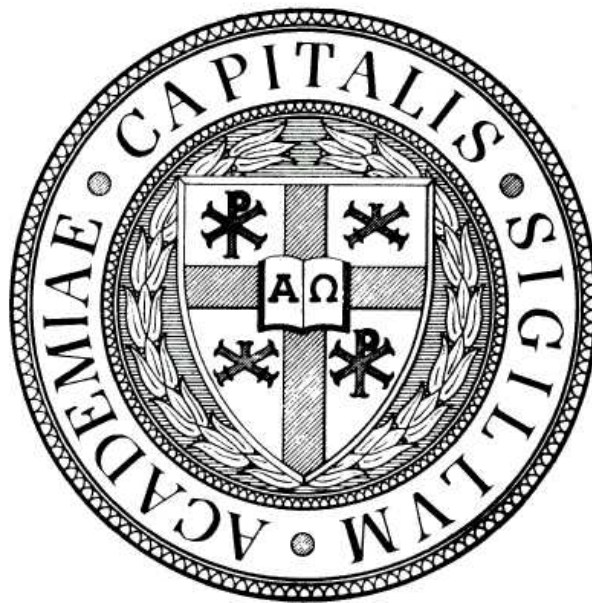


GUIDE TO EXPERIENTIAL LEARNING
Capital University



2020-2021 The University Competency Assessment Panel (UCAP) Committee

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GUIDE TO EXPERIENTIAL LEARNING

CAPITAL UNIVERSITY
Revision to Seventh Edition c 2013

INTRODUCTION

The *Guide to Experiential Learning* explains how to obtain academic credit for learning outcomes attained through life experiences. Commonly asked questions appear along the right margin. Read the entire manual before deciding to pursue experiential learning credit. You may learn that there are more options for demonstrating your learning than you initially imagined or that one method is a more efficient strategy than another.

There are many reasons why students want recognition for their learning outcomes attained through life experience. Academic credit awarded for experiential learning may reduce the number of hours needed for graduation. Students may want their transcripts to reflect their experiential learning. For instance, a computer programmer may want his/her transcript to reflect competence in a computer language learned at work. Some students prepare experiential learning statements to consolidate their learning. For example, a student who has learned European history through extensive foreign travel or living abroad may request credit as a way to take stock, or organize, his/her learning outcomes.

Why do students desire experiential learning credit?

Significant learning experiences that would be suitable for consideration of the UCAP portfolio process should contain the following SIX characteristics:

1. Foundational Knowledge: ‘Understand and remember’ learning (facts, terms, formulae, principles, concepts).
2. Application: Critical, creative, practical thinking (decision-making, problem-solving.)
3. Integration: Making connections (finding similarities and interactions) among ideas, subjects, people, and experiences.
4. Human Dimension: Learning about and changing oneself; understanding and interacting with others.
5. Caring: Identifying/changing one’s feelings, interests, values.
6. Learning How to Learn: Learning how to ask and answer questions; becoming a self-directed learner.”¹

How can I identify Significant Learning?

¹ Fink, L.D. (2003). *Creating Significant Learning Experiences*. San Francisco, CA: Jossey-Bass.

Talk with your advisor before pursuing credit for experiential learning. Your advisor can help you decide whether experiential learning credit will help fulfill your degree or major requirements. While the *Guide to Experiential Learning* is designed to answer most of your questions, you may also direct questions to one of the resources described below:

Whom do I ask if I have a question?

Capital University Resources

The Admissions Office

If you have general questions about admission to Capital University, e.g., admission requirements and procedures, call 614-236-6101, or toll free: 1-800-289-6289.

The Adult and Graduate Education Office

The Adult and Graduate Education office houses academic programs specifically for the adult student. Admission to the program is administered by the A&GE office. The phone number is: 614-236-6996.

The Registrar's Office

Most of your questions about transfer credit and transcript information can be answered by the Registrar. Call 614-236-6150.

