

# ADP 301 Student Handbook

## PURPOSE

The mission of the Adult Learner Services Office (ALSO) at Athens State University is to serve the adult working student who has completed some college coursework without completing a baccalaureate degree. To encourage student success, the ALSO is designed to reduce or eliminate barriers for returning adult students while providing academically sound alternative methods to apply knowledge gained from the integration of work experience, training, and classroom experience and to assist the student in the timely achievement of their professional and career goals.

## GOALS

- To facilitate student success by meeting the educational needs of today's adult or non-traditional student.
- To actively support and facilitate the student's goal to complete a degree in a reasonable time frame.
- To prepare adult students for professional, managerial and leadership roles, while delivering a rigorous and quality path to degree completion.
- To emphasize the development of communication skills, technology skills, analytical and critical thinking skills necessary to compete in a global environment.
- To instill in adult students, the desire to learn and understand ethical practices, as expected of them in both the public and private sectors.

The Adult Learner Services Office (ALSO) at Athens State University is an acknowledgement of the philosophy that it is a valid educational practice to recognize and award academic credit for various types of learning attained outside the institution. Such learning may have been acquired through educational programs conducted by government, business and industry, the military, and other non-collegiate organizations. In addition, non-traditional academic credit may be awarded for acceptable work experience, and/or technical training. The method for documenting and evaluating this non-traditional activity is called a "Prior Learning Assessment" (PLA) or "Credit for Prior Learning" (CPL).

Students who are interested in receiving credit for learning that has been acquired outside of the classroom are encouraged to register for ADP 301 Adult Degree Theory and Practice. The class is taught by the ALSO Director and/or ALSO Advisor. The course will provide students with an overview of the principles of adult learning and the essential skills needed for academic and professional success. This course will also guide students through the elements of prior learning assessment and the development of a professional portfolio. ADP301 is a 3-credit hour course that may be delivered in a traditional, blended, or completely distance learning format.

This handbook was developed to help you decide if you should pursue portfolio development for experiential learning assessment and provide guidelines on how to develop and submit a

portfolio. The first step in this decision is to talk to an ALSO advisor about the appropriateness of your prior learning in relation to your academic plan. If you determine that your prior experiences may be related to the discipline you are pursuing, then it may be time to consider developing a portfolio to describe and document your prior learning.

Please note that these guidelines are subject to change. Be sure to check with your advisor to make certain you are following the current requirements and procedures. All forms and appendices included in this handbook are to be used as examples only and are not for use in the actual portfolio.

## **RATIONALE FOR PRIOR LEARNING ASSESSMENT**

Much of the learning that adults have acquired is “experiential”, meaning that the knowledge gained is through the student’s experience. It is learning through the process of involvement and understanding that happens as we work, volunteer, pursue hobbies, etc. Institutionally-sponsored experiential learning has taken the form of co-ops, apprenticeships, internships, student teaching, etc.

Experiential learning assessment programs allow students to seek credit for what they have learned outside of the classroom through experience. Although documenting experiential learning through portfolio development can be a time-consuming process, it can also be a valuable learning experience as you review information you have previously learned. Experiential learning assessment can validate the worth of the learning you have achieved on your own, shorten the time necessary to earn a degree, and enhance your pride for what you have accomplished as a learner.

## **ALSO STUDENT ADVISING**

Athens State University is strongly committed to providing student support services that meet the unique needs of the non-traditional students enrolled in the Adult Degree Practice and Theory course. The University has dedicated specific personnel, instructional and physical resources to this effort. Currently, support is provided by the ALSO Director and the ALSO Advisor. These individuals will:

- define educational goals and select a program of study for the student
- select appropriate coursework each semester
- interpret institutional requirements
- understand the portfolio process
- identify non-traditional learning experiences
- assist with testing activities

In addition, ALSO staff will maintain an on-going method of communication with each student for the purpose of following academic progress and providing student support.

## **PRIOR LEARNING ASSESSMENT (PLA) CREDIT FOR PRIOR LEARNING (CPL)**

Prior Learning Assessment (PLA) or Credit for Prior Learning (CPL) are the terms used for credit that is obtained outside of the classroom. This credit will not count toward University residency requirements. Students may be awarded credit for prior learning using any of the following methods or a combination of these methods.

1. Military experience
2. Nationally recognized examinations or certifications
3. Portfolio assessment

### **PLA/CPL STRATEGIES**

Credit for experiential and non-collegiate sponsored learning is accepted according to standards established by the following organizations:

- American Council on Education (ACE) Guide to Military Training
- ACE National Guide to College Credit for Workforce Training Guide
- CAEL - Council for Adult & Experiential Learning
- CLEP - College Level Examination Program
- DANTES/DSST - Subject Standardization Tests
- NOCTI - National Occupational Competency Testing Institute

#### **American Council on Education**

The American Council on Education (ACE) provides recommendations for awarding credit. At Athens State University, we award credit based on the ACE recommendations.

