses. Participants’ class standings range from sophomores to seniors and are from UH Mānoa and the other “Year-in-Japan” Consortium member schools (University of Arizona, University of Illinois Urbana-Champaign, and the University of Pittsburgh). Non-consortium school students
come from Murdoch University in Australia, Carlton University in Canada, University of Lyon in France, University of Leeds in the U.K., SUNY Buffalo, and others. An average of 35-50 Consortium students attend the program each year.

Resident Directors are appointed each year from the four-member consortium universities on a rotating basis. During the 2019-20 academic year, the University of Hawai‘i at Mānoa is charged with appointing a resident director on behalf of the Consortium. University of Illinois Urbana-Champaign, the lead university, will provide all administrative and programmatic details of the program.

Approval of Appropriate Department Chair and College Dean
Prior to submitting the application to the UHM Study Abroad Center, it is of the utmost importance that the applicant consult and secure approval from his/her appropriate department chair and dean. The semester of teaching and resident directorship in any UHM Study Abroad program is NOT considered a sabbatical OR a semester of leave. Rather, it is a continuation of the faculty’s teaching load and related responsibilities to be carried overseas. Therefore, the Faculty’s salary while teaching in a Study Abroad Semester is continued to be paid by the faculty’s home department/college. Hence, it is important that the appropriate Department Chair and College Dean approve the Faculty’s application to teach abroad.

Department Replacement Cost
The department releasing the faculty will be provided with a full year’s replacement costs by the Study Abroad Center. The lecture’s teaching cost in this case will be guaranteed.

Program Resident Director Appointment and Pre-departure Responsibilities
After the Council on Study Abroad will make its final appointment recommendation, the Director of the Study Abroad Center will present the candidate to members of the Consortium for their approval. The University of Illinois Urbana-Champaign will then make a formal presentation of the candidate to Kōnan University in Kōbe on behalf of the Consortium. The nominated candidate will be notified at each stage of the appointment process, the first being at the end of the current Fall term.

The UHM Study Abroad Center administers and implements the program in its entirety on behalf of UH-Mānoa student participants. This includes developing program costs, student applications, travel arrangements, liability forms, registration, pre-departure orientation, resident director remuneration and travel.

As part of the appointed resident director’s pre-departure responsibilities, the faculty is expected to help recruit students for the program together with the Study Abroad Center, attend the pre-departure cross-cultural training sessions for the students, and participate in resident director training meetings.

Minimum Number of Student Participants in the Program
In order to meet the Center’s overhead costs, as well as faculty remuneration, ideally
there should be at least 15 participants in the program. The Center will not, however, cancel a program if student enrollment falls below this number.

**Office Space**

A private office space with office equipment is assigned to the UHM faculty. In addition, the Resident Director is assigned a desk space in the Kōnan International Exchange Center (KIEC) together with the Director, Vice Director and staff. As space is a premium at Kōnan University, if the office space is not regularly occupied, there is the possibility of losing it in the future. The Resident Director should therefore ensure that the office space is utilized.

**Appointment Period**

The Resident Director will teach one course per term and perform related duties on-site, including professional development. The appointment period is one academic year; the Resident Director must be on site from July 1, 2019 through June 30, 2020. In addition, the Resident Director must attend two annual consortium meetings in March 2019 (Denver, CO) and March 2020 (Boston, MA).

**Program Resident Director Remuneration and Fringe Benefits**

Academic year study abroad appointment is a regular instructional appointment and is **NOT** considered a break in service. Thus, **regular salary** is to be continued to be paid by the professor's department/college. Hence, the appropriate department chairs or deans must be notified and must agree to continue to pay the respective salaries while the appointed faculty is teaching a academic year in Japan. The "approved" signatures on the SAC form 2 will indicate that the appropriate department chair and the college dean have agreed to do so. Additionally, the following remuneration will be provided:

- ¥300,000 cost of living allowance each month for 12 months (July 1-June 30)
- ¥452,000 maximum for roundtrip airfare and shipping allowance
- Cost of Japanese national health insurance
- Any other compensation and/or benefits that may be granted to the appointed faculty will be determined at the annual Consortium meeting
- Housing accommodations for the duration of the program