Academic Success

Academic Success assists students in processing General Education waiver requests and submitting Advanced Placement (AP) examination scores and courses transferred from other colleges and universities for evaluation. Academic Success also administers College Level Examination Program (CLEP) exams and evaluates American Council on Education (ACE) and military experience for transfer credit. Additionally, Academic Success collects and houses submitted UCAP portfolios and makes them available to Committee members for review. Call 614-236-6327.

The University Competency Assessment Panel (UCAP)

UCAP awards academic credit for college-level learning from life experiences. Call 614-236-6749 to speak to the chair of the UCAP panel.

The Undergraduate Bulletin

The Capital University *Undergraduate Bulletin* also contains valuable information on university policies, program offerings, course descriptions, fee schedules, etc. A copy of the most recent *Undergraduate Bulletin* can be obtained from the Admissions Office, the Registrar's Office, the Adult and Graduate Education office, or at the Capital University web site (www.capital.edu).

Portfolio Problems and Pitfalls to Avoid

1. **Incomplete Portfolio**

The UCAP members rely on you to provide them with enough information to understand your program and where the portfolio submission “fits” in your plan. We need to see your Application for Assessment form, the course model which comes directly from the syllabus you select, and all of your transcripts. If you are missing pieces, we cannot effectively evaluate your submission, and we will return it for revision.

2. **Lack of Evidence of College-Level Learning**

Twelve years of piano lessons does not equal college-level learning. Neither does years of teaching Sunday School. You are applying for credit for college courses, and one thing that is often missing is the evidence of knowledge and application of *theory*. College-level piano courses involve music theory. College-level religion courses explore a wide range of theoretical topics through a broad interpretation of religion. Applicants who can only document experience without theory will not receive credit for their submission.

3. **Substituting “Stuff” for Learning**

Many applicants make the mistake of believing that if they fill their portfolio with information about the course topics, either downloaded from the internet or copied from textbooks or training manuals, they are documenting learning. Anyone can compile a portfolio full of “stuff”; all it takes is some time at the computer or the copy machine. “Stuff” does not equal college-level learning. You need to show how, in your work or life experience, you have used and “applied” the knowledge learned. The evidence you include needs to support how you’ve applied what you know.

4. **Not Following Course Models**

Some applicants select course models with specific course goals and objectives and then proceed to “create” their own content categories that don’t match the course, but match their evidence. It is up to applicants to find a course that encompasses their knowledge and application of that knowledge. If the portfolio does not match the course content, it will be returned with no credit.

5. **Not Including Enough Course Content**

UCAP members evaluate a portfolio to determine if an applicant has met the course requirements at a passing level. If a course has ten objectives and an applicant only includes three, that isn’t enough for course credit. Applicants need to be able to document most, if not all, of a course’s objectives with their evidence.

6. Lack of Narrative Explanation

Some applicants have taken training and include their training certificates in their portfolio, assuming that UCAP members will be able to “see” how the training meets the course objectives. It is up to the applicant to include the narratives that make those connections for the UCAP members. If not, portfolios will be returned for additional narrative.

7. Lack of Concrete Evidence

Some applicants attempt to write their way through a course without providing enough concrete evidence of the application of college-level learning in their work or life experience. Without concrete evidence, narrative alone is not enough to earn credit. Applicants must balance portfolios between narrative and evidence.

8. Double Dipping

Some applicants attempt to earn “double” credit in one of two ways: they submit the same evidence for two different courses; or, they submit evidence for two courses that are very similar in content. The UCAP members carefully look at previous portfolio credits (and refer to their notes) to make sure that applicants don’t receive duplicate credits.

9. Eleventh-Hour Submissions

Portfolio submissions should be well planned in advance and submitted *at least* a semester prior to your anticipated program completion. Too many applicants attempt to “fill in gaps” in their credit requirements by submitting last-minute portfolios in the hopes that their pending graduation will be the deciding factor in the award of credit. The UCAP members look upon these last-minute submissions unfavorably. Do not jeopardize your graduation plans. Submit well in advance.

10. Plagiarism

Some applicants include evidence, usually in their narratives, that is not original work or writing, but that comes from another source. ANY information included in a portfolio that is not the original work of the applicant MUST be attributed to the source, either with an internal citation or with a bibliography, and preferably with both. Some applicants, either intentionally or unintentionally, have misrepresented someone else’s work as their own. These portfolios are returned with a warning of potential academic misconduct issues if the plagiarism is not addressed.