#### **Council for Adult & Experiential Learning**

CAEL is leader is the national non-profit organization that creates and manages effective learning strategies for working adults. CAEL established 10 standards for awarding prior learning credit which Athens State University follows <https://www.cael.org/ten-standards-for-assessing-learning> :

- 1) Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
- 2) Assessment is integral to learning because it leads to and enables future learning.
- 3) Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
- 4) The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
- 5) Assessment advances the broader purpose of equity and access for diverse individuals and groups.
- 6) Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
- 7) Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.

- 8) Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
- 9) All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
- 10) Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.  
(CAEL, n.d.)

**New Research from CAEL and WICHE on Prior Learning Assessment and Adult Student Outcomes can be found at:**

- <https://www.cael.org/news-and-resources/new-research-from-cael-and-wiche-on-prior-learning-assessment-and-adult-student-outcomes>

**Resource**

- CAEL. (n.d.). *Ten standards for assessing learning*. Retrieved from <https://www.cael.org/ten-standards-for-assessing-learning>

**How PLA Credit Applies to Degree Requirements**

PLA credit is primarily used as elective credit; however, the College Deans may approve PLA credit to replace required classes.

# GUIDE TO DEVELOPING A PORTFOLIO FOR PRIOR LEARNING ASSESSMENT

## Prior Learning Assessment

(PLA) through the Adult Degree Program provides a nationally recognized method of allowing college credit for learning that may have been attained through work, seminars, training programs, military education, and certification programs. Many students and employers find this program extremely attractive because it provides a means to potentially earn college credit from non-traditional sources. It is a customized program so individual results will vary. **Credit for PLA will not count toward University residency requirements.**

The underlying purpose for awarding credit for prior learning is to eliminate duplication of a student's educational effort while maintaining a high standard of educational quality to insure the student's future occupational success. ASU's integrity and accreditation will be maintained as an institution of higher education through valid and reliable evaluation of prior learning by appropriate university personnel.

Credit for prior learning by portfolio assessment is an opportunity for students who feel they have gained knowledge equivalent to college level credit through prior learning to validate their claim. It was designed to provide those students who have acquired knowledge through legitimate means outside an academic environment to establish the legitimacy through careful explanation and insight into the knowledge they have gained. While this is indeed an opportunity for some students, it is also a significant responsibility; the onus of proof is squarely on the students' shoulders. Therefore, students wishing to earn credit by portfolio assessment must be prepared to describe, reflect, and synthesize their learning experiences carefully. Kolb and Bloom and their Learning Models can help students describe and reflect on prior learning.

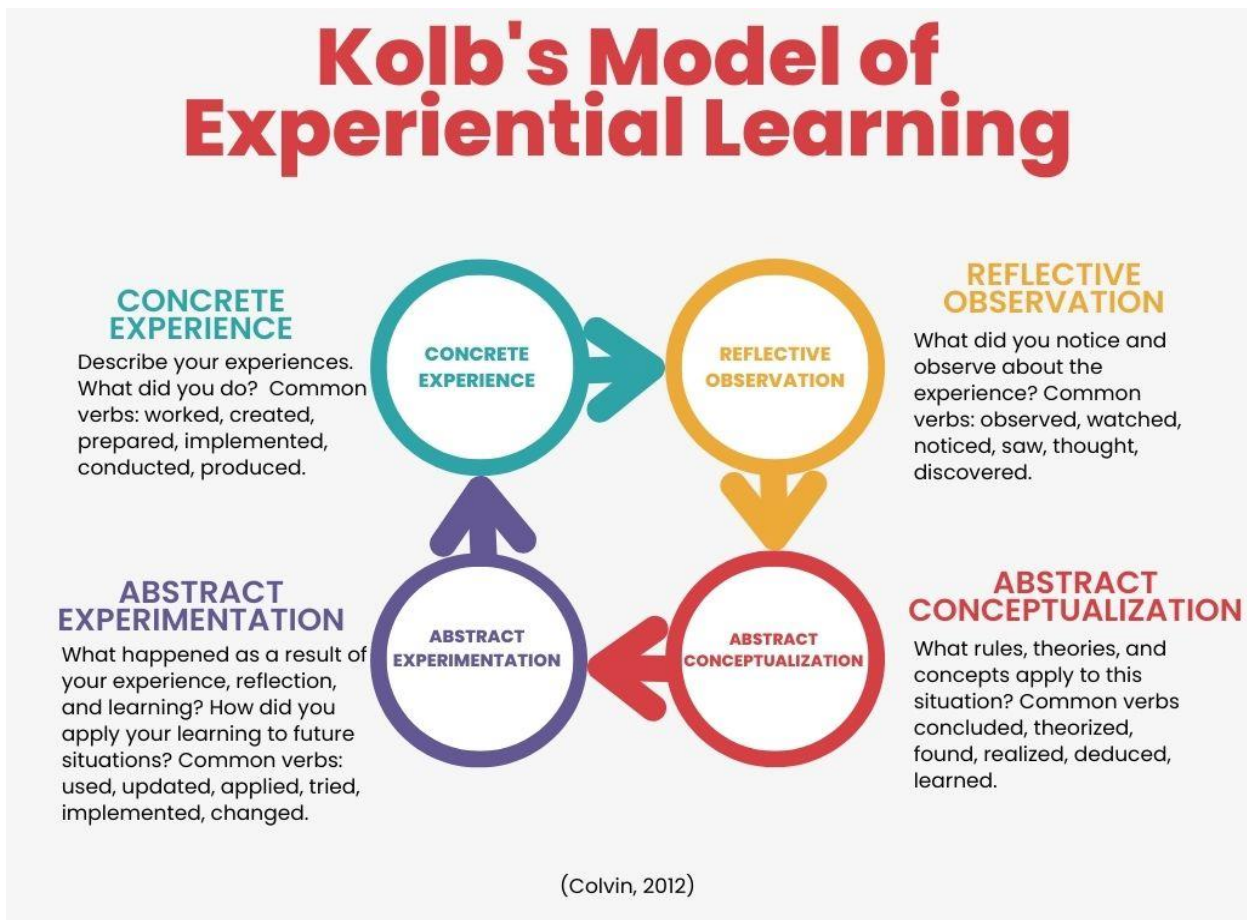
# Applying Kolb & Bloom's Learning Models to Describe & Reflect on Prior Learning

## Kolb's Cycle of Learning

David Kolb, a professor of organizational behavior and the author of a multitude of books, chapters, and journal articles on experiential learning, learning styles, learning flexibility and team learning, describes learning as a cycle with four parts: concrete experience, reflection and observation, abstract conceptualization, and active experimentation. When each state of the cycle is utilized, learning becomes more complete; likewise, when a portion is left out, the cycle is shortchanged.

The cycle of learning proposed in Kolb's model shows how concrete experiences can lead to personal reflection on the experience. This reflection then leads to abstract conceptualization, which might manifest itself in a set of conclusions or rules of thumb derived from the experiences as well as insight into applicable theories or other concepts. The conclusions reached next lead to ways of testing the new learning, what Kolb calls active experimentation, and then ultimately back to a new concrete experience.

The crux of Kolb's model is the step of reflection, an often neglected part of the learning process. Although all adults are exposed to a multitude of life experiences, Kolb maintains, not everyone learns from these. Learning happens only where there is reflective thought and internal 'processing' by the learner, in a way that actively makes sense of an experience and links to previous learning (Colvin, 2012 p. 93-94).



## Bloom's Taxonomy

Developed in 1956 by a committee lead by Benjamin Bloom, this model divides learning into three main domains or categories: cognitive, affective, and psychomotor. The taxonomy's cognitive domain is of particular interest to the PLA student. This domain is concerned mostly with skills having to do with knowledge and comprehension and with intellectual outcomes. The model breaks the domain down even further into more precise and specific levels, each level building upon the previous level, with the higher levels involving critical thinking. The model lists the six levels of the cognitive domain from Bloom's Taxonomy and gives a brief description of each with possible applications to your PLA process (Colvin, 2012 p. 97-98).

# Adaptation of Bloom's Taxonomy for PLA Students

(Colvin, 2012)

LEVEL	DESCRIPTION	KEY WORDS & REFLECTIONS
Knowledge	What you can recall and describe, such as facts, terms, and basic concepts.	What, where, when, which, how. Can you describe, define, recall, name, and explain your knowledge?
Understanding	Describing, clarifying, and explaining the concepts, facts, or ideas.	Demonstrate, compare, interpret, clarify. Can you explain your knowledge in your own words?
Application	Demonstrating how the concepts, facts, or ideas can be used.	Apply, experiment, do. How did you apply your knowledge to a specific situation?
Analysis	Examining your decisions and actions in more detail.	Explain, categorize, deduct, problem solve, why. Why did you arrive at your conclusions about the subject matter?
Evaluation	Judging the validity of the decision or action taken.	Evaluate, judge, make recommendations. What recommendations do you have as a result of evaluating your learning?
Innovation	Creating or changing something based on your previous learning	Plan, change, create, innovate. What innovation resulted in your learning?

## **Resource**

- Colvin, J. (2012). *Earn college credit for what you know*. Council for Adult & Experiential Learning.

## **Process for Developing a Portfolio**

How do students assemble a PLA portfolio? A central challenge in this process is for students to provide documentation (the “proof”) that demonstrates an appropriate balance between theoretical learning and practical application. That is, students must be able to separate and examine the “doing” (the experience) from its result (the learning that occurred). In other words, it is not enough to have simply done something well – it is necessary to know why certain actions were successful (e.g. produced results) and what learning occurred – how did one’s understanding grow, change or become more complex through the course of your experience. As a student begins to compose a portfolio, the following key questions may be useful:

- Did my experience produce significant learning at the college level?
- Does my experiential learning apply to my academic goal?
- Can I document my experience and extract from it clear statements of learning?
- Am I prepared to spend my time and effort gathering, organizing, and interpreting materials needed in a portfolio? Students must be self-directed, committed to the task, and willing to work independently.
- In what ways did your experience promote or modify your understanding of the subject?
- What were the different parts or pieces of the experience and how did they contribute to your understanding?
- What kind of choices did you make throughout the experience and how did these choices affect what you learned, “found out” or discovered about your subject?
- What do you know about the subject that someone without the experience might not know?
- What have you learned through your own initiative—reading, talking to people, doing? What do the experts say and does your experience support this information or not?

The development of a portfolio is a rigorous process that requires students to document learning – theoretical and practical – equivalent to college level learning. Students must complete a minimum of English Composition 101 and 102 or equivalent English courses before developing a portfolio.

## **Goals of Developing a Portfolio**

There are several goals that portfolio assessment seeks to address. In a successful portfolio, the student

- Identifies areas of competency for which she or he would like to document learning.
- Demonstrates knowledge equivalent to that gained through college level study.
- Carefully reflects and documents his or her experience to prove learning occurred
- Accepts the portfolio assessment process as a rigorous, authentic undertaking and not an “easy way to earn credits”.

## **Portfolio Standards**

- Does the portfolio document learning, not just experience?
- Is the learning at the appropriate level?
- What does ACE recommend?
- Is there a balance between theoretical learning and practical application?
- Is the learning in an area of competency which is appropriate for the student's degree and major/minor?
- Is there sufficient evidence that this learning does not duplicate credit already awarded?

## **Procedure for Prior Learning Assessment**

- Student enrolls in ADP301 to develop a prior learning portfolio.
- Student develops a prior learning portfolio based on the specified guidelines using resources and assistance provided during ADP301.
- Portfolio must be submitted within 6 months of the completion of ADP301.
- The portfolio is evaluated by persons with expert knowledge to determine the amount and classification of credits to be awarded.
- Student will be notified with results of portfolio review within 60 days of submission.
- Credit is posted on the student's record. Prior learning credit does not affect the computation of the grade point average.
- If the student is dissatisfied with the credit awarded, he or she may appeal to the Associate Vice President for Academic Affairs by writing a letter stating the reasons for the appeal. It should be noted, however, that careful consideration will be given to credit awarded and the student must have a very strong basis on which to make the appeal.
- Students may submit up to two additional portfolios for review if additional experiential learning is acquired. A \$100 non-refundable assessment fee is due with each additional assessment.
- Portfolios will not be accepted during the semester of intended graduation without prior approval.

## **Parts of the Portfolio**

The following items are required in a professional portfolio

1. Title Page
2. Cover Letter-Must clearly identify each competency area or petition in the portfolio
3. Professional Resume
4. Prior Learning Narrative
5. A Learning Experience Description and Reflection Form for each competency area or petition
6. Supporting Documentation for each petition
7. Application and Verification Statement

## **What is the “Learning Experience Description and Reflection Form”?**

This form provides the method to identify and define the learning by each Area of Competency. Some helpful questions as you complete these forms.

- **What** did you learn? (Ex: I learned to supervise an employee with performance which was below that expected by the organization.)
  - Describe changes in yourself, your understanding, or your skills that occurred as a result of the activity and show what learning the changes produced.
  - Explain if your duties required acquisition of new skills, or understanding of complex procedures or techniques.
  - Describe instances of new programs initiated, forms or procedures developed, problems resolved, or processes improved.
  - Document training, teaching, or supervisory roles.
  - Formulate broad concepts about the areas of knowledge and skills represented in your experiences.
  - Generalize from the specific experience to the broad principle.
  - Note instances where learning resulted in successful completion of a specific project, task, or activity. (example: Directed the design and implementation of a new safety program which resulted in 0% decrease in accidents during the next 12 months.)
  - Do not include "life experience" learned through community or other personal activities
- **When and where** did the learning take place? Include employer, agency or experience provider or location.
- **How** was the learning acquired?
  - Was the learning formal (schools, military training, on-the-job training) or non-formal (work experience)?
  - Were you engaged in independent study?
  - Were you involved in an apprenticeship?
  - Did you go through some formal training experience?
  - Was the learning acquired on-the-job through experience, experimenting, informal training, etc.?
- **Why** is the learning at the college-level?
  - Is it generally applicable outside the setting where it was learned?
  - Is it conceptual in nature, represents a theory or abstraction?
  - Is it related to a knowledge base and is not a manual or routine skill?
  - Is it verifiable and measurable?
  - Is it of a quality equal to that done in college work?

### **What are Prior Learning Competencies?**

The student will be required to prepare separate documentation for each area of competency. If you have more than one experience which applies to a competency, you should provide separate documentation for each experience. The *Learning Experience Description and Reflection Form* should be used for this purpose. Listed below are examples of areas of competency a student might pursue:

- **Competency Area: Economic Analysis**

The ability to assimilate data and justify capital equipment through economic analysis

- **Competency Area: Work Standards**

The ability to understand and establish work standards

- **Competency Area: Plant Layout and Material Handling**

The ability to perform plant layout and material handling analysis

➤ **Competency Area: Team Facilitator**

The ability to function as a facilitator in work improvement teams based on knowledge of workplace design, ergonomics, continuous improvement strategies, TQM, TPM, etc.

➤ **Competency Area: Industrial Equipment**

An understanding of and the ability to use current industrial equipment

➤ **Competency Area: Production Line Management**

The ability to maintain and manage an effective production line

➤ **Competency Area: Quality Systems**

An understanding of and the ability to apply quality concepts as related to processes and products

➤ **Competency Area: Production/Inventory Control/Materials Management (6 S. H.)**

The ability to do production planning, scheduling, and inventory control work including related computer systems.

➤ **Competency Area: Training and Development**

An understanding of and the ability to develop and deliver training to individuals or groups

➤ **Competency Area: Office Management**

The ability to manage the responsibilities and technology of an office- Competence may be general, or specialized such as Legal office, government office, etc.

➤ **Competency Area: Payroll Administration**

The ability to manage the payroll process for an organization or institution

➤ **Competency Area: Banking and Finance**

The ability to advise customers in financial planning, retirement planning, real estate, etc

## **What are Acceptable forms of Supporting Documentation?**

Documentation of work experience must show that you held the position and performed the duties described.

- Letters of verification should not be letters of recommendation. They should include the writer's relationship to the experience (e.g. supervisor, director, etc.), description of the pertinent past and present duties, responsibilities, and tasks involved in the learning under consideration, indication of competence, skills and knowledge of the area, and how well the person performed. Letters should be written on official stationery if appropriate to authenticate the evidence.
- Document training received with copies of certificates of completion, letters from supervisors, transcripts, etc.
- Document the scope of the training with a copy of the syllabus, outlines of the training, descriptions of the training, etc. Documentation should include only relevant materials. Large quantities of flowery, vague documentation will not be as effective as a few appropriate, informative documents.
- Documents can be replicated if needed in more than one section or referenced in additional sections.

**Direct evidence** is documentation of your actual learning in a particular subject area.

Examples are:

- Samples of your work (reports, presentations, examples of projects)

- Official verifications that show your mastery of the subject, licenses and certificates
- Descriptions of the process of your learning (course outlines and evaluations for non-credit/training courses, notes you took to help you think of your documentation
- Letters from employers (see “Letters of verification for Documentation”)
- Licenses and Certificates (see “Description of licenses and certificates”)
- Certificates
- Newspaper clippings
- Audiotapes and videotapes
- Resumes
- Photographs
- Products of your work
- Proposals
- Job descriptions and/or classifications
- Official forms or records such as records of promotions or performance evaluations.

**Indirect evidence** verifies and confirms your accomplishments. Examples are:

- Letters written on your behalf
- Newspaper articles
- Documentation of your performance.

Letters can be used to corroborate any type of activity and are usually one of the more common forms of documentation. Since letters occupy an important role in the documentation process, use the guidelines listed below. You may wish to copy this information and present it to the person you request to write a letter of verification for you to include in your portfolio. It is the responsibility of the student to make clear to the author that the letter is to be one of verification and not one of recommendation.

Be sure the person knows or has the opportunity to observe the works and learning for which you are seeking academic credit.

- The author must indicate knowledge of the student and the learning for which the student wishes to receive prior learning credit.
- The letter should be written on the official letterhead of the company or organization with which the author is or was associated, if available.
- The content of the letter should focus on the duties, responsibilities, tasks, and/or activities which were a part of the learning experience that is under consideration. The letter should say who, what, when, why, where, and for how long.
- The author of the letter should state clearly the nature of the relationship between author and student. Family members, friends, and ministers are not good sources as they may be biased and may not have firsthand knowledge of the learning.

### ***Examples of Documentation***

#### ➤ ***Work Experience***

- Job Experience
- Awards
- Letters of commendation
- Letters of corroboration from superiors, clients
- Promotion evaluation

- Evidence of promotion
  - Evidence of suggestions adopted
  - Explanation of ranking, rating, or classification system in company or organization
  - Certificates of licenses and performance standards for these
  - Membership in professional or trade organizations and criteria for membership
  - Rating forms
  - Articles about accomplishments (trade journals, etc.)
  - Examples of products, publications, manuals, videos, recordings produced
  - Examples of reports/plans written, blueprints or computer programs designed, etc.
  - Slides/Photographs of large articles (painting, sculpture)
- **Community Service**
- Commendations and awards
  - Newspaper and magazine clippings
  - Letters or corroboration from supervisors, clients, etc.
- **Non-College Courses and Training**
- Transcripts-letters attesting to enlistment
  - Syllabi
  - Evidence of and criteria for completion
  - Course description/outline
  - Number of didactic hours-Number of clinical or practicum hours
  - Diplomas and certificates
- **Special Accomplishments**
- Patents obtained
  - Countries visited and relation to academic goal
  - Mementos from travels and relation to academic goal
  - Programs and reviews of performance, exhibits

### **Submission and Posting Fees**

The portfolio submission fee is \$200 which is non-refundable and due at the time of submission. This fee is for the assessment of the portfolio document and not for the “purchase of credit”. Therefore, the assessment fee is not refunded if the petition for credit is not granted.

Upon evaluation of the student’s portfolio, a posting fee will be charged at the following rate.

- \$10/per credit hour for lower-level credit
- \$50/per credit hour for upper-level credit

College credit awarded for prior learning through the portfolio process can reduce both time to degree completion and cost. While the portfolio development process is intense, the reward can be substantial. For example, 6 hours of upper-level portfolio credit would cost \$500 (\$200

for the portfolio submission and \$300 for posting the 6 hours of credit to the academic transcript). The cost of tuition for 6 hours at Athens State University would be \$1350 without fees or textbooks.

Two additional addendums are allowed after a portfolio has been approved in order for the student to submit proof of additional learning in a different Competency Area. The student will be assessed a \$100 Non-refundable administrative fee when a portfolio addendum is submitted.

# SAMPLE STUDENT PORTFOLIO

## Title Page

PORTFOLIO FOR PRIOR LEARNING ASSESSMENT

Submitted to  
Adult Degree Program Office

BY

James R. Student

DATE: January 31, 2011

ADDRESS: 1400 Raider Drive, Athens, Alabama 35611

PHONE: 256-XXX-XXXX

ASU EMAIL: [jstudent13@my.athens.edu](mailto:jstudent13@my.athens.edu)

## Cover Letter

Adult Degree Program  
Athens State Univeristy  
300 N. Beaty Street  
Athens, Alabama 35611

Dear:

Attached is my portfolio of prior learning which I am submitting for credit consideration. This portfolio is a comprehensive documentation of my work experience over the past 20 years. This includes both experiences gained while working in the automotive industry and documents from traditional and non-traditional training acquired during that time through the military, on-the-job training, and apprenticeship programs.

This portfolio is being submitted for credit which will be applied toward my B.S. degree in Management of Technology. The areas of specialization represented by my PLA credit are employee training and development and employee supervision.

Although my experiences have basically been related to the automotive industry, the administrative and technical concepts and philosophies I have acquired would apply to any field. Training received such as (highlight most significant and applicable training received), etc. can be applied in many fields. Proficiencies gained on-the-job such as (list most relevant work experiences that have contributed to your learning in this field) are also applicable to other industries.

In this portfolio I have identified and described each Area of Competency and supplied documentation of my relevant experiences. Listed below is the title of each Area of Competency in this portfolio for which I am seeking credit for:

- **Total Industry Perspective – 3 hours of upper level credit**
- **Employee Supervision - 3 hour of upper level credit**
- **Performance Measurement and Performance – 3 hours of upper level credit**
- **Employment and Labor Law – 3 hours of upper level credit**
- **Team Facilitator – 3 hours of lower level credit**
- **Industrial Equipment – 6 hours of lower level credit**
- **Production Line Management – 2 hours of lower level credit**

If you would like further information or an interview, please feel free to contact me at (555)555-1111.

Sincerely,

## Table of Contents

Title Page.....	
Cover Letter.....	
Professional Resume.....	
Prior Learning Narrative .....	
Learning Experience Description & Reflection Form for each petition.....	
ACE Exhibits for each petition.....	
Supporting Documentation .....	
Verification Statement .....	
Portfolio Checklist.....	

# Professional Resume

James R. Student  
1400 Raider Drive \* Athens, Alabama 35611  
(256) XXX.XXXX (H) \* (256) XXX-XXXX (W)

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## WORK EXPERIENCE

### Johnson Motor Corporation

Bedford, Tennessee

1989- Present

- *Senior Manufacturing Supervisor: 1996 - 1999*
  - ✓ Supervised shift work group of 10 maintenance technicians and one lead.
  - ✓ Provided maintenance, troubleshooting, and diagnostic assistance for Manufacturing related computer applications.
  - ✓ Implemented and supported software systems.
  - ✓ Provided source code management.
  - ✓ Utilized technical writing skills for the development of software application related documentation.
  - ✓ Utilized project management skills for leading Software Developers and conducting User Group meetings.
- *Plant Facility Engineer and Planned Maintenance Coordinator: 1994 - 1996*
  - ✓ Evaluation and investigation of work requests, projects and assignments.
  - ✓ Prepare, coordinate, supervise and monitor bid packages including establishing, coordinating and controlling schedules, priorities and costs.
  - ✓ Provide technical assistance to other Team Members.
  - ✓ Coordinate Planned Maintenance Program (Preventive and Predictive) including technical training, new technology equipment purchases and program administration.
  - ✓ Coordinate Productivity Performance Measurement
  - ✓ Business Unit Dispatch Engineering Resource.
  - ✓ Assist in the administration of Business Unit Service Contracts.
- *Maintenance Operations Module Advisor: 1993 - 1994*
  - ✓ Provide leadership, guidance and act as a resource to the Maintenance Work Units.
  - ✓ Support and apply Company's Mission and Philosophy.
  - ✓ Represent the Maintenance Module on the Business Unit Decision Ring and external groups.
  - ✓ Coordinate model change impacts on Maintenance Work Units and production equipment and the Production Work Units.
  - ✓ Assist in prioritizing and providing the allocation and utilization of resources with the Maintenance Work Units and Module.

- ✓ Facilitate, coordinate, assist in development and monitor implementation of safety, maintenance goals and maintenance process's, training, business plans, continuous improvement, people systems and other programs within the Maintenance Work Units.
  - ✓ Promote World Class Maintenance Philosophy.
  - ✓ Communication link for scheduling and problem solving on production equipment, quality and maintenance with other Module Leadership within Business Unit.
  - ✓ Facilitate and coordinate team development activities.
- *Process Engineer (Paint) 1991 - 1993*
    - ✓ Provide manufacturing, quality and process support and training to Work Units involved in paint application. (Knowledge of quality and paint process methods and procedures, Knowledge of paint process materials and facilities)
    - ✓ Establish and support continuous improvement activities in each work unit.
    - ✓ Maintain a working knowledge of latest developments in paint applications.
    - ✓ Coordinate, paint activities in a Clean Room environment.
  - *Electrical Technician: 1989 - 1991*
    - ✓ Electrical Maintenance of paint application automation and manufacturing support equipment.

### **Winfield Corporation**

Paine, Minnesota

1983 - 1989

- *Maintenance Electrician: 1983 - 1989*
  - ✓ Electrical Maintenance of manufacturing equipment in the Paint and Body Fabrication departments.

### **International Brotherhood of Electrical Workers**

Paine, Minnesota

1976 - 1983

Local Union 415

- *Electrical Construction Foreman: 1980 -1983*
  - ✓ Foreman of electrical construction projects for Hicks Electrical Construction Company.
- *Electrical Apprenticeship Training: 1976 - 1980*
  - ✓ Four Year Electrical Apprenticeship through the Paine Joint Apprenticeship Training Committee.

## **EDUCATION**

### **Athens State University**

Athens, Alabama

2012 - Present

- Completing B.S. Degree in Management of Technology with a minor in Marketing

### **Stator Technical University**

Wagner, Minnesota

1988-1990

- Completed coursework in Pre-Engineering

## **Calhoun Community College**

Decatur, Alabama

1982-1984

- Completed coursework for transfer

## **Technical Training**

Johnson ITP for Information Technology Engineers: 1996 - 1998

Johnson IIP for Maintenance Module Advisors: 1993 - 1994

Johnson ITP for Electrical Technicians: 1989 - 1993

- Johnson ITP Supervisor's Institute
- General Supervision
- Employment Law
- Performance Management
- Workgroup Facilitation
- Conducting Effective Meetings
- Time Management
- Union Avoidance

Cleveland institute of Electronics: 1985 - 1986

- Associate in Applied Science in Electronics Engineering Technology

Control Data Corporation: 1984 - 1985

- Plato Electronics Training

Winfield Pre-Employment Training for Skilled Trades: 1983

Paine Joint Apprenticeship and Training Committee: 1976 – 1980

## **Prior Learning Narrative**

Tell the assessor how your experiential learning relates to the academic program you are pursuing, where your experience was gained, and state each area of competency that you are seeking credit for. The description of the experience and learning may be blended into one essay. This section can be a few paragraphs or several pages long. Through observation and reflection, students are expected to demonstrate, when appropriate, conceptual and theoretical knowledge derived from their experiences.

# Learning Experience Description and Reflection Form(s)

**Must have a Learning Experience Description/Reflection Form for each petition in the portfolio.**

**Type of Experience (check one):**

- Work Experience
- Seminar or Workshop
- Military Training
- Non-Accredited Course
- Vocational Training
- Apprenticeship
- Other: \_\_\_\_\_

**Title of Learning Experience:** (Provide job title or title of workshop, non-accredited course, etc.)

**Name and Address of Training or Employer:**

**Dates of Training or Work Experience:**

**Description of Course/Work Activity/Experience:**

Include the following types of information as appropriate: duties performed, skills and knowledge acquired, unique or unusual responsibilities, outline of content if formal training, special awards, promotions, or achievements, etc. The exact content of your description should be dictated by the activity you are describing. Use additional pages as needed.

*Include a Kolb type reflection on your learning. Review relevant learning outcomes on the ACE Exhibit. Demonstrate through observation and reflection conceptual and theoretical knowledge derived from your experiences.*

*Example: The Introduction to Supervision and Employment Law allowed me to evaluate my self-learned management style and identify areas of my style which were not effective. I learned how to identify specific employee situations, think about how I normally would react to the situation and reflect on how applying the knowledge I had gained in this course might improve the outcome. After trying new management approaches, I would evaluate the results and further modify my management techniques. The Employment Law section of this training allowed me to place another layer of facts around each decision I made.*

## Supporting Documentation

**Can be any documentation that supports you have done what you say you do.**

Examples are: certificates, transcripts of training completed, job descriptions, brochures, or letter from supervisors or HR Department. (see example below of a letter from a supervisor)

**When organizing the portfolio, include documentation with the Learning Experience Description & Reflection Form that the documentation is supporting.**

### **Example of letter from supervisor:**

I am delighted to verify Jane Smith's work experience with our company. I was her supervisor for 10 years. During that time, I watched her grow from a novice in this area to someone who could handle almost any task we set before her.

Jane joined our staff in 1982 as an account manager and was promoted to office manager in 1985. Her chief responsibilities in the position include:

1. Working with product engineering to do FMEA reviews.
2. Assisting with ISO 9000 certification in the Assembly Department.
3. Serving on the cross-functional product development team for assembly.
4. Responsible for the quality assurance function in the Assembly Department.
5. Reviewing warranty claims related to assembly.
6. Training operators in SPC methods in assembly.

In addition to learning gained on-the-job, several training courses were also successfully completed in many software programs including Peachtree software. She was able to take this knowledge and revise our billing processes using this new program.

If I can be of further assistance to you regarding Jane's work experience with our company, please do not hesitate to call upon me.

Sincerely,

# Verification Statement

## Verification Statement for the Assessment of Prior Learning

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Daytime Telephone ( ) \_\_\_\_\_ Evening Telephone \_\_\_\_\_

### Applicant's Statement

I, \_\_\_\_\_, the undersigned, hereby state that all facts, statements, and information contained in this portfolio are true and correct.

\_\_\_\_\_  
Signature of Applicant Date

### Advisor or ADP Office Recommendation:

The learning claimed and described in this portfolio is appropriate to this student's degree program. I recommend that this portfolio be accepted for evaluation.

\_\_\_\_\_  
Name (please print) Department

\_\_\_\_\_  
Signature Date

## Portfolio Checklist

Please use this checklist to ensure that all required documents are included in your portfolio.

Application for Non-Traditional Credit	
Title Page	
Cover Letter	
Professional Resume	
Prior Learning Narrative	
Learning Experience Description and Reflection Form(s) You will need one of these for each petition you are submitting in your portfolio.	
Supporting Documentation Documentation should be following the <u>Learning Experience Description &amp; Reflection Form</u> that it is supporting.	
Verification Statement	

## Resources

There are many resources available to help students gain a better understanding of the nature of experiential learning as well as the demonstration of its outcomes. While composing their portfolio, students may find the following resources, among many others, helpful.

### PRINT RESOURCES

**Anderson, L. & Krathwohl, D.** - A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives; Longman. (2001)

**Bloom, Benjamin S. and Krathwohl, D.** - Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain; Longmans, Green. (1956)

**Boud, D. et al (eds.)** - Reflection: Turning experience into learning; Kogan Page. (1985)

**Boud, D. and Miller, N. (eds.)** - Working with Experience: animating learning; Routledge. (1997)

**Brookfield, S. D.** - Adult Learning, Adult Education and the Community; Milton Keynes Open University Press. (1983)

**Colvin, J.** (2012). *Earn college credit for what you know*. Council for Adult & Experiential Learning.

**Dewey, J.** - How We Think; Heath. (1933)

**Houle, C.** - Continuing Learning in the Professions; Jossey-Bass. (1980)

**Jarvis, P.** - Adult Learning in the Social Context; Croom Helm. (1987)

**Kolb, D. A. (with J. Osland and I. Rubin)** - Organizational Behavior: An Experiential Approach to Human Behavior in Organizations 6e; Prentice Hall. (1995a)

**Kolb, D. A.** - Experiential Learning; Prentice Hall. (1984)

**Marrow, A. J.** - The Practical Theorist. The Life and Work of Kurt Lewin; Basic Books. (1969)

**Mezirow, J.** - Transformative Dimensions of Adult Learning; Jossey-Bass. (1991)

**Schön, D.** - The Reflective Practitioner; Basic Books (1983)

## **ONLINE RESOURCES**

**Council for Adult and Experiential Learning (CAEL)** - New Research from CAEL and WICHE on Prior Learning Assessment and Adult Student Outcomes can be found at: <https://www.cael.org/news-and-resources/new-research-from-cael-and-wiche-on-prior-learning-assessment-and-adult-student-outcomes>

**David A. Kolb on Experiential Learning** - <http://www.infed.org/biblio/b-explrn.htm>

**ERIC Database searches** - <http://ericir.sunsite.syr.edu/>

**Explorations in Learning & Instruction** - The Theory into Practice Database: <http://tip.psychology.org/>

**Guide to Theories of Learning** - <http://commhum.mccneb.edu/PHILOS/learntheo.htm>

**Kurt Lewin: Groups, Experiential Learning and Action Research** - <http://www.infed.org/thinkers/et-lewin.htm>

**Perrone, Vito** - "How To Engage Students in Learning." Teaching for Understanding Volume 51: Number 5, February 1994 [www.ascd.org/readingroom/edlead/9402/perrone.html](http://www.ascd.org/readingroom/edlead/9402/perrone.html)

**Schein, E** - 'Kurt Lewin's Change Theory in the Field and in the Classroom: Notes Toward a Model of Managed Learning', Systems Practice, 1995 <http://www.solonline.org/res/wp/10006.html>

**U.S. Department of Education Publications in ERIC** - <http://www.ed.gov/index.jsp>

**Searchable terms:** adult education, education work relationship, educational practices, educational theories, educational trends, experiential learning, learning models