**Faculty Visa/Travel Documents**

The University of Illinois Urbana-Champaign will process all the travel and logistics paperwork for the resident director. Kōnan University will provide all necessary information needed to process the Japanese work visa for the faculty, his/her spouse and dependents, such as letters guaranteeing financial documentation and other necessary travel documents. A Certificate of Eligibility is required in order to obtain the work visa. Kōnan University will forward the Certificate of Eligibility after it is received from the Ministry of Justice in Japan. Once received, the faculty must obtain the visa directly from the Japanese Consulate General. Processing time can take four to six weeks. Documents required for a visa with a Certificate of Eligibility:

- Valid passport
- Visa application form
- Passport-size photo (2"× 2")
- Certificate of Eligibility (original)
THE UHM STUDY ABROAD CENTER

Established in 1987 as a self-sustaining unit, UHM Study Abroad Center (SAC) plays a variety of roles in creating, administering, and evaluating academic Study Abroad Programs for the University of Hawai‘i at Mānoa. The Center specializes in overseas academic program delivery, student health, safety, security, risk assessment and management through a variety of means, including on-site inspections, and program evaluations. As part of the Center’s standard of care, it provides training to faculty resident directors in health, safety, risk and liability. It also provides extensive orientations for SAC students with a strong focus on issues of health, safety and cultural sensitivity. The Center’s activities are based in the principles of best practices in international education suggested by NAFSA: An Organization of International Educators and the policies and practices on Study Abroad by the WASC Handbook of Accreditation/2001.

SAC provides opportunities for qualified students to study, and for faculty members to teach and pursue professional development in other countries. Accordingly, the Center’s mission states that:

Students in Study Abroad Programs shall acquire knowledge through academic work in other countries and develop cross-cultural understanding though cultural immersion. Faculty in Study Abroad Programs shall have similar enrichment.

(SAC By-laws, Programs and Council on Study Abroad Charges)

Council on Study Abroad

The Center Director works with the Council on Study Abroad, the policy making body of the Study Abroad Center. Members of the Council are comprised of faculty who are appointed by the Mānoa Faculty Senate Executive Committee to serve on the Council. The Council employs its considerable knowledge and experience to provide oversight, assessment of academic soundness, and evaluation of pedagogical achievements and ensures the Mission of SAC is achieved. The Council also approves Study Abroad Programs and, as well as faculty appointments. In addition, the Council is the Curriculum Committee of the Study Abroad Center that reviews and gives final approval to the academic content of the program.

Established Semester/Year Study Abroad Program

An established academic year/year study abroad program is one that has been reviewed by the appropriate departments, curriculum committees, colleges, and approved/accepted by the Council on Study Abroad prior to June 30, 1993 in its entirety (academic objectives, curriculum, cultural activities, and location). On July 1, 1993, the UHM Study Abroad Center was transferred to the Office of the Senior Vice President and Executive Vice Chancellor, presently the Office of the Chancellor for Mānoa. Thus, from the aforementioned date forward, the Council on Study Abroad approves new programs and faculty appointments offered under the aegis of the UHM Study Abroad Center.
Such programs are administered, implemented, and periodically evaluated by the Study Abroad Center. Administration includes but is not limited to developing program costs, fiscal/financial management and oversight, negotiating with the host institutions on all aspects of the on-site logistics of the program, curricula, student services such as advising and counseling, student application review and selection, all relevant financial documentation for financial aid recipients, course credit registration, grade reporting, post-program evaluation, risk/liability assessment and management, cross-cultural training, faculty remuneration and travel if applicable. The Study Abroad Center recruits students throughout the academic year. Upon official appointment of the resident faculty director then s/he is expected to help recruit students as well.

**Definition of a Study Abroad Program**

SAC programs have carefully identified academic objectives. These programs assist students in furthering or completing their degree requirements. A student wishing to participate in an overseas program should be able to graduate within the time frame allotted to her/his degree program. Since these study abroad programs are an integral part of a student's academic program, courses completed overseas are designed to fulfill a student’s major, minor, certificate, core, foundations, diversification, language, or graduation requirements. All Study Abroad courses are expected to meet current Mānoa academic standards and are articulated as Mānoa courses. Study Abroad course work is completed overseas and is taught either by a Mānoa faculty or by faculty of an overseas institution of higher education.