INTRODUCTION TO EXPERIENTIAL LEARNING

Learning acquired through life experience is called **experiential learning**. The practice of awarding academic credit for experiential learning is based on the recognition that learning occurs in a variety of non-academic situations, such as through life experiences, vocational training, extracurricular activities, volunteerism and hobbies. **When experiential learning is equivalent to higher education outcomes, the award of the credit is both justified and well deserved.**

What is experiential learning?

The practice of awarding academic credit for experiential learning is an accepted variant of contemporary educational practice. Six hundred colleges and universities have comprehensive programs to assess experiential learning, and more than 1200 programs have at least some mechanism for assessing prior learning.¹ Capital University, a pioneer in the recognition of experiential learning, has awarded credit for non-traditional learning since 1979 following quality guidelines recommended by the Council for Adult and Experiential Learning (CAEL).² Capital University has been an innovative leader in the recognition of experiential learning through frequent contributions to the literature on experiential learning and through active participation in national professional associations, such as CAEL and AHEA, the Adult Higher Education Alliance.

Even though the outcomes from experiential learning and classroom learning may be identical, the two types of learning are usually acquired differently. Much of the learning that takes place in class is derived

How is experiential learning different than classroom learning?

from instruction; information is transmitted from an instructor to a learner. Much of the learning that takes place outside classrooms is derived directly from experience. A person acts in the world, then experiences or observes the consequence of the action. While no one type of learning is superior to another, classroom learning is more efficient since more information can be transmitted in a shorter amount of time. Learning general principles through a series of applications is time-consuming. On the other hand, experiential learning is less easily forgotten than classroom learning because action provides motivation in contrast to the passive receptivity common in many classrooms. Of course some of the most effective classroom situations employ

¹ Estimates of the number of programs recognizing experiential learning are presented in *Prior Learning Assessment: Results of a Nationwide Survey* (Council for Adult and Experiential Learning, 1992) and *Adult Degree Programs: Quality Issues, Problem Areas, and Action Steps* (Council for Adult and Experiential Learning & American Council on Education, 1993).

² The following CAEL publications establish quality guidelines for the award of experiential learning credit: *Setting Standards for Assessing Experiential Learning* by J.E. Knapp & P.I. Jacobs (1981), *Assessing Prior Learning: A CAEL Handbook* by J.E. Knapp (1977), *Expert Assessment of Experiential Learning: A CAEL Handbook* by R.R. Rielly et al. (1977), *Experience and Education* by John Dewey (1938), *The Theory of Experiential Education* edited by Karen Warren et al. (1995) and *Expanding the Logic of Portfolio-Assisted Assessment: Lessons from South Africa* by Elana Michelson (1999).

experiential learning and sometimes life experiences occur in the context of a classroom, even though the college or its program may not be regionally accredited. Compared to classroom learning, experiential learning proceeds in almost a reverse sequence, as is illustrated in the following table. ¹

A Comparison of Classroom and Experiential Learning

Step	Classroom Learning	Experiential Learning
1	Information concerning a general principle is transmitted.	Action is carried out and the effect of that action is observed.
2	Information is assimilated and organized so the general principle can be understood.	An effect is understood in a particular instance, and under similar circumstances in the future, the effect is anticipated from the action.
3	A particular application is inferred from the general principle.	The general principle (underlying the particular action) is understood.
4	Knowledge is applied.	The general principle is applied to a broader range of applications.

The difference between the two types of learning calls attention to what must be demonstrated to receive academic credit from life experience. In the classroom, the general principle is usually taught first and application is taught last. Experiential learning often begins with application, and the general principle is learned afterward. In both cases, the general principle is mastered; only the sequence is different. Academic credit is awarded only when the experiential learning outcomes are equivalent to learning outcomes attained in a college course. The **general principle** and its **application** are the usual outcomes that signify college-level learning. As a rule of thumb, learning is college-level if:

What is college-level learning?

1. the learning is applicable outside of the situation in which it was acquired; that is, the general principle can be applied in many situations.
2. the learning integrates practical and theoretical knowledge. (College courses focus on the **why** and **how**, so knowing the accepted theoretical views and common methods of an academic discipline is just as important as knowing their application.)

These two basic characteristics may not apply in every situation, but a few examples will show how these characteristics help determine the presence of college-level learning. A student who was an accountant for a hardware store for ten years was knowledgeable in the procedures used by her company, but she had little idea how these procedures compared to those used by another hardware store, a manufacturing firm, or a non-profit organization. She did not understand the principles that underlay the procedures she used. While she obviously was a competent employee, she did not have college-level learning since she could not apply the general principles of accounting to more than one situation.

¹ The table is adapted from J.S. Coleman (1976), Differences between experiential and classroom learning, in M.T. Keeton (Ed.), *Experiential learning: Rationale, Characteristics, and Assessment* (pp. 49-61), San Francisco, CA: Jossey-Bass.

Another student who was employed as an accountant for a tax preparation service received corporate-sponsored training on basic accounting practice. During the course of her employment, she was assigned to handle the books of many different clients, each of which required slightly different skills. Altogether, she amassed a broad knowledge of accounting principles and she could apply their knowledge across many situations. She had acquired college-level learning.

Most colleges and universities recognize experiential learning credit, although if you plan to transfer to another school before completing your degree, you should check with that school's Registrar

Will other colleges and universities recognize experiential learning credit?

about the transfer policy. The transcript you receive from Capital University does not distinguish between experiential learning and classroom learning. If you are planning to attend graduate school, you might inquire about the admission requirements. Many Capital University students who have received credit for their experiential learning have been successful in graduate and professional programs. Your Capital University transcript will show the letter "P" for a grade for courses you have approved through the UCAP progress, along with the credit hours awarded.

POLICIES ON EXPERIENTIAL LEARNING

Any currently enrolled Capital University student is eligible to receive experiential learning credit. Adult learners request the majority of experiential learning credit since they have often had a variety of life experiences from which to acquire learning outcomes, although any undergraduate student is eligible. Students who request credit for experiential learning are usually successful. On average, more than eighty percent of the requested credit was awarded. While the success of previous students is encouraging, the decision to pursue a request requires a significant commitment of time and energy. Most students spend between 20 and 30 hours preparing a request for credit.

Who is eligible to earn credit for experiential learning?

There are three basic steps to requesting experiential learning credit. Carefully review each step and read the relevant sections of *The Guide To Experiential Learning*. Become familiar with the policies and procedures, as doing so will help assure your requests are reasonable and your efforts rewarded. Each step is explained in detail in subsequent sections of the *Guide*.

How do you earn credit for experiential learning?

1. Identify your learning outcomes to determine areas of college-level learning. See the section of the *Guide* titled **IDENTIFYING LEARNING EXPERIENCES**.
2. If the course you wish to portfolio is offered by Capital University, you **MUST** use a Capital University syllabus. Research courses from regionally accredited colleges to determine appropriate course models. See the section of the *Guide* titled **RESEARCHING COLLEGE COURSES**.

3. Prepare a statement of experiential learning. See the sections of the *Guide* titled **THE APPLICATION FOR ASSESSMENT** and **DEMONSTRATION OF LEARNING OUTCOMES**.

Any undergraduate course offered by a regionally accredited college or university may serve as a model for requesting experiential learning credit, including courses in recent Capital University *Undergraduate Bulletins*. There are literally thousands of courses from which to choose, but you must demonstrate college-level learning outcomes; that is, your learning outcomes must be essentially the same as if you had taken a college course.

For what courses will I be able to request experiential learning credit?

You may request credit for Undergraduate General Education courses, or you may request a waiver from a General Education class. If two credits are awarded for a three-credit course requirement or three credits are awarded for a four-credit course requirement, then the course is waived, meaning you are not required to take the course to graduate. If you request only a waiver, then no additional academic credit will be awarded, but you will not be required to take the course to graduate. For instance, you may not need additional credit for graduation, and therefore, you might only request a waiver, or you may have learned the material in one of the General Education classes in another course which already is transcribed, and therefore you would only be eligible for a waiver.

May I receive experiential learning credit for General Education or Core Curriculum courses?

Your experiential learning may have occurred at any time during your life, though usually the learning will have occurred prior to admission to Capital. It is possible to request experiential Learning credit for learning outcomes you attained after enrolling at Capital. For instance, you may have taken a leave of absence from the University during which you attained college-level learning outcomes, or your participation in extracurricular activities or volunteerism while attending college may have yielded college-level learning outcomes. You are not eligible to receive additional credit for learning outcomes that are the result of another course that appears on your academic transcript. Usually it is not possible to request credit for learning attained during high school since a high school diploma or its equivalent is required for admission to Capital University. There may be some exceptions to this rule if you can demonstrate your learning outcomes are truly college-level.

When must my experiential learning have occurred?

Elective and Undergraduate General Education curriculum requirements may be fulfilled through experiential learning credit. Whether a course fulfills a major requirement is always at the discretion of the college, the department, or the IDS Degree Review Committee. Check with your academic advisor about the degree requirements of your academic major. Sometimes external agencies that award certification or licensure restrict the use of experiential learning credit in

May I use experiential learning credit to fulfill my degree requirements?

fulfilling degree requirements. Nursing, conservatory, social work and education students should pay particular attention to these restrictions.

Credit earned through experiential learning **does not count toward the in residency requirement**. This rule requires that 30 of the last 36 semester hours needed to complete a degree must be completed at Capital University. Since experiential learning is similar to transfer credit, it may not be counted toward the 30 hours needed for graduation.

There is no limit to the number of hours a student may earn for his experiential learning. Students who pursue experiential learning credit generally request between one and five courses; some students earn the equivalent of a full year of college credit.

How many credits may I earn for my experiential learning?

There is no charge for the assessment of experiential learning, up to the first 30 credit hours requested. Thereafter, each additional semester hour requested costs \$10, payable at the time of submission. There is no additional charge for the posting of credit on a student's transcript. There is no charge for the posting of ACE, CLEP, or AP credit, nor are these credits counted toward the 30 credit hours assessed via portfolio.

What does experiential learning credit cost?

Experiential learning credit will have no effect on your grade point average (GPA). Your transcript will list the grade as <P> for pass.

How will experiential learning credit affect my grade point average?

Students may request experiential learning credit during any semester they are enrolled, with the exception of their last semester. If you plan to submit multiple requests that are related to one another, such as three accounting courses, then you should submit these at the same time.

When should I request credit for experiential learning?

The **University Competency Assessment Panel** (UCAP) awards credit for experiential learning. The Panel is comprised of faculty from each of the undergraduate units who are appointed by their academic dean to a three-year term of service. There are five faculty members representing the schools in the College, one from the School of Natural Sciences, Nursing and Health, one from the School of Management and Leadership, one from the School of Social Sciences and Education, one from the Conservatory of Music and School of Communication, and one from the School of Humanities. These faculty are chosen to broadly represent different disciplines and specialty areas. When needed expertise cannot be found on the Panel, other Capital faculty, or **external assessors** (faculty from other

Who decides if my experiential learning is worth college credit?

colleges and universities or local leaders in business, industry, government, social services, or the arts) are asked to assess a student's learning outcomes and offer recommendations to the Panel. (If there are any costs associated with external assessments, the student will be billed for those charges.) The Panel meets the last week of each month, January through November. Prior to the meeting, panel members review students' requests and recommend credit. Requests must be submitted one month in advance of the Panel meeting to allow sufficient time for all panel members to review the materials and are due by the end of the business day on the first working Monday of the month. At the Panel meeting, each member's independent recommendation and comments are distributed. Panel members discuss the request then vote on the credit hours to be awarded.

While many colleges and universities that award credit for experiential learning rely on a single assessor, Capital University employs a panel of experts to make each decision, thereby assuring the academic integrity of the awarded credit and preserving fairness in the panel decision. There is a built-in system of checks and balances since discipline experts, who might bias a decision by focusing on instructor-specific expectations, are held accountable by their faculty peers. Generally, there is high inter-rater reliability; panel members tend to agree on the amount of credit that should be awarded.

The Panel's decision is communicated to students on the UCAP evaluation letter. A short critique of the request is included in the report. Students who do not receive all the requested credit may resubmit their request within sixty days of the Panel's action. The resubmission is evaluated in the same manner as the original submission. The original UCAP evaluation letter must also be included in the resubmission, and all new material (including clarifications) must be clearly identified for the panel members to consider the resubmission.

What if the Panel awards less credit than I believe I deserve?

The UCAP looks for several very specific qualities as listed below:

1. A clear set of learning objectives around which the portfolio is built.
2. An appropriate course model that matches the selected learning objectives.
3. Specific, concrete evidence that shows how the learning objectives have been met through experience and/or other training.
4. Narratives that explain specifically how each piece of evidence shows learning goals have been met.

What does the Panel look for in evaluating a portfolio?

It is always in your best interest to have your materials prepared and assembled in the format the panel members expect to see them. Therefore, you should follow these guidelines:

What can I do to improve my likelihood of receiving credit?

1. Research course models carefully and select those that most closely match your identified learning objectives.
2. Select evidence that clearly shows *what* you have learned and *how* you have *applied* it.
3. Write narratives that *connect* your evidence to the learning objectives for the UCAP members.
4. Carefully organize your information so it is clear which narrative discusses which evidence.
5. If you are submitting multiple portfolios for related courses, submit them at the same time so that UCAP can see how they are related.

IDENTIFYING LEARNING EXPERIENCES

This section of the *Guide* describes exercises to help students discover their learning experiences.

How can I identify my learning experiences?

If you think of learning as a change in knowledge, understanding, skills, attitudes or values, then there are literally thousands of situations in which learning can occur. Many of our students identify learning in one of more of the situations mentioned below:

- Learning on the job
- Participating in training programs, workshops, and seminars
- Taking non-credit courses
- Conducting research on a topic of personal relevance
- Reading books, journal articles, or professional magazines
- Viewing films, concerts, or television programs
- Visiting museums, art galleries, or craft exhibits
- Traveling to historic places
- Acquiring professional licensure or certifications
- Passing examinations in professional disciplines
- Participating in volunteer activities through religious or social organizations

Eventually you will need to demonstrate your learning is college-level by documenting specific learning outcomes, but first you will want to identify situations in your life that may have yielded college-level learning. The following four approaches might help you recall your past learning experiences:

1. write an autobiography
2. prepare a chronology (time-line) of life events
3. make a résumé
4. organize a list of learning experiences and learning outcomes

An autobiography tells the story of your life. As you write about your life, you will probably find that you can recall more information than you initially imagined. Write about anything

How will an autobiography help me discover my learning outcomes?

you like, but try to keep the purpose of your autobiography in mind. Eventually you will want to identify learning outcomes, so pay particular attention to your life transitions. Write about your career, your moves to new locations, your involvement in hobbies or social organizations, and your challenges with changing situations and life events. Often the most significant learning occurs as the result of a personal or professional crisis. Write about your successes and your failures. The following are excerpts from an autobiography written by a student interested in pursuing experiential learning credit in child development. Remember that these are only

excerpts and the student also wrote about other experiences that had led to learning in other academic areas.

Autobiography

...I have always liked children. Even as a youngster I enjoyed baby sitting for neighbors and friends. I seemed to have a special gift to keep children busy. I understood what they liked to do and I could tell what they needed...When I was in high school I worked after school at the Meadow Valley Day Care Center. In order to work at the day care center I had to attend 15 hours of classroom training at the local community college. I learned about caring for infants. Everyone had to take a test on the sensory capacities of infants. I learned about childhood motor development...After this job, I took a position as a caseworker at the local W.I.C. program. As part of my job, I taught a class of expecting mothers on prenatal development. I read several books on this topic and I even helped my supervisor make a videotape warning parents about the dangers of known teratogens such as alcohol and drugs...When I was 22 years old I gave birth to my daughter. Before she was born I attended a class at the hospital that taught different methods of prepared childbirth, such as the Lamaze method. Since my daughter was premature, I spent a lot of time reading books and articles on low-birth-weight and preterm babies...After a few years working for the W.I.C. program I was promoted to manage one of their new programs on genetic counseling. I was sent to a week-long seminar given by a group of pediatricians from Denver. I learned about the causes of different types of birth defects and I learned how to help families evaluate their risk for these types of problems...I was asked to join the Mayor's Task Force on Youth Crime...I helped the Mayor's staff write a federal government grant to address youth crime in our community. While doing this I read books on adolescent socialization and I wrote one section for the grant by myself that reviewed how our proposed youth intervention programs fit psychological models of social and personality development...As my daughter got older, I wanted to be the best parent possible so I read books on how to be an effective parent...I became active in the P.T.A. when my daughter was in middle school. At that time, all the children were tested with an intelligence test and only the students with high scores were permitted in special school programs. A group of us in the P.T.A. opposed this type of use of intelligence tests so we researched the use of I/Q/ tests with children and we presented testimony to the school board at one of their meetings...

A chronology of life events is a time-line along which you can list your learning outcomes.

How do I prepare chronology of life events?

Begin by placing events from your autobiography onto the time-line. Beneath each event, make a note of your learning outcomes. The following example illustrates how the material from the preceding autobiography can be placed along a time-line. In most cases, the time-line would reflect life events and learning outcomes from more than one academic area.

Chronology of Life Events	
1994	Worked in day care center (Learned about children's basic nutritional & recreational needs) Attended community college non-credit course (Learned about children's sensory capacities & motor development)
1995	Graduated from high school
1996	Worked for WIC program (Learned about prenatal development & the harmful effects of drugs & alcohol on the embryo)
1999	Gave birth to my daughter (Learned about different methods of prepared childbirth) Read books to understand my daughter's special needs (Learned about pre-term and low-birth-weight infants)
2001	Promoted to Genetic Counselor position (Learned basics of genetic counseling)
2002	Attended week-long seminar on genetic counseling in Denver (Learned causes of birth defects, types of mental retardation & risk evaluation techniques)
2012	Served on Mayor's Task Force on Youth & Crime Violence & wrote grants (Learned about adolescent socialization and personality development)
2018	Became active in PTO and testified before School Board (Learned about the problems of intelligence testing)

You can use several techniques to organize your learning experiences and learning outcomes. A résumé is an example of one way to summarize and organize your experience and your skills. The **Career Development Office**, located on the second floor of the Blackmore Library, will assist students as they prepare their résumés. The telephone number for the **Career Development Office** is 236-6606. Consider the format below as another way to organize learning experience and outcomes:

How can I organize my learning experiences and learning outcomes?

Possible Format for Organizing Experiences & Learning Outcomes

1. Work experience
 - i. Employment history
 - ii. Significant promotions, awards, etc.
 - iii. Military experience
2. Education
 - i. College
 - ii. Non-credit courses
 - iii. Training programs at work
3. Societal
 - i. Organizations & clubs
 - ii. Political activities
 - iii. Volunteer services
4. Hobbies
 - i. Recreational activities
 - ii. Travel
 - iii. Reading for pleasure
5. Family care or related activities
6. Licenses, awards, publications, etc.
7. Other experiences

RESEARCHING COLLEGE COURSES

Students requesting experiential learning credit are required to relate their learning outcomes to a specific college course. It is not sufficient to relate learning outcomes to a general academic discipline, such as business or psychology. Learning outcomes must be equivalent to the learning outcomes of a specific college course, such as *Principles of Management* or *Child Development*. Therefore, an important component of preparing an **experiential learning statement** or **portfolio** is locating an appropriate college course that matches your learning outcomes.

How do I relate my learning experiences to specific college courses?

Always begin by researching courses from the most recent Capital University *Undergraduate Bulletin*, as information about these courses will be more readily available than information about courses offered at other colleges and universities. If you cannot find an appropriate college course that matches your learning outcