

IDS 298

Portfolio Development

COURSE DESCRIPTION

Identification, analysis, and evaluation of prior learning experiences in the context of academic requirements and goals. Development of a portfolio and plan for the attainment of educational and career goals. Designed primarily for non-traditional students with significant prior learning experiences. (1 Credit)

The portfolio is an *attempt* to gain credit for the learning that has taken place due to life experiences. Prior to requesting credit for life experience, students must ask themselves three (3) questions:

1. Is it college-level learning?
2. Is it learning that can be documented?
3. Can the faculty at UW-Superior evaluate it?

Students must enroll in this course for 1 credit. The credit generated from the course will count towards your baccalaureate degree as an elective credit. The assessment fees are in addition to the course tuition and are paid separately.

The credits gained through the portfolio may be used in your major, general education requirements, or in the elective area as appropriate. Check with your advisor.

Important notes:

1. Credit awarded will **not** count toward the 30 *resident* credits required for graduation, because APL credit is *awarded* at UW-Superior, not *earned* at UW-Superior.
2. Portfolio credits usually do not transfer to another institution. It is at the discretion of the institution to which you are transferring as to whether or not they accept portfolio credits.

EVALUATION CRITERIA

Evaluation will be on a “P” (pass) or “F” (fail) basis.

INSTRUCTOR INFORMATION

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Fax: 715/394-8139
Email: pnordgre@uwsuper.edu

TEXT

No text required. In addition to this manual, you will need the most recent UW-Superior General Catalog., available online at www.uwsuper.edu/catalog/undergraduate/.

REQUIRED MEETINGS

If you have any questions after reviewing this manual, call the instructor. Otherwise, a conference is required before you send in your materials for Section 1, 2, 3, and 4. Additional conferences may be scheduled as needed.

COURSE OBJECTIVES

The overall objective of the course is for you to demonstrate knowledge of the portfolio development process. In the process of developing a portfolio, you will complete the following activities:

1. Identify all prior learning experiences.
2. Review, analyze, and evaluate prior learning experiences in the context of academic requirements and goals.
3. Construct a professional resume.
4. Write a brief autobiography or lifeline of learning experiences which provides a chronological history of life-long learning.
5. Formulate a request or requests for specific amounts of credit for your prior learning experiences.
6. Construct learning outcomes (competency statements) derived from your experiences which relate to UW-Superior courses/credits.
7. Demonstrate ability to document support for a request for credit for prior learning.

Assessment of Prior Learning

The University of Wisconsin-Superior assesses credit for prior learning in four distinct areas:

1. Examination of prior learning (CLEP, DANTES, Challenge Examinations)
2. award of credit for non-university education programs assessed by the American Council on Education (ACE)
3. Petition for Technical College Credit
4. Portfolio Development.

Examination of Prior Learning

Students at UW-Superior may receive college credit for passing scores on certain exams offered by the College Level Examination Programs (CLEP), the Defense Activity for Nontraditional Education Support (DANTES), and for challenge exams offered in some departments. Students may acquire up to 30 semester credits by examination. Credit awarded by examination may or may not be transferable to other institutions; transfer credit is at the discretion of the institution to which a student is transferring.

Award of Credit for Non-University Education Programs

The University of Wisconsin-Superior awards credit for learning acquired by students who have successfully completed programs listed in the *National Guide to Educational Credit for Training Programs* published by the College Credit Recommendation Service of the American Council on Education. Students seeking award of credit for a program must first determine if the program has been assessed by consulting the *National Guide*, and then provide documentation that the program was completed. Documentation is submitted to the Coordinator of Assessment for Prior Learning, Erlanson 105.

Petition for Technical College Credit

Students who have completed coursework at a technical college may be able to receive credit through a petition process. The petition process requires development of an abbreviated portfolio which includes the following:

- identification of UW-Superior courses for which credit is requested
- documentation that the requirements in the completed technical college course match the requirements of the UW-Superior course.

Directions for the Petition for Technical College Credit process are included in appendix A of this manual.

Portfolio Development

Portfolio development is the most extensive process in requesting credit for prior learning. The portfolio process requires presentation of evidence supporting a claim that through life experiences learning outcomes equivalent to those for a particular course have been achieved. The portfolio includes the following components:

- an *autobiographical statement* that relates life experiences to the identified learning outcomes
- a *credit request list* that identifies the specific courses for which credit is being requested and the number of credits requested
- a *learning outcome essay* for each course for which credit is requested
- *documentation* that the accomplishments identified in the learning outcome essay were actually achieved.

Three questions must be answered prior to requesting credit through the portfolio process:

1. Was the learning achieved college-level learning?
2. Can the learning be documented?
3. Can the faculty at UW-Superior be expected to evaluate the learning?

College level learning requires that a theoretical as well as a practical level of knowledge be achieved. Thus, an individual may have years of experience in electronics but have little experience with the theories of physics being applied. Likewise, a student may have years of experience in running a small business but no knowledge of the theories of marketing. Experience alone does not constitute college level learning.

The question, “Can the faculty at UW-Superior evaluate the learning for which credit is requested?” is an important consideration. A student with a number of years of experience in mining and the theories of engineering associated with mining would not request UW-Superior faculty to evaluate that learning; UW-Superior does not have a department with faculty experts in the areas of mining engineering. In general, the areas in which one could expect UW-Superior faculty to evaluate learning are business, liberal arts and sciences, health promotion, education, communicating arts, drama, and transportation and logistics.

Portfolio Development Overview

You will not be awarded credit for the experiences that have taken place in your life, but rather, for the learning that has taken place through these experiences.

Perhaps you were named “Outstanding Citizen of the Year” or elected from a large pool of applicants to a public office or completed a bicycle trip from coast to coast. Any of these would be very important to you, but they represent an “experience.” You must demonstrate to the faculty member assessing your portfolio *the learning resulting from that experience*.

A portfolio is a compilation of a student's past learning resulting from academic, personal and professional experience. A portfolio is divided into the following five sections:

- Section 1: Resume
- Section 2: Autobiography
- Section 3: Current UW-Superior Transcript
- Section 4: Credit Request List
- Section 5: Learning Outcome Essays
- Section 6: Documentation

After the assessment coordinator reviews the completed portfolio, it is evaluated by faculty experts who do the actual awarding of credit. Students are notified of credits awarded when faculty evaluation is complete. Because of the detailed work in portfolio assessment, the entire process requires an extended period of time.

In special cases where a portfolio is organizationally incorrect or inadequately articulated and documented, the portfolio will be returned to the student immediately with suggestions for improvement or expansion. The student will then be required to resubmit the portfolio for review and evaluation.

Three copies of the portfolio must be submitted. One complete portfolio remains with the university. Students may pick up other portfolios after evaluation.

Required Format of the Portfolio

Portfolios that do not match the required format will be returned without being evaluated.

1. The contents of each copy of the portfolio must be contained in a stiff-backed 3-ring notebook. The notebook in which the portfolio is contained must be able to sit on a bookshelf in an upright position.
2. The student's name, address, and phone number must appear on the front cover of the notebook and on the back spine.
3. All sections of the portfolio must be clearly separated by dividers and labeled.
4. All pages of the portfolio must be numbered consecutively, with the first page of the resume as page 1. If, for example, the last page of Chapter 4 is page 75, then the first page of Chapter 5 is page 76.
5. All student-written or constructed materials *must be typed, double-spaced* on 8 1/2 x 11 white paper.
6. All documents and certificates must be copies rather than originals. However, originals must be available upon request.
7. Each section must include only what is required for that section. Additional documentation may be included as appendices and must be noted as such in a Table of Appendices.
8. All material must be proofread for typographical and grammatical errors.
9. Duplicate portfolios may be submitted for more expedient evaluation.
10. A *Petition for Credit for Experiential Learning* must be completed for each course for which credit is requested. The petition form must be submitted with the portfolio but not bound in the notebook. Your portfolio will not be forwarded without a signed and completed *Petition for Credit for Experiential Learning* form for each course.

Timelines

As soon as you receive this manual begin assembling your resume, autobiography, transcripts, and credit request list. Those three items will compose the first four sections of your portfolio. They must be reviewed by the assessment coordinator before going on to the learning outcome essays and documentation which comprise the final two sections of your portfolio.

A typical timetable for assignments would look like this:

First month - Complete your resume, autobiography, credit request list, and obtain transcripts.

Second month - Work on your essays and start gathering appropriate documentation.

Third month - Finish essays and documentation.

Payment of the assessment fees must be received prior to review of the portfolio. If payment is not received within 90 days, an additional \$50.00 administrative fee will be assessed for maintenance of the portfolio. If payment is not received within one year, the portfolio will be returned to the individual and he/she will be required to complete a new portfolio and assessment in order to receive credit.

Tips before you start...

by Mary B. Good, former Distance Learning student

Does the prospect of getting college credit for life experience sound too good to be true? I'm still pinching myself because the portfolio I created saved me just about one year of full-time, on campus work!

But before you think that getting recognition for prior college-equivalent learning is as easy as falling off a log, be assured that there is no free lunch. I put about 600 hours of work into my portfolio, which is about the rule of thumb: **10 hours per credit requested.**

I whipped up a resume, an autobiography and a credit request list while my girlfriend was kissing her husband off in the morning, putting the kids on the school bus, doing her dishes, and revving up her car for our drive to Superior. I was pretty smug about it, thought I was so clever to get the first three items done so quickly. I had done resumes before, so I had something to go on, I had kept a tablet of the important personal achievements of each year (just so I knew I was doing something besides eating, sleeping, and watching TV!) And the credit request list was easy, too -- I just went through a current catalog of class offerings and decided that I knew this and knew that . . . Needless to say, everything was thoroughly re-thought, re-vamped, and re-typed as time went by, but getting a leg up on the project early in the game gave me the impetus to continue.

The bulk of the project lies in writing the required essays and documenting creditable experiences.

If you're a pack rat like me who saves every piece of paper since high school, every citation, every letter of applause, every newspaper with your name in it, every everything, and you are a professional writer to boot, you're in like a new germ in the biology department. If not, expect it to take you more than the 8 weeks of earnest effort I plied into my portfolio.

I made some mistakes that I can save you from making:

For openers, buy the instructional manual for the IDS 298 Portfolio Development course, and **read it thoroughly before you start.** I bought one, but I didn't bother reading it until I was nearly finished with the whole project. It seems that when I wrote my unfinished essays the first time, I dwelt only on the practical application of my knowledge -- the jobs I held. I assumed that if I wrote in my essay that I worked in a newspaper office and did layout and edited copy, that was enough. **Rule No. 1: Never assume!** You must show you understand the theory and concept -- most important -- not just that you lived such-and-such course.

Re the autobiography: You don't tell your life's story. You're not writing for the soaps. Your three typewritten, double-spaced, 60-space line pages should hit the highlights of significant life events, achievements, **matters of growth and development.** Forget where you were born, life in the fifth grade and when you learned to ride a bike, the prom, your mother-in-law and anything else that doesn't have bearing on the knowledge you profess. When requesting credit for courses listed in the catalog, request credit for courses you are certain are within your range of expertise. Don't take a shot at things that are out of your area. The first time I made the credit request list, you'd think I was asking for presents

from Santa. After I realized I couldn't document a number of them, and I couldn't write a convincing essay. I trimmed my list by 20 credits. The more credits you ask for, the more essays you need to write. A five hundred word essay for each course requested adds up to (in my case) 7,500 words -- almost a novella! Asking for credits for courses you really don't know enough about is only tying up your portfolio in some faculty member's hands, wasting his or her time, and it probably won't gain you any credit, after all.

Often overlooked item: Writing a topic paragraph for each essay! Capsuling the essay in a topic paragraph is what we newsmen call the "lead." Writing one to start your essay saves you the work of doing the same thing on your APetition for Credit≅ form -- something everyone must write in the process of getting portfolio assessment.

Be aware that creating a portfolio is going to cost you money. You will need a certain type of binder, business quality dividers, plastic tab labels and quality typing. Additionally, it will cost \$\$\$ to have Xerox copies made of certificates, documents, pictures, etc. You may need cassette tapes, videotapes, etc. depending on the types of credits you are requesting. You will need an original and two copies at the minimum (three if you can afford it). The more copies you have, the faster it will go through the analysis process. (My set of two portfolios cost me \$50).

Finally, once the portfolio is completed, don't be discouraged if it is returned for improvement. You will be expected to have your material neat, clean, well-organized, and free of sloppy pages, typos, strikeouts, correction fluid marks, etc., so proofread, and proofread again before submission to the assessment coordinator. (My portfolio was rejected twice before I got it right.)

The day will come and everything will be in order to the satisfaction of the assessment coordinator. Then the waiting process will begin. Remember that it may take months for the faculty to do the evaluations. Be patient!! Hopefully, the wait will be worth it in terms of the award of credit. Good luck!

Guide to Developing Your Portfolio

Section 1: Resume

Description

The resume is an outline of personal, educational, military and employment background. It is considered an introduction to the rest of the portfolio, and is used by evaluators as a reference when reviewing other sections.

Development

The resume must be typewritten. Maximum length: two pages.

Note: Since the entire resume is limited to two pages, the student may have to exercise discretion in the number of items mentioned in the categories outlined above. Many word processing software packages include a resume template.

The resume should follow this format:

- # Name, address, phone number (home, work)
- # Education: begin with date and place of high school graduation (include dates and degrees)
- # Military service: include dates
- # Employment history: recent positions first, give dates
- # Organizational memberships and offices held, if any
- # Awards and citations, if any
- # Publications, if any

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SAMPLE

PROFESSIONAL EXPERIENCE

CORRECTIONS COUNSELOR

Juvenile Detention Center, Rice Lake, WI
August, 1987-present

- X Maintain a safe and secure environment within a detention setting
- X Maintain a positive culture within the resident group setting
- X Conduct group meetings
- X Provide counseling services to residents
- X Conduct resident evaluations and make court recommendations
- X Responsible for the transportation of residents to court appearances
- X Responsible for day-to-day programming
- X Responsible for the supervision of interns and volunteers

EMERGENCY MEDICAL TECHNICIAN INSTRUCTOR

WITC - Rice Lake Campus
August, 1987-present

- XTaught basic (and refresher) EMT classes
- XTaught courses in CPR
- XTaught First Responder classes
- XDeveloped curriculum for medical terminology for EMT's

PROGRAM FOR AID TO VICTIMS OF SEXUAL ASSAULT ADMINISTRATIVE SECRETARY

Rice Lake, WI
May, 1982 - August, 1987

- X Responsible for the organization and management of office
- X Responsible for the transition from county office to a non-profit, private organization
- X Assisted in victim evidence collection training for hospital and police professionals
- X Assisted in the development of training aids for schools, advocates, and general public
- X Presented information at local high schools, colleges, and special interest groups
- X Collected and analyzed program data
- X Formulated grant objectives

JANE DOE

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EDUCATION

1970-1974	Northwestern High School, Maple, WI
1974-1975	WITC, Superior campus EMT Paramedic Training
1975-1976	University of Minnesota, Duluth, Duluth, MN Major: Psychology
1994-present	University of Wisconsin-Superior, Superior, WI Major: Individualized Areas of study: Psychology, health education, communicating arts

CURRENT LICENSES & CERTIFICATIONS

Wisconsin Department of Public Instruction License
Red Cross OGI
Red Cross WSI
Red Cross Standard First Aid
WIAA Swimming Official
Red Cross Standard First Aid

AWARDS/COMMUNITY SERVICE

Acknowledged as "Person Making a Difference" by the Daily Press, with a feature article printed April 26, 1993

Ambulance EMT volunteer, 1980 to present. Currently serve as volunteer association president and training officer

Red Cross Water Safety Board, current member

Red Cross Northland Health and Safety Advisory Board, current member

School District Board member for four years, starting in March, 1986

Community Education Advisory Board, former member

Cub Scout leader of two dens simultaneously (one for mentally handicapped boys), 1982-1991

Section 2: Autobiography

Description

The autobiography that pertains to the learning outcomes being documented is a student-written account detailing the significant experiences in the student's life. At this point in the portfolio, the student has the opportunity to highlight those events or occurrences which contributed to his/her educational growth and development. The purpose of the autobiography is to introduce the student to the evaluator and identify the life experiences directly related to the credits being requested. Generally, the narrative is in chronological order beginning with high school graduation and progressing to the present. (Often a brief paragraph relating to the years from birth to high school graduation are sufficient in providing a backdrop for the student's adult life.)

The autobiography must be at least three typewritten double-spaced pages. It must be written in narrative form, following proper grammatical rules. An outline is not acceptable.

Suggested Approaches

1. Identify several significant events or achievements in your life from the age of 18 to the present. Expand on these events and incorporate them in to a narrative about your life.
2. Categorize the areas of your life which you feel are important, such as:
 - Work experiences (task-related, interpersonally-related)
 - Education
 - Military experience
 - Hobbies, travel
 - Other important personal experiences
3. View the autobiography as a way of introducing yourself to someone. Credit is not granted for this section. However, the autobiography is vitally important to the portfolio since it is the foundation for the learning outcome essays in Chapter 4, the section which usually generates credit for the student. The autobiography should reflect the student's assessment of his/her personal and educational growth.
4. Review your past achievements and your present status.
5. Finally, identify your personal, educational and career goals.

Sample Autobiography

I was born in central Minnesota to relatively young parents at a time when the job market was waning. My father, employed by the railroad since the age of fifteen, was laid off shortly after my birth. Several months in the ranks of the unemployed forced him to move the family to Colorado where the employment prospects were better. This set the stage for the next fifteen years, as we moved from one corner of the United States to the opposite corner and eventually to the continent "down under."

It was a relief when my parents returned to the mid-west and settled down long enough for me to finish my last two years of high school. It was during this time that I took a class in journalism and discovered a love for writing. I joined the staff of the school's newspaper, the *Rice Lake Gazette*, and was proud to be part of a team that helped it achieve an All-American rating that year. In addition, I won a national *Quill & Scroll* award for some of my work.

Journalism was the natural choice when considering my educational and professional careers. I elected to attend a local college, the University of Wisconsin-Rice Lake campus. Since UW-Rice Lake had no journalism program, I chose speech communications for my major. Finances were a problem, and working full time to pay rent and tuition proved to be more than I could handle. To complicate matters, my boyfriend was hinting at marriage. The idea of quitting school seemed to be the right choice.

Within a month after leaving school I was able to secure a clerical position with an insurance agency. However, the thirst for knowledge was still there. Within a matter of months, I was studying for licensure in personal lines insurance, both in homeowner=s and auto.

It was during this time that I was faced with a choice that would ultimately change my mind about career, education, and even marriage. I was three months pregnant with my daughter when I received a call about another employment opportunity. My name had inadvertently remained on an eligibility list for clerical positions long after I had taken a position with the insurance company. The call was from the

director of the newly formed sexual assault program in Barron County. I already had employment, so I politely declined to interview for the position. Something happened during the course of our conversation, however, and I found myself agreeing to meet with her. Later that same week I gave my resignation, although it meant losing my paid health insurance benefits.

My new position was that of administrative secretary. One of my first tasks was to apply for private, non-profit organizational status. We were only one year into our federal grant, but found that operating under the confines of the county's usual red tape was limiting us in the types of service we could provide. Separation from the county brought other responsibilities. We moved our Rice Lake headquarters from the courthouse to the Community Health Center. We provided advocacy services to victims at every level, i.e., hospital, legal, and rehabilitative. We also provided training for police and hospital professionals. A speakers' bureau was established to educate local interest groups and school children.

I found myself involved with all aspects of the program and working fifty to sixty hours a week, with little time for anything else. Seeing a program through from infancy takes a great deal of energy; so does becoming a new mother! I was still working more than full time and nearly three weeks overdue when I went into labor. Early Sunday morning, I delivered a healthy baby girl. The following Wednesday I was doing office work at home. Within two weeks, was back to work full time. It took its toll, however. After a little more than a year, I had reached the point of "burn out." Steve asked me to leave my job and become a full time mother. We now had our mobile home situated on ten acres of land in the country and I felt we were financially stable enough that I could quit work. I was actually looking forward to spending more time with my family and slowing life down a bit.

It didn't take long for me to realize that I needed some type of outside stimulation in my life, something that was challenging, both physically and intellectually. I felt that as long as I was learning, I was also growing. That led to my employment with Regional Corrections in October of 1979. I enjoyed my work as a Clerk-Specialist and found it to be considerably less stressful than my work with the sexual

assault program.

I was gaining new confidence. The Law Enforcement Assistance Program (LEAP) meant money was available for tuition reimbursement, and I immediately took advantage of the opportunity to seek further educational training with hopes that I could eventually secure a counseling position at the juvenile detention center in Rice Lake.

A position as corrections counselor opened at the Juvenile Center in 1987 and I decided to take the job, though it meant working weekends and doing shift work. I enjoyed working directly with juveniles and found it a rewarding change from simply generating paper. It also meant a chance for me to climb another rung on the corrections' career ladder. However, I had gone as far as I could in the system without having a college degree. I had nearly ten years in and was involved in several committees, including Service Leadership, a county wide program aimed at bringing administration and on-line staff closer together; Labor Management; and Policy and Procedures. Recently, I took an interest in the expansion project for the juvenile center which would incorporate a treatment division. I realized that my talents lay somewhere in the administrative end of corrections. My next goal was to land a supervisory position when the expansion was completed. My only hope for advancement was to return to school.

Section 3: Transcripts

You must include copies of transcripts from all post secondary institutions you have attended, including a current copy of your UW-Superior transcript.

Section 4: Credit Request List

The *credit request list* is actually an assessment of your knowledge and skill. It is your "best guess" as to what you think your learning experiences are worth. We might even call this a "pre-assessment," with the actual assessment coming later when faculty evaluate your portfolio. You will need two resources to complete your credit request list:

University of Wisconsin-Superior Catalog

The catalog is available online at www.uwsuper.edu/catalog/undergraduate/.

Portfolio Department Guidelines

The Portfolio Department Guidelines are found in the back of this manual. It is important that you read this *before* starting your credit request list (particularly the departments from which you will be requesting credit).

The Department Portfolio Guidelines list the courses which can or cannot be requested. Courses numbered 100-499 are undergraduate level courses and can be requested. Courses numbered 500 and above are graduate level courses and cannot be requested.

Your List

There are no two people alike when it comes to prior learning. Everyone's list is different and unique to her/him. There will be seven column headings: **Department, Course Number, Course Title, Credits Available, Credits Requested, Where Learned, and When Learned.** You will find a sample of a *credit request list* on page 21. This will give you an idea of how the list should look.

How Much Credit to Request

The rule of thumb for your pre-assessment is to ask yourself this question, "Could I pass the comprehensive final exam?" If so, request the full amount of credit. If your learning experiences seem to contribute to part of the course credit, but not all, then request partial credit.

Credit for Courses Not Found in our Catalog

Periodically we have people request credit for college-level learning even though we do not have such a course in our catalog. Our policy is that we will evaluate a college-level course request if we have the faculty expertise on this campus to make that evaluation. You would request credit under a >generic= course number such as Bus 189, 289, 389, or 489 or Psyc 189, 289, 389, or 489.

Notice the number 189 or 289 replaces a course number since there is no equivalent course in our catalog. If the request is upper level, then the number should be 389 or 489.

Where Learned

The next column on your *Credit Request List* is "Where Learned." Briefly (abbreviate and use a key explaining your abbreviations) list your learning experience. On-the-job training, workshops, seminars, conferences, work experience and other likely learning experiences may contribute to the credit request.

Course Outlines

Unfortunately it is not possible to request outlines. We have too many and it is impossible to keep an updated inventory. You will have to do the best you can with catalog course descriptions. Some course syllabi are available for review in the university library.

Important:

Do *not* request credit for which you have already earned college credit at another institution. Do not request credit from two departments which may overlap.

Credit Request List

DEPT NO.	TITLE	CR AVAIL	CR REQ	WHERE LEARNED	WHEN
Bus 489	Labor and Employment Law	3	2	OJT, WE,S	85-pres
CIS 108	Computer Concepts & Appl	4	4	OJT,WE,S	85-Pres
HPro 158	Rspnding to Emer & Safety Ed	3	3	OJT,WE,S	87-Pres
HPro 491	Fieldwork (Child Abuse)	V	3	OJT,WE,S	87-Pres
HPer 136	Rhythms (Social Dance)	1	1	R,S	91-Pres
HPer 186	Riflery	1	1	R,S	83-Pres
Psyc 335	Fieldwork in Psychology	V	3	OJT,WE,S	87-Pres

Codes:

On the Job Training
 Work Experience
 Seminars
 Recreation

OJT
 WE
 S
 R

Section 5: Learning Outcome Essays

Essay Importance

Your essay is your method for conveying your knowledge to the evaluators. Credit cannot be awarded for experience alone, nor can the evaluators assume what you know based on a given experience. *The evaluators can evaluate only the knowledge you present in your essay; if you cannot describe your knowledge on paper, it cannot be evaluated.* Documentation can generally verify only the experience from which knowledge was acquired or the products of learning. Products you have created, such as poetry, painting, photographs, technical manuals, etc. cannot be evaluated for credit by themselves, they must be accompanied by an essay describing your knowledge related to the theory of production.

Essay Requirements

There are several things evaluators look for in an essay which are not directly related to a given field of knowledge, but are an important part of conveying knowledge. These might be called "generic" or "universal" factors which are looked for and, in fact, *required* in all essays.

- 1) Your experience
- 2) How knowledge was acquired from your experience
- 3) How knowledge was applied and used—the learning outcomes
- 4) Evidence of mental processing of knowledge
- 5) Evidence of generalization or conceptualization of knowledge.

Because evaluators will be examining your essays for these factors, it is important for you to understand them.

College Equivalent Knowledge

The evaluator is looking for *evidence of college equivalent knowledge*. More specifically, knowledge transferable to the University of Wisconsin-Superior. UW-Superior recognizes that there are many useful and valuable areas of knowledge that are not taught within the college system. The purpose of evaluation is not so grandiose as to attempt to credit *all* learning, but only the subject areas normally studied within our university. This means that *some subjects which are taught in colleges, but are not acceptable as transfer credit, such as welding, will not be considered for credit through evaluation.*

For subject areas you choose, the evaluator will compare your knowledge as described in the portfolio to content of the course as it is usually taught within the college system. The evaluator will ask questions like, "How extensive is this student's knowledge on this subject? Does she/he cover all the content, major principles or theories, etc.? Some of them? Just a few of them? How detailed is the knowledge? How well does the student understand the knowledge? How well can the student articulate that knowledge?"

Knowledge and Experience

The evaluator will examine your essay to see if it documents *both* knowledge and experience. Your experience provides a frame of reference for your knowledge. Your essay cannot be only a nice story of your experience, nor can it be a term paper which presents only ideas and principles but never mentions *you*. Furthermore, there must be an obvious relationship in the essay between the knowledge you discuss and your experience. For example, it is not acceptable to write about your experience as a supervisor followed by a term paper on theories of supervision. There would be no obvious connection between the experience and the theories. You would need to describe how you acquired that knowledge from your experience. If your experience included reading, the evaluators will want to know not only what you have read, but also how you have applied the knowledge gained. Weaving your experience as a thread throughout your essay will not be difficult to do if you remember to include things like your thoughts and observations about your experience, and to use examples from experience to illustrate principles or theories.

Evidence of Comprehension and Mental Processing

Evaluators look for evidence of comprehension and mental processing of the subject being discussed. It is not sufficient just to present a fact or principle. An evaluator might respond by saying, "So what? Does the student understand what this means or implies? Can the student explain it? Is there evidence that the student has thought about this knowledge or what can be done with it?" In other words, the evaluator is looking for evidence that you have *interacted* with the knowledge and, in doing so, gained an understanding of the knowledge and how it can be applied. This interaction, or evidence of mental processing, may involve analyzing a subject, critiquing a theory, summarizing an application or summarizing several views of the subject. These intellectual skills and abilities reflect your thinking processes and should be evident in your essays.

Generalization

A final aspect evaluators look for is the student's ability to *generalize*, i.e., to derive or induce a general concept or principle from a series of experiences. The evaluator cannot award credit for knowledge that was limited to a given experience, for example, knowing *your* company's policies and procedures for disciplining employees. The evaluator will look for ability to abstract from the particular situation the elements which would apply or hold true in other settings. What are the principles and general techniques regarding personnel policies that would apply in other settings? Remember the evaluator is looking for college equivalent knowledge that includes generalizations, principles and specific applications.

The Structure Of The Essay

The Topic Paragraph

Begin with a topic paragraph. This is a very important organizing tool and will assist you and the reader. The first paragraph of your essay should serve as a guide through the rest of the essay. Use it to identify what is addressed in the body of the essay. Include a sentence or two about the concrete experience and then summarize the areas discussed in the remainder of the essay. For example, a student petitioning for credit in Small Business Management might begin her/his essay like this:

Since 1976, I have been the owner-manager of the XYZ Tool Company. I have been responsible for all aspects of running a small business. I have learned a great deal about advertising, supervision, inventory, pricing, business law, market assessment, and purchasing.

The Body of the Essay

In the body of the essay discuss each of the things you mentioned in the topic paragraph in detail. If, as you write the essay, you think of other areas having to do with small business management in which you have expertise, add them to the topic paragraph in your final draft. In the body of the essay demonstrate the full extent of knowledge and intellectual skills you have on the subject. Demonstrate comprehension and the ability to generalize and conceptualize. Include your experience and its relation to your knowledge. In particular, include observations, applications, and how knowledge was acquired. Both knowledge and experience must be included, but emphasize knowledge since the extent of your knowledge will directly affect the credit awarded. Experience will be a thread throughout the essay, as you explain a source or application of knowledge, or illustrate a principle.

To get an idea of the interplay between these factors, consider the following, which is part of several paragraphs on advertising principles and procedures:

I learned in an American Management Association course that the best advertisement is that which costs the least and has the greatest coverage. However, it pays to be sure that the coverage is the best for you. For example, one of the newspapers offered a good deal on additional coverage in the entire northern area for a small extra charge. I thought this was great until I began getting mail orders from 500 miles away and was spending my profits on postage.

NOTE: To do a good job on your essay, you should not expect to compose the final product on the first attempt. You should write an outline and at least two drafts.

Sample Essay

BASIC EMERGENCY CARE AND SAFETY EDUCATION

Part of my job description as a corrections counselor for a juvenile detention center requires that I be certified in Standard First Aid and CPR. My CPR certification is renewed annually, while renewal of my standard first aid certificate is required every three years. Training and testing for both certificates are provided by certified instructors for the American Red Cross. Since our county has several departments requiring this training, they have created their own safety department with certified instructors providing training in both CPR and Standard First Aid, as well as training in other areas of job safety. Until recently, the county provided our employees with this training as well. We now have our own certified instructor providing this training to all employees whose positions require it.

The course in Standard First Aid prepares the student to recognize the signs and symptoms of a heart attack; help an individual who is choking; do the work of an unconscious person's heart and lungs until medical help arrives; and keep an injured person safe from further injury and as comfortable as possible until help arrives. The course begins with instruction on the legal ramifications of assisting an injured person. Legally, a victim must give consent before a person trained in first aid begins to help him or her.

The law assumes that an unconscious person would give consent. A reasonable attempt should be made to obtain consent from the parent or guardian of a victim who is a minor or who is mentally or emotionally disturbed. In the case of our residents at the juvenile center, they are considered to be in our custody and therefore parental consent is not required. However, it is our policy that every reasonable attempt be made to keep parents or guardians informed of any situation requiring more than minor medical attention.

Since the juvenile center opened its doors in 1981, we have had only a handful of suicide attempts where the victim was in a potentially life-threatening situation. Of those attempts, only one required resuscitation, which was successful. In the juvenile population we deal with, suicide attempts provide the most common situations where we would need CPR. We do, however, deal with a number of situations requiring standard first aid. Those situations include an occasional sprained ankle, broken finger, or cut requiring a few stitches.

When responding to an emergency situation, we learn to apply the four emergency action principles:

1. Survey the scene.
2. Do a primary survey of the victim.
3. Phone the emergency medical services (EMS) system for help.
4. Do a secondary survey of the victim, when appropriate.

Using these principles provides an initial assessment of the situation to determine if it is safe to assist, such as in the case of fire, downed electrical wires, swift-moving water, etc. This is also very important when considering safety and security in a detention setting. If I am the only line staff at the scene when an injury has been sustained, it may be necessary to call for backup before administering first aid in order to maintain security for the rest of the resident population. Secondly, it provides a general idea of what has happened, the number of people injured and if any others are available to help.

Next, a primary survey of the victim should be completed, beginning with a check for unresponsiveness. If there is no response with the victim, then begin checking for an open airway, breathing and direction, known as the ABCs. Additionally, the victim should be checked for pulse and severe bleeding. If a victim has a pulse, but is not breathing, begin rescue breathing with one breath given every five seconds. Without a constant supply of oxygen, the brain will begin to die within four to six minutes. The most common causes of breathing emergencies may be caused by:

- airway obstructions (such as choking on food)
- poisonous substances
- injury to the chest or lungs
- near-drowning
- electrocution
- certain drugs
- burns
- certain diseases and illnesses
- reactions to insect bites and bee stings
- shock

If after checking the victim, there is no pulse, there will be a need to give **cardiopulmonary resuscitation (CPR)** to keep oxygen-rich blood circulating. CPR, *cardio* referring to the heart, and *pulmonary* referring to the lungs, is a combination of chest compressions and rescue breathing. If after checking the victim, there is no response, position the victim on his back if necessary. Next, open the victim's airway via the head-tilt/chin lift. Check for breathlessness by placing an ear over the victim's mouth and nose while looking at his chest. Look, listen and feel for breathing for three to five seconds. If there is no breathing, give two full breaths while maintaining an open airway and pinching the nose shut. Look for the chest to rise and fall. Listen and feel for escaping air as well. This can indicate whether there is an airway obstruction or not. Next, feel for the carotid pulse for five to ten seconds by sliding your fingers down into the groove of the victim's neck on the closest side. If there is no breathing and no pulse, tell someone to call for an ambulance, and initiate chest compressions after locating the proper compression position, just slightly above the lower end of the breastbone. Place the heel of your hand used to locate the compression position directly on top of the heel of your other hand, and with your shoulders positioned directly over your hands, and arms straight, compress the breastbone at a rate of 80 to 100 compressions per minute. (15 compressions should take 9 to 11 seconds.) At the end of 15 compressions, give another 2 full breaths. After the initial cycle of 15 compressions and 2 full breaths, 3 more cycles of 15/2 should be completed at which time you should recheck the carotid pulse. If there is still no pulse, continue CPR. If a pulse returns, check for breathing and resume rescue breathing if necessary. If the victim is breathing, continue to monitor the ABCs.

After completion of a primary survey of the victim, life-threatening conditions must be cared for, before less serious conditions. After these two steps have been completed, emergency medical services should be called. A bystander, if available, can make the call. The dispatcher should be given the following information:

- exact location of the emergency
- telephone number of the phone being used
- the caller's name
- what happened
- the number of victims and their conditions

□ the help currently being given

Finally, once the victim is stabilized, a secondary survey is done to assess other problems that may not be an immediate threat but could cause problems later if not corrected, i.e., a broken bone. The steps of a secondary survey include interviewing the victim and any bystanders; checking the victim's **vital signs** (pulse, breathing, skin appearance and temperature); and doing a head-to-toe-exam. In checking the victim's ears, nose and mouth, look for fluid or blood. Ask the victim to move his arms and legs, one at a time, and check for any pain, discomfort or inability to move. Likewise, ask the victim to take a deep breath and blow it out. Note any obvious pain or discomfort and ask the person if he is experiencing any pain or discomfort.

In the Standard First Aid course, we are instructed in the basic treatment of a number of other first aid situations including bleeding and shock, eye and nose injuries, bites and stings, poisoning, burns, diabetic emergencies, fractures, seizures, and weather or temperature extremes. At the juvenile center, I have encountered a number of these situations requiring immediate first aid intervention. I have seen juveniles upon intake who have been involved in some type of altercation, been on the run and facing the elements of weather for days or weeks, or been involved in an accident as a result of a high speed chase or drunken driving. Obviously, if the individual is in severe need of medical attention beyond what we can provide, he/she is taken to the hospital emergency room by the detaining law enforcement official. Because of security issues, the individual is returned to our facility as soon as possible. As a result, we are often required to make certain accommodations for the individual in terms of medical attention and diet.

The procedures taught in this course have provided me with enough of a foundation to adequately deal with the majority of situations encountered daily in my job. It has given me added security in my personal life as well, knowing that I will be able to react calmly and positively in an emergency situation if the need arises.

Section 6: Documentation

Appropriate Documentation

The final thing evaluators look for is appropriate documentation of knowledge resulting from learning experiences. Documentation is the verification of specific learning experiences. The following are guidelines for this documentation.

Documenting Professional Experience. Employment records, awards, letters of commendation, letter or corroboration from supervisors, peers, clients, congratulations on high performance; promotion evaluations; evidence of suggestions adopted; samples of work produced; membership in professional or trade organizations; scores on licensing exams; military separation papers; bills of sale; rating forms; military records; work samples.

Not acceptable as documentation but useful in clarification: explanation of ranking, rating, or classification system in company or organization, performance standards, membership requirements; job descriptions.

Documenting Community Service Activities. Commendations, awards, newspaper and magazine clippings, letters of corroboration from co-volunteers, clients served, supervisors.

Documenting Special Accomplishments. Books published, pictures painted, music written, patents obtained, mementos from countries lived in and traveled to, machines designed, exhibits such as shells, plants, etc., speeches given, programs from performances, writing samples, audio-visual presentations, proposals written.

Useful as further insight into the learning process are the lists of books read, countries visited, consultations with experts.

<p>NOTE: Works of art should be submitted in photo or slide form.</p>
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Using Letters as Documentation. Letters can be used for verifying many learning outcomes. When students ask someone to write a letter of verification, the person from whom the letter is requested should be given explicit instructions on what the letter should contain.

Students should use the following guidelines in writing for letters of verification:

- a. The individual writing the letter must know the student and have firsthand knowledge of the experiential activity which the student has cited in the portfolio.

- b. The author of the letter should state clearly the nature of the relationship with the student.
- c. The letter should be written on the official letterhead stationery of the company or organization with which the author is associated and have current phone numbers for verification.
- d. The content of the letter should focus on the duties, responsibilities, tasks or activities which were inherent in the experience under consideration. In addition, the letter should set down the context of experience— the who, what, when, why, for how long, where, etc.
- e. A special accomplishment resulting in a product requires documentation in the form of one or more letters of verification authored by persons who observed the student while she/he was developing the product.
- f. The student should make it clear to the author that the letter to be written is one of verification, not recommendation.
- g. The student should also make it clear to the author that he/she may be contacted for verification.

Course Outlines from Non-collegiate Schools. For a course to be considered for credit, the following items must be included:

- a. Verification of successful completion of the course. This may be presented in a letter from the agency sponsoring the course, the instructor, your training or personnel officer, or in a certificate of completion. Letters of verification must be on letterhead stationery and must have current phone numbers for verification.
- b. Verification of the number of class hours. This may be presented in any of the above or in a brochure, program schedule, or course outline if the hours are indicated.
- c. A syllabus for the course. This enables the University to evaluate the content and level of the course. If a syllabus containing the information as listed below is not available, you may write a minimum of one page describing it and have it signed by a representative or training officer from your own agency.

The course description (syllabus) should include the following information:

- i. The sponsoring agency
- ii. The instructor, including her/his qualifications
- iii. The location of the course
- iv. The format for the course (e.g., how much was lecture, group discussion,

- individual presentations, films, etc.)
- v. A list of books or other resources used
- vi. Any outside reading or preparation time
- vii. The goals of the course
- viii. The number of hours spent on each topic covered
- ix. The criteria for having passed the course (e.g., examination, ratings, etc.)
- x. The CEU's awarded.

A Sample Letter

Ms. Jenny Jones
Motor Car Sales
525 Mall Drive
Minneapolis, MN 55155
(715) 555-1212

Dear Ms. Jones,

As we discussed, I am writing to ask for a letter on my behalf for the University of Wisconsin-Superior's Assessment of Prior Learning process. The prior learning process is an attempt to gain college credit for learning that has taken place outside of a college classroom. I am hoping to earn college credits toward my degree through a documented portfolio. Your letter will help me provide evidence that the knowledge and skills I possess are worthy of college credit.

According to the assessment coordinator at UW-Superior, the letter must be on company letterhead and include the following:

1. A description of the position I held.
2. A description of your relationship to me (supervisor), the situations in which you observed me, and the dates and the length of time you were in a position to observe my work.
3. An indication of the competence, skills, and knowledge demonstrated in the position I held.
4. An evaluation of how well I performed, using such adjectives as average, above average, exceptional. It would be helpful if your statement included some comparison with others you have known who possess a college degree or college credits and who have held similar positions.

It is important for me to add that what you write should not be a letter of recommendation. Rather, the assessment coordinator requires that you verify my specific skills, competencies and knowledge, and evaluate the level of my performance. Please send this letter to me so that I may include it in my portfolio.

Thank you very much for agreeing to write this letter. As I am sure you are aware, earning a college degree is very important to me. If you have questions, please let me know.

Sincerely,

Sarah Daniels
(715) 555-1212

An Unacceptable Letter

Motor Car Sales
525 Mall Drive
Minneapolis, MN 55155
(715) 555-1212

To whom it may concern:

I am writing this letter for Sarah Daniels, who worked for me for several years as a bookkeeper.

Sarah was a fine employee who was always pleasant, on time, and very responsible. She would often work overtime to get the books done.

I am certain that Sarah will succeed in anything she attempts. I recommend her highly.

Sincerely,

Jenny Jones
General Manager

An Acceptable Letter

Motor Car Sales

525 Mall Drive
Minneapolis, MN 55155
(715) 555-1212

To whom it may concern:

Sarah Daniels worked for me from 1989 to 1994 as bookkeeper for Motor Car Sales. During this time, she learned our accounting system, the use of spreadsheets, word processing skills, and all aspects of our general office procedures. The broad knowledge base that Sarah assembled benefited my business tremendously, as she was able to efficiently fill in as receptionist, cashier, etc. as necessary.

Sarah mentioned that she would like to take some computer classes to gain an understanding of how the use of computers could benefit the business. I provided Sarah with flexible time so that she could do this and it proved to be a wonderful decision. Sarah consulted with various vendors, communicating our needs to them. Due to Sarah's expanding knowledge of computer concepts, she not only learned what would be necessary to update the office and accounting procedures, but she learned how best we could utilize hardware and software packages to provide better services for our customers. I had additional computers installed in the new and used car lots and the service department. Now when a customer brings a car to us for service, our mechanic is able to locate a needed part within minutes. Customers have responded very favorably to our prompt service. I am sure that our business has increased due to the use of computers.

Sarah was an exceptional employee. I will always be grateful to her, as I would not have been able to computerize my business without Sarah's help. I wish her well as she reaches toward her next goal... her bachelor's degree.

Sincerely,

Jenny Jones
General Manager

Binding the Portfolio

At this point, your portfolio is nearing completion. Keep in mind that:

- all six chapters must be included in a stiff-backed, 3-ring binder
- your name, address, and phone number must appear on the front cover of the binder and on the spine
- all sections of the portfolio must be clearly separated and labeled by dividers
- all pages of the portfolio must be numbered consecutively, with the first page of the resume as page 1.

Completing the Petitions for Credit

You are now ready to complete the petition(s) for credit. The petition form is in Appendix C of this handbook.

The statement found on the petition can be considered a summary of the essay. A well-written petition will call the attention of the evaluator to the areas that you feel are strong points in each essay.

For each credit request, one petition must be completed. Photocopy the original included in the manual to acquire the necessary number of petitions.

Do not insert petitions in the bound portfolio.

Submit them separately, along with the portfolio.

Instructions for completing the petition

You must fill out the top portion of this form completely. Incomplete petitions will be returned to you and delay the evaluation of your portfolio.

Course requested X e.g., Bus 110, Personal Finance

Number of credits available X the number of credits as stated in the UW-Superior General Catalog.

Number of Credits requested X how many credits do you think should be granted for the learning outcomes of your experience?

Statement X this statement tells why you think credit should be considered for your learning. You should use one sentence to describe the concrete experience(s) and four or five sentences to summarize the knowledge and skills you will discuss. If you have developed a topic paragraph as suggested previously under "The Structure of the Essay," you may use it for the petition statement.

Essay page X indicate on which page(s) the essay for this petition is found in the portfolio.

Documentation page X indicate on which page(s) documentation for the petition is found within the portfolio.

Signature/date: Be sure to sign and date the petition.

Submitting the Portfolio

You must submit at least three (3) copies of the portfolio. If you are requesting a significant number of credits from several different departments, it would be wise for you to submit additional copies. This will expedite the process considerably. For instance, if five portfolios are submitted, four (of the five) can be sent to different departments for evaluation at the same time. If the minimum of three portfolios is submitted, one copy will remain in the Distance Learning Center while the others are sent to one faculty member at a time. The choice is yours.

Send your portfolios, petitions, and payment to the Prior Learning Assessment Coordinator, Distance Learning Center, UW-Superior, PO Box 2000, Superior, WI 54880-4500.

Fee Payment

Submit your fee payment at the time your portfolio is submitted for review.

Semester credits requested	Fee
1 – 3 Credits	\$ 75.00
4 – 6 Credits	\$150.00
7 – 9 Credits	\$225.00
10 – 12 Credits	\$300.00

Each additional 1 – 3 credits after 12 will be assessed an additional \$75.00

Submit a check, payable to UW-Superior, for an amount appropriate to the number of credits requested.

Important information: it may take one faculty member several days or a week to review your portfolio and return it; it may take another faculty member several weeks or even months to evaluate your portfolio and return it. Portfolio review is a very time-consuming process! It depends on the faculty member and her/his workload at the time the portfolio is submitted. Allow plenty of time.

Completing the Process

As each faculty member returns your portfolio and petition(s) for credit, a copy of the signed petition will be sent to you so that you are aware of the credit award (or denial as the case may be). Finally, when *all* of the petitions have been returned, the signatures of the appropriate department chairperson(s) will be obtained. You will then receive a letter stating the total credit award.

Your credit award will then be forwarded to the Registrar's Office and the credits will be placed on your transcript.

Congratulations! The process is complete! You may, at this time, pick up your portfolios in the Distance Learning Center. One copy will remain on file at the university.

Appendix A

Petitioning for Technical School Credit through the Assessment of Prior Learning Process

Revised 10/02

Important Note

It is highly recommended that you contact me before proceeding through this process. I will be able to give you an idea as to whether or not to pursue this avenue, based on feedback from the various departments. This contact may eliminate unnecessary paperwork on your part, as not all departments will award credit.

Resume

You must complete a resume. The resume is an outline of personal, educational, military and employment background. It is used by some evaluators as a reference when reviewing credit requests. The resume must be typewritten. Maximum length: two pages.

Credit Request List

The credit request list is actually just a list of all of the courses for which you are requesting credit. A University of Wisconsin-Superior catalog is *required* to complete your credit request list. The UW-Superior catalog can be found online at www.uwsuper.edu/catalog/undergraduate/.

If you do not already have access to the catalog by internet, call (715) 394-8230 and ask them to send you one ... or if you're on campus, stop by the Admissions Office, Old Main 136, to pick one up. Once you have the catalog you are prepared to match the technical school course title and number with the UW-Superior course title and number.

Important:

Do *not* request credit for which you may have already earned college credit at another university. Also, do not request credit from a different department which may overlap.

Format of the Folder

The resume, technical school transcript, petitions for credit, and course syllabi must be bound in a 3-ring folder, binder, or notebook. You may photocopy the form as necessary.

You must have a *separate folder for each department* from which you are requesting credit. For instance, if you are requesting credit for business courses, some accounting courses, and a couple of psychology courses, you must submit 3 separate folders!

- ✓ Each folder *must* have a label with your name, address, and current telephone number placed on the front cover.
- ✓ Each folder *must* contain the following items:
 1. Your resume
 2. Your credit request list (include one list in each departmental folder of *all* the course for which you are requesting credit)
 3. Your transcripts (official copies issued to the student, not photocopies)
 4. Your petitions for credit
 5. A syllabus or course outline for each course from the technical college for which you are requesting credit

The departments at UW-Superior are as follows:

Accounting, Finance, & Economics
Biology
Business Administration (Business and Computer Information Systems)
Chemistry
Communicating Arts
Counselor Education
Human Behavior and Diversity (Psychology, Social Work, American Indian Studies)
Human Performance and Health Promotion
Language and Literature
Library Science
Mathematics and Computer Science
Music
Politics, Law, and Justice (Political Science, Criminal Justice, Legal Studies)
Social Inquiry (History, Sociology, Anthropology, Women's Studies)
Teacher Education
Visual Arts
World Languages and Cultures

You must have a *divider page with a tab separating each course* indicating the UW-Superior course number. If the folder is submitted without the tabbed divider pages, it will be sent back to you.

Submitting the Folder

Make copies before you submit the folders! This is your responsibility! There have been instances when a folder has become lost in the mail or misplaced by the evaluator for an extended period of time. Rather than redoing the entire project, you can submit the copy you have made.

Fee Payment

Submit your fee payment at the time your portfolio is submitted for review. The fee is \$15 per technical college credit requested, plus a \$50 administrative fee.

Send your portfolios and a check payable to UW-Superior to the Prior Learning Assessment Coordinator, Distance Learning Center, UW-Superior, PO Box 2000, Superior, WI 54880-4500.

Important information: it may take one faculty member several days or a week to review your credit requests and return them; it may take another faculty member several weeks or even months to evaluate your learning and return the folder. Reviewing credit requests is a very time-consuming process! It all depends on the faculty member and her/his workload at the time the portfolio is submitted. So allow plenty of time... and be patient!

As each faculty member returns your folder, a copy of the signed petition will be sent to you so that you are aware of the credit award (or denial as the case may be). Finally, when all of the folders and petitions have been returned and the signatures of the appropriate department chairperson(s) have been obtained, you will receive a letter stating the total credit award. Your credit award will then be forwarded to the Registrar's Office and the credits will be placed on your transcript.

Remember, credits awarded by Assessment of Prior Learning generally do not transfer to an institution other than the institution awarding the credit.

Congratulations! The process is complete!

Appendix B

Department Guidelines

Accounting, Finance, Economics, and Business Admin

Documented portfolio—work life experience:

1. Faculty in the department of accounting, finance, and economics review credit for prior learning requests (documented portfolio) in all undergraduate course offered **except 300/400-level accounting courses.**
2. The business administration faculty reviews prior learning requests (documented portfolio) in all undergraduate courses offered **except Bus 100, 212, 288, 400, 402, 403, 412, 488, and 499.** Requests for credit for Bus 110 will be reviewed only in those special cases where the applicant has had employment experience directly related to course content: financial consultant, etc.
3. Credit for prior learning requests should correspond with courses listed in the UW- Superior catalog.
4. All portfolios are routed by the assessment coordinator to appropriate faculty members. The department chair approves all faculty recommendations.

Note regarding ***FIN 102, Mathematics of Finance***: Students will be requested to successfully complete the Time Value of Money/Financial Calculators exam before credit will be awarded.

Note regarding ***Bus 405, Small Business Management***: In addition to the documentation included in the portfolio, students are required to take an exam to receive credit.

Petitioning—Technical School Credit

Requests for credit for coursework completed at non-collegiate, post-secondary educational institutions including technical colleges will be evaluated by the department chair in the context of an abbreviated portfolio. Request the appropriate forms from the assessment coordinator.

1. For requests for 300/400-level (upper division) courses, the following minimum criteria apply:
 - a) The requestor must have related work experience in addition to the coursework completed.
 - b) The requestor must have earned a grade of “B” or better on the coursework completed
 - c) The learning objective established for the coursework completed must be the same as identified for the related UW-Superior course.
2. No more than one semester credit will be awarded for each semester credit earned in completed coursework.

Anthropology (See *Sociology/Anthropology*)

Art

Documented portfolio—work/life experience:

1. The Art Department allows credit for prior learning (documented portfolio) in all undergraduate courses. Requests for equivalency credit must be for learning which meets the objectives and standards of the University course for which credit is requested.
2. Students requesting credit for prior learning through documented portfolio must submit actual products or slides/prints of actual products in order to be evaluated by art faculty. **Slides and prints of actual products should be verified by letters of reference.**
3. The quality of the artistic product must be college-level. The art faculty will not allow credit for “hobby” crafts, non-developmental production, or work derived from kits and packaged projects. The judgment of the faculty panel will be considered final and non- negotiable.

Petitioning—Technical School Credit:

Course equivalency from non-accredited college, art schools, or technical schools will be considered if the work carries **a grade of B or better.**

Credit by examination

Any freshman level course at the discretion of the art faculty, plus ART 221-222.

All credit requests will be reviewed by appropriate department specialists and approved by the department chair.

Biology

Documented portfolio – work/life experience:

1. No credit will be awarded for specific courses, course titles or course numbers except by examination. Course outlines and/or objectives are available for most biology courses. *Note:* Credits for Biology 316, Medical Terminology, are awarded by assessing functioning knowledge. To receive credit, the student *must take* a proficiency test (final exam over the course textbook) and receive a “C-“ or higher.
2. Only under unusual circumstances will biology award APL credits for independent study (special topics) or for undergraduate research.

Petitioning – Technical School Credit:

1. Credit for prior learning (non-collegiate sponsored) must be requested as “**Biology Elective**” **credit only** (see below). If awarded, these credits will normally be considered lower-division (i.e., first and second year coursework).
2. Generally one semester credit will be awarded for each classroom-type experience of 18 hours in length if the experience had an evaluation or examination of some sort. For laboratory or practicum type experience, 40 hours are required for one semester credit. The limit for the latter request is 16 credits.

Credit by examination:

Contact the department.

Assessment of prior learning credits will be done by the appropriate biology faculty. All credit requests must be approved by the department chair.

Biology faculty will not allow more than one year’s work (32 semester credits regardless of credits in one subject area).

Business (see “Accounting, Finance, Economics, and Business Admin”)

Chemistry

Documented portfolio—work/life experience:

Credit for prior learning experiences **will not** be awarded for any chemistry course listed in the University catalog. Students wishing to earn credits for existing chemistry courses must enroll or demonstrate course competency through credit by examination. Course syllabi are available for existing chemistry courses and may be obtained by contacting the department chair.

Petitioning—technical school credit:

Course equivalency from technical schools will be considered by the department.

Credit by examination

Available for Chemistry 105, 106, 205, 320, 322, 345, 346.

Communicating Arts

Documented portfolio X work/life experience:

1. The Communicating Arts faculty considers **the following courses not eligible** for inclusion in documented portfolios requesting Credit for Prior Learning: Communicating Arts 110, 125, 180, 273, 301, 455, 477, and 495
2. All requests for credit for prior learning must be accompanied by examples and/or other documentation of: a) the amount, b) the educational level, and c) the quality of the experiential learning in question. The appropriate communicating arts faculty shall be the sole judge of the adequacy of such documentation to justify credit. Portfolios and written examinations may be required.
3. The products and/or experiences submitted and documented must be
 - a) of college level, and
 - b) comparable to the theory—content and experiences which make up the course for which credit is being requested.
4. All credit requests will be reviewed by communicating arts faculty and must be

approved by the Communicating Arts Department Chair.

Petitioning—technical school credit:

Course equivalency from technical schools will be considered by the department.

Credit by Examination

Available for Comm 385.

Counseling

Documented portfolio—work/life experience:

1. Partial credit may be awarded for knowledge and skill documented through the portfolio for undergraduate courses: Coun 490 and 499.
2. Credits may be requested for *state approved alcohol and chemical dependency certification programs* in which the training can be documented by a grade of “B” or better, or certificates of completion and the recommendation of the training directors. Courses for which credit may be requested:

Coun 490	Introduction to Counseling	3 cr
Coun 499	Individual Therapy	3 cr
Coun 499	Chemistry Dependency Counseling for Women	3cr
Coun 499	Theory of Counseling	3 cr
Coun 499	Chemistry Dependency Administration	3cr
Coun 499	Group Therapy	3cr

3. No credit is permitted for graduate level courses.

Petitioning—Technical School Credit:

Course equivalency from technical schools will be considered by the department.

Economics (see “Accounting, Finance, Economics, and Business Admin”)

ENGLISH

Documented portfolio – work/life experience:

1. The following courses **are not available** for prior learning requests: 099, 101, 102 227, 326, 331, 332, 339, 460, 496, and 498.
2. For requests involving writing courses, the portfolio must include six to eight samples of the writer’s work.
3. The department chair will coordinate English portfolio assessment.

Petitioning – Technical School Credit:

Course equivalency from technical schools will be considered by the department.

CREDIT BY EXAMINATION

All English courses.

Finance (see “Accounting, Finance, Economics, and Business Admin”)

Health Promotion (HPro)

1. HPHP 102
Students must understand and document their knowledge of: 1) Purpose of exercise; 2) Benefits and values derived from systematic activity; 3) The health components of fitness and how to evaluate them; 4) What exercises develop what part of the body; and 5) How duration, intensity, and frequency affect exercise. Topics included in the HPHP 102 course include: wellness, lifestyle, and control; stress management; cardiovascular concerns; fitness; nutrition; sexuality (including AIDS and other STD=s); and alcohol, drugs, and conditions.
2. HPro 158, Responding to Emergencies & Safety Ed
Students must have First Aid and CPR certification to get credit for HE 158 (see HPro 458 information).
3. HPro 366, Principles of Nutrition
Three credits for documented evidence or workshop, course enrollment, application of knowledge, and 36 hours of coursework.
4. HPro 367, Human Sexuality
No credit will be given for marital or parental experience.
2. Hpro 368, Drugs
Students must follow the course outline and include documentation on such topics as: why people use; perceptions and perspectives; drugs on the street; family dynamics; feelings of shame, abandonment, and rejection; adult children of alcoholics; prevention of problems; intervention; dual disorders; and treatment and relapse prevention.
6. HPro 458, Certification in Health Areas
Maximum credit awarded: 12 credits (one credit is equivalent to 18 hours of classroom contact in such areas as CPR, NREMT, CHESS, NDETTA, CSCS, NSCA, ACE, ASCM). Expired certificates will gain one-half credit. No certificates older than 7 years will be accepted.
7. HPro 491, Fieldwork
Maximum credit awarded: 12 credits (36 hours of health related work is required for one semester credit). For on-campus students, this is generally completed in 1 - 4 sessions on a weekend or at night. For extended degree students, this fieldwork must be completed under a supervisor who has skills and expertise in the area.
8. HPro 494, Workshop in Health

Maximum credit awarded: 6 credits (one credit for 18 hours of classroom contact). For on-campus students, this is a regular semester long course, research/project oriented. For extended degree students, if your experience has been over an extended period of time, HPro 495 is more appropriate.

9. HPro 495, Current Topics Seminar

Maximum credit awarded: 3 credits (one credit is equivalent to approximately 18 hours of classroom contact plus out-of-class study and research project/term paper). Credit may be awarded for classes attended outside the university/college setting if the subject matter is current and up-to-date. The student must provide documentation in support of each request which includes: proof of attendance, program outline, number of contact hours, and advanced research experience (library).

10. Credit may be awarded for other health classes in special cases.

Three credits maximum (one credit equivalent to approximately 18 hours of classroom contact plus out-of-class study and final exam). The student will need to provide documentation in support of each request which includes: proof of attendance, program outline, and number of contact hours.

Petitioning—Technical School Credit:

Course equivalency from technical schools will be considered by the department.

Credit by Examination:

Courses may be available for testing. However, because some of the courses include teaching methods, it may be difficult to test out. The decision lies with the instructor teaching the course. (Note: You may be required to provide documentation of actual experience in teaching nutrition/sex/drugs in addition to the having the knowledge. The teaching experience would include the usage of different methods and techniques in your presentations.)

Dr. Jay Johnson will evaluate health promotion requests.

Human Performance (HPer)

1. HPHP 102

Students must understand and document their knowledge of: 1) Purpose of exercise; 2) Benefits and values derived from systematic activity; 3) The health components of fitness and how to evaluate them; 4) What exercises develop what part of the body; and 5) How duration, intensity, and frequency affect exercise. Topics included in the HPHP

102 course include: wellness, lifestyle, and control; stress management; cardiovascular concerns; fitness; nutrition; sexuality (including AIDS and other STD's); and alcohol, drugs, and conditions.

2. In some cases a request for demonstration of skill and/or knowledge may be required.
3. Some experiential activities and credits allowed are:

Lifesaving	Current certificate, 1 credit; expired, .5 credit
WSI	Current certificate, 1 credit; expired, .5 credit
Instructor Training in Skiing	Current certificate, 1 credit; expired, .5 credit
Current Rated Official (Basketball, Volleyball, Wrestling, Football, Soccer)	Current certificate, 1 credit; expired, .5 credit

4. Hper 494, Workshop
Maximum credit awarded: 6 credits (one credit for 18 hours of classroom contact). For on-campus students, this is a regular semester long course, research/project oriented. For extended degree students, if your experience has been over an extended period of time, HPro 495 is more appropriate.

5. Hper 495, Current Topics Seminar
Maximum credit awarded: 3 credits (one credit is equivalent to approximately 18 hours of classroom contact plus out-of-class study and research project/term paper). Credit may be awarded for classes attended outside the university/college setting if the subject matter is current and up-to-date. The student must provide documentation in support of each request which includes: proof of attendance, program outline, number of contact hours, and advanced research experience (library).

Petitioning—Technical School Credit

Course equivalency from technical schools will be considered by the department.

Credit by Examination

Courses may be available for testing. However, given that many courses include teaching methods, it may be difficult to “test out.” The decision lies with the instructor teaching the course. (Note: You may be required to provide documentation of actual experience in teaching nutrition/sex/drugs in addition to the having the knowledge. The teaching experience would include the usage of different methods and techniques in your presentations.)

Dr. Jay Johnson will evaluate Human Performance requests.

History

The History Department at UW-S has no precise guidelines for assessment for prior learning; and because of the nature of historical studies, its guidelines will continue to remain vague.

History credit can be awarded **only for history studied**. One does not “experience” history without studying history, that is, without reading and writing about it.

The above does not mean that under no circumstances will credit be offered to those who have not formerly studied at an accredited institution. It is conceivable, for example, that an author of a historical monograph could be awarded credit based on the quality of his/her literary output. In any event, each case will have to be evaluated on its individual merit.

As a rule, for a decision to be reached, the consensus of the members of the discipline is required.

Petitioning—Technical School Credit

Course equivalency from technical schools will be considered by the department.

Credit by Examination

All history courses except seminars and independent study.

Library Science

Documented Portfolio—Work/Life Experience:

1. Length, depth and kind of library experience will determine the amount of credit awarded.
2. Library science credit requests will go through the department chair.

Petitioning—Technical School Credit

Course equivalency from technical schools will be considered by the department.

Mathematical Sciences

Mathematical sciences faculty will consider credit for prior learning subject to the following guidelines:

1. The following courses **are not available** for credit for prior learning requests: Math 090, Math 099, Math 101, Math 102, Math 104, Math 115, or Csci 101.
2. Credit for a specific course and course number may be given only if the prior learning experience closely resembles the course description.

Petitioning—Technical School Credit

Course equivalency from technical schools will be considered by the department.

Credit by Examination

Allowed for all courses except those listed in guideline 1 above and Math 230 and Math 231. All credit requests will go through the Mathematic and Computer Science Department Chair.

Music

Credit will be granted *only* on the basis of credit by examination. Music courses can be tested out of *except* 110/310, 112/312, 114/214/314, 116/316, 382, 383, 384, 385, 386, and 388.

Philosophy

“The task of philosophy” writes a contemporary American philosopher, “is two-fold: critical reflection on the justification of basic human beliefs and the analysis of the concepts in terms of which such beliefs are expressed..”

In the light of this description, students seeking credit for prior learning in philosophy will need to be evaluated individually in terms of the extent and depth of their philosophical literacy. Life experience needs to be complemented by philosophical reflection or analysis to qualify for credit in philosophy. Some evidence of the mastery of select philosophical texts may be useful for evaluation in the program area.

Philosophy 327 (Problems in Medical Ethics) and Philosophy 211 (Contemporary Moral Problems) correspond to program areas in which the student may qualify for credit for prior learning in philosophy.

Physics

1. Credit for a specific course and course number may be awarded only if the prior learning experience closely resembles the course description.
2. No more credit for a specific area will be awarded than credits listed in the course catalog. For instance, if there are three credits of optics listed in the catalog, no more than three credits could be awarded in the area of optics.
3. If prior learning experiences are believed to be deserving of credit but the training is somewhat different than the catalog description, a varying number of credits may be given but with a title other than the one listed in the catalog and perhaps a 189, 289, 389, 489, or 481 number. The use of “Physics Elective,” “Independent Study,” or “Workshop” can also be used. These course titles would also have a short descriptive title attached (e.g., “Physics elective-Digital Electronics”).
4. Credit requested in order to fulfill a physics minor will be more closely scrutinized.

Petitioning—Technical School Credit

Course equivalency from technical schools will be considered by the department.

Credit by Examination

All physics courses are available for credit by examination.

Political Science

Except for Independent Study (499), Internship (485), and Study Abroad (380), students may receive credit for any of our courses by examination. Tests are designed by members of the political science faculty depending on subject and specialization. Political Science 150 may be taken through CLEP (College Level Examination Program).

Petitioning—Technical School Credit

Credit is granted if a student has completed a comparable course from a reputable institution with a grade of “B” or above. The evaluation is made by the faculty member whose area of specialization covers the course being evaluated.

Credit by Examination

All political science courses available except those noted above.

Psychology

1. There is no policy in psychology which disallows APL for any undergraduate course. In actual practice, however, full awards of credit are unlikely for courses which have a heavy methodological or theoretical basis. Examples of courses which fall into this category are the experimental and research methods courses (e.g., 301, 303), and core psychology courses with advance level theoretical bases (e.g., 350, 351, 401, 403, 404).

Partial awards are often given (e.g., 1 or 2 credits when 3 or 4 are requested). This usually occurs when the student’s prior learning is judged to fulfill the “descriptive” or the “practical” components of a course, but not the “conceptual” or the “theoretical” components.

Partial awards of credit may also be awarded when the quality of the prior learning is judged only to meet minimum academic standards. It is necessary that the quality of the

prior learning clearly exceed an academic standard comparable to a letter grade of “C” for full credit to be awarded. No awards of credit shall be recommended for prior learning which fails to meet this standard.

2. Credit may be awarded for independent study, field study, practicum, etc. (As a general rule, a minimum of 36 hours of supervised field experience is required per semester credit awarded.) A maximum of 10 credits may be earned via supervised field experience under the course number 335.

In addition, eight semester credits may be awarded via independent study under the course number 490.

It should be understood that credit earned via supervised field experience and independent study is normally arranged and contracted between the student and instructor before the field placement or independent study. Therefore, credits will be awarded via APL requests only if the student meets or exceeds the criteria normally established between the instructor and student in field placement or independent study.

3. The department chair evaluates credit requests in psychology. Other faculty serve as consultant upon the department chair’s request.
4. Course objectives are generally not available to students to review prior to requesting credit. Exceptions would be courses which have been converted to a competency-based format and for which competency-based manuals are available. Catalog course descriptions of courses are available for all courses, as well as course outlines from the instructors upon request.

5. If a request for credit for prior learning is denied, either in part or in full, there remains several options the student may pursue in an attempt to obtain credit. The students should contact the department chair to arrange a course of action, which may include a rewrite of a supportive essay, submission of additional documentation, an oral interview, or other evidence supportive of prior learning. A final option, in the event credit for prior learning is still denied, is credit-by-examination. Full credit will be awarded on a credit-by-examination basis only for a grade of “B” or better. Partial credit, at the discretion of the evaluator, may be awarded for a grade of “C.” No credit will be awarded for a grade of “D.”

Credit by Examination

Most psychology courses available for test-out.

Petitioning

Technical school credit: course equivalency from technical schools will be considered by the department.

Sociology/Anthropology

The foremost question in the back of the mind of any sociologist is why? Sociology is a theoretical field -- not an applied field. It seeks to identify and understand principles that undergird social life. It catalogues current events as being illustrations of larger patterns of human existence. Practical day-to-day living and the accompanying experiences, no matter how engaging, are therefore, insufficient bases for granting credit in sociology. Only when one seeks objective answers to why one’s life fits into the sociocultural fabric of which it is a part is one genuinely employing a sociological perspective.

Sociology credit is not available for life experiences. Nevertheless, students who believe that they have mastered sociological theory, concepts, and insights may test out of any course -- except 490, 498 and 499 – on a credit-by- examination basis. Students must earn a grade of “B” or better to be given credit for any of these courses.

Petitioning—Technical School Credit

Students who have earned “B” or better in standard post-secondary school courses that are substantially equivalent to those offered at this university may request credit for them by submitting full syllabi of such courses. Each request will be evaluated individually.

Credit by Examination—Sociology

All sociology courses except SOC 490 498, and 499.

Credit by Examination—Anthropology

Anthropology 112, 215, 216, 217.

Social Work

Academic credit for life/work experience shall not be given.

Teacher Education

3. For any teacher education course, other than student teaching courses, the instructor will decide whether credit by examination is possible or if partial/full credit may be earned upon documentation through a portfolio. ***The applicant is encouraged to contact the instructor of record to determine what is possible.***
2. For methods courses, each course has specific requirements concerning observation, participation in the classroom and specific expectations for lessons taught. There generally cannot be documented through a portfolio.
3. Credit is not allowed for TED 099 and TED 448-450.
4. Credit for prior experiences in student teaching is provided only in exceptional circumstances. The applicant must be a certified teacher or a student accepted into the Division of Education and meeting all other requirements for admission to student teaching. A committee composed of the chair of the teacher education department; the department chair of the appropriate program, and the director of field experiences will do evaluation of the learning experience for credit in student teaching. The applicant is encouraged to contact the director of field experiences to determine the necessary procedures and documentation.

Women's Studies

Women's studies is an interdisciplinary minor. Credit for life-experience and/or credit by examination in women's studies courses (WST) will be allowed based upon the policies of the program in which particular courses are taught (e.g., for credit in Soc/WST 210, The Sociology of Women, see guidelines for Sociology/Anthropology).

Appendix C

FORMS

Petition for Credit for Experiential and Non-Collegiate Sponsored Learning

Petition for Technical School Credit through the Assessment of Prior Learning Process

Note: It is the individual's responsibility to make copies of these forms as needed for his/her portfolio. One form is required for each course for which credit is requested.

The forms are not to be bound in the portfolio, but should be included in a secure but loose form.

Do not include petitions for credit for experiential learning and petitions for technical college credit in the same portfolio.

University of Wisconsin-Superior
68-1000-2 (Revised 2/03)

PETITION FOR CREDIT FOR EXPERIENTIAL AND NON-COLLEGIATE SPONSORED LEARNING

To be filled out by student

Name: _____ University ID Number _____

Course requested: _____

Department	No.	Title
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No. of credits requested: _____

In the space below, write a brief statement that includes the following: 1) the nature of your learning experiences, and 2) the rationale for the credit request.

Essay found on pages: _____ Documentation found on pages: _____

Signature : _____ Date: _____

To be filled out by evaluator:

I award _____ credits for the course listed above.

I recommend the award of _____ credits for the following course:

Department

Course No.

Note to evaluator: If the learning outcomes do not exactly match the UW-Superior course, credit may be awarded under the department's independent study number or the university's generic transfer number: 189, 289, 389 or 489 at your discretion.

I do not recommend the award of credit.

Comments:

Faculty Evaluator signature: _____ Date: _____

Petition for Technical School Credit through the Assessment of Prior Learning Process

University of Wisconsin-Superior

To be completed by the student:

Name: _____ Soc Sec No: _____

Technical College Attended: _____

Location: _____

Dates Attended: _____

Technical College Course No. & Title: No. of credits:	Equivalent UW-Superior Course No. & Title: No. of credits requested:
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Note: The technical college course syllabus must be attached to this petition.

Student Signature: _____ Date: _____

To be completed by the faculty evaluator:

I recommend the award of _____ credits for the following course:

Department/course No.

Note to evaluator: If the technical school course does not exactly match the UW-Superior course, credit may be awarded under the university's generic (transfer) number 189, 289, 389, 489 at your discretion.

I do not recommend credit.

Comments (if applicable):

Faculty Signature: _____ Date: _____