According to the distinguishing characteristics, a Study Abroad Program will:
1. Be delivered in an international setting (i.e., outside of the 50 U.S. states) on a regular basis.
2. Be part of a UHM degree (including electives, certificate, or graduation requirements)
3. Carry the appropriate UHM resident course credits in all the programs.
4. Have a designated UHM Resident Faculty Director or host institution designee to ensure academic and program quality, as well as student welfare.
5. Be considered an institutional offering under the aegis of the Study Abroad Center.
6. Have its overseas component reviewed for risk assessment and management prior to the commencement of the program.

**Courses Taught in Semester-Year Study Abroad Programs by UHM Faculty**

As stated earlier, faculty members are to offer two courses (one per semester) to be taught in English in their field of expertise but must be Japan-specific. The faculty is encouraged to offer the two three-credit courses each term, with the understanding that the courses will be offered to all consortium students.

**Course Credits**

The number of credits in a study abroad course is determined by the total number of classroom contact hours. As is customary, a 3-credit course requires a minimum of 45 contact hours.
An applicant offering a Study Abroad course may compute "field trips" as part of the total contact hours if such trips are essential to the course. Field trip credit hour computation is based on laboratory classes. Generally a lab offered for 1 semester hour of credit meets three “class hours” per week over a 15-week period (IRO, 2002, p. 9). Therefore, a 1-credit field trip/lab course must have a total of 45 contact hours for study abroad programs.

An undergraduate course cannot simultaneously be approved for graduate course credits. The applicant must propose two levels of courses with appropriate requirements at each level.

There are two ways that an applicant may initiate courses to be taught in a study abroad program.
1. Propose existing courses listed in the UHM catalog and tailor them to the overseas setting, or
2. Propose a new course.

If a new course (not listed in the UHM catalog) is being proposed, the faculty must follow standard departmental/college and administrative channels for the approval of new courses before submitting the proposal to the Study Abroad Center.
University of Hawai‘i at Mānoa Study Abroad Center
Mission Statement and Student Learning Outcomes

The purpose of this document is twofold. First it is to help faculty who teach in Study Abroad Programs to understand the program and student learning outcomes. Second, it is to help the faculty design courses that will meet both the Study Abroad program and student learning outcomes.

University of Hawai‘i at Mānoa Mission Statement
Leadership - Excellence - Innovation

University of Hawai‘i at Mānoa Study Abroad Center Mission Statement
Students in the University of Hawai‘i at Mānoa Study Abroad Center Programs shall acquire knowledge through academic work in other countries and develop cross-cultural understanding through cultural immersion. Faculty in Study Abroad Programs shall have similar opportunities for enrichment.

University of Hawai‘i at Mānoa Study Abroad Center Program Student Learning Outcomes
The Mānoa Strategic Plan 2002-2010 calls for undergraduate educational effectiveness and continues to endorse Study Abroad as one of the University’s strategic imperatives. Students in Study Abroad Programs gain: 1) a deeper knowledge and understanding of other cultures and their environments; 2) different perspectives in regard to other nations; 3) increased capacity to analyze issues with appreciation for disparate viewpoints; and 4) increased respect and tolerance of differences – all contributing to a citizenry better able to succeed in the 21st century

Study Abroad Center Course Specific Student Learning Outcomes: Courses Taught by UHM Faculty in Study Abroad Programs
Generally speaking, course-specific learning outcomes should include the following Study Abroad Student Learning Outcomes (SLOs). Please address explicitly how each of the four SLOs (listed below) is reflected in your assessment of the student’s work. You may also consider having students write one or two of their own SLOs that they hope to achieve during the course of their Study Abroad program. SLOs should be written in a way that is measurable—through classroom assignments, grades, observations, journals, performance, exhibitions, or other means you deem appropriate. For example, if you use journal assignments as a mechanism of assessment, how does such an assignment reflect or achieve the outcome(s)?

Listed below are the four Study Abroad SLOs. These may be modified for your specific course/country depending upon the “in-class” or “out-of-class” assignments that you list on your syllabus. Based on your rubric or other grading criteria, there should be a category where students must provide examples of how they demonstrate awareness, communicate appropriately, or engage others from a different culture.
1. Demonstrate awareness of your own cultural values and biases and how these impact your ability to work with others.

2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.

3. Communicate appropriately and effectively with diverse individuals and groups.

4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

The subsequent pages include samples of SLOs and Rubrics of Assessments for Writing-, Oral-, and Ethics-centered courses for your reference and use.

May 11, 2009
Learning Outcomes for your UHM Study Abroad Course(s):
To get started, ask: What is essential for my students to learn and be able to accomplish by the end of my course? How will I facilitate their maximum learning outcomes thereby to enhance their Study Abroad experience with me as their Study Abroad Faculty Resident Director? What elements would the students have missed had I not been the Faculty Resident Director of this specific course at this Study Abroad site?

Learning outcomes
Statements that specify what students will learn and accomplish as a result of an activity, homework assignment, or field trip. These should be expressed as knowledge, skills, attitudes, dispositions.

Characteristics of well written Learning Outcomes
• Action must be observable
• Action must be measurable (consistently by different observers/scorers)
• Action verbs are used (for example, can use words in Bloom’s Taxonomy). Avoid verbs that are unclear and subject to different interpretations, such as: know, become aware of, appreciate, learn, understand, be familiar with

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Instructor-Centered</th>
<th>Student-Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the nine reasons for studying the European monetary system.</td>
<td>Students will list and explain nine reasons for studying and understanding the European monetary system.</td>
<td></td>
</tr>
<tr>
<td>Students will develop an appreciation of cultural diversity in the workplace.</td>
<td>Students will summarize in writing their positive and negative feelings about cultural diversity in the workplace.</td>
<td></td>
</tr>
</tbody>
</table>

Writing Learning Outcomes Template
Students will be able to <insert action verb> to describe knowledge, skills, attitudes, dispositions.

Here are some of Bloom’s Taxonomy action verbs that can be used to write measurable learning outcomes:
• For KNOWLEDGE (remembering): define, describe, identify, state, write, label, recall, etc. (students will recall facts without necessarily understanding the concept).
• For COMPREHENSION (understanding): distinguish, discuss, interpret, translate, differentiate, etc. (asks students to summarize main ideas without relating it to anything else).
• For APPLICATION (transferring): apply, compare, contrast, construct, demonstrate, relate, use, etc. (helps students apply learning to his/her own life experiences).

• For ANALYSIS (relating): analyze, diagram, investigate, prioritize, separate, transform, etc. (students can break materials into parts, describe patterns and relationships among parts).

• For SYNTHESIS (creating): assemble, combine, compose, formulate, generalize, organize, revise, etc. (students can create something new by combining parts to form a unique solution to a problem).

• For EVALUATION (judging): assess, appraise, critique, evaluate, reject, recommend, compare/contrast, etc. (allows students to express their own opinion, judge or value based on ideas, criteria, methods, etc.)

*Modified from California Lutheran University Website on Assessment
www.callutheran.edu/assessment/student_learning_outcomes/writing.php
February 2009
**UHM Study Abroad Center**  
**Example of a Written Paper Evaluation Rubric ***

**Performance Scale**
3 .... Work is exceptional, excellent skills apparent  
2 .... Work is competent, meeting minimum requirements; adequate skills apparent, but additional instruction/practice required.  
1 .... Work is underdeveloped or incomplete.  
0 .... Work is unacceptable.

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Format**
Tables/diagrams, if applicable
References/citations
Appendix

<table>
<thead>
<tr>
<th>Paper Organization/Document Structure</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction is well-written, with transition to body</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion provides closure to paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing Style**
Academic tone (i.e. absence of contractions, appropriate vocabulary, written in third person no I/we or you)
Maintains reader’s interest

<table>
<thead>
<tr>
<th>Substance</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly informative/sufficiently detailed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient number of sources cited</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each bit of factual information clearly cited (or must reader guess origin of the information?)
Appropriate Supporting Materials

<table>
<thead>
<tr>
<th>Logic</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sentences clearly written</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All sentences cohesive with one another</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from the Food Science and Human Nutrition Department Assessment Website, Iowa State University  
April 30, 2009
### Example of an Oral Presentation Evaluation Rubric *

<table>
<thead>
<tr>
<th>Name of Presenter:</th>
<th>Date:</th>
<th>Name of Evaluator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric for Oral Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below Expectation</td>
<td>Satisfactory</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>No apparent organization. Evidence is not used to support assertions. (1)</td>
<td>The presentation has a focus and provides some evidence which supports conclusions. (2)</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The content is inaccurate or overly general. Listeners are unlikely to learn anything or may be misled. (1)</td>
<td>The content is generally accurate, but incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic. (2)</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>The speaker appears anxious and uncomfortable, and reads notes, rather than speaks. Listeners are largely ignored. (1)</td>
<td>The speaker is generally relaxed and comfortable, but too often relies on notes. Listeners are sometimes ignored or misunderstood. (2)</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*adapted from SW 200: Field of Social Work, Violet Horvath*
**UHM Study Abroad Center**

**Example of Ethical Issues Evaluation Rubric (in discussions, writings, group presentation, etc.)** *

(Choose any Ethics Skill, modify scoring to numerical values, and/or add additional criteria necessitated by your course)

<table>
<thead>
<tr>
<th>Ethics Skill</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>can identify an ethical issue in a problem or case</td>
<td>unable to identify</td>
<td>can identify the ethical issue but unclear elaboration</td>
<td>identification of the ethical issue and explanation of underlying principle being violated</td>
</tr>
<tr>
<td>can use problem solving stages to arrive at a resolution for an ethical issue</td>
<td>unable to use stages</td>
<td>uses stages but incomplete or brief</td>
<td>thorough and complete description of stages to resolve the issue</td>
</tr>
<tr>
<td>can identify the stakeholders involved in an ethical issue</td>
<td>unable to identify stakeholders</td>
<td>can identify stakeholders but unclear on impact</td>
<td>can identify stakeholders and describe potential impacts</td>
</tr>
<tr>
<td>can state the approach to ethics being used (e.g., justice, utilitarian, etc.)</td>
<td>unable to state approach</td>
<td>able to state approach but unclear or minimal description of approach</td>
<td>clear and elaborated statement of approach</td>
</tr>
<tr>
<td>can explain how ethical reasoning develops (e.g., Kohlberg, Belenky, Perry or other theory)</td>
<td>unable to explain</td>
<td>general explanation of development</td>
<td>detailed explanation of development</td>
</tr>
<tr>
<td>can describe how to promote development of an ethical organizational climate</td>
<td>unable to describe</td>
<td>can describe but vague or incomplete</td>
<td>thorough description</td>
</tr>
<tr>
<td>can describe the impact of unethical behavior in an organization</td>
<td>unable to describe impact</td>
<td>can describe 2 impacts</td>
<td>can describe 3 or more</td>
</tr>
<tr>
<td>can identify risks to participants in research</td>
<td>unable to identify risks</td>
<td>can identify but unclear explanation</td>
<td>clear identification and explanation</td>
</tr>
<tr>
<td>can suggest ways of reducing risks to participants in research</td>
<td>unable to make suggestions</td>
<td>makes suggestions but not elaborate</td>
<td>clear and elaborated suggestions</td>
</tr>
<tr>
<td>can describe how to conduct an ethics audit in an organization</td>
<td>unable to describe audit</td>
<td>can describe audit but is incomplete or vague</td>
<td>thorough explanation of audit</td>
</tr>
<tr>
<td>can locate and know a code of ethics for their field or management specialty</td>
<td>unable to locate code</td>
<td>can locate and generally describe the code</td>
<td>able to locate and describe code in detail</td>
</tr>
</tbody>
</table>

*Adapted from: Ethics & behavior  [faculty.css.edu/dswenson/web/Gradingrubrics/gradingrubrics.htm](faculty.css.edu/dswenson/web/Gradingrubrics/gradingrubrics.htm), accessed 5/2/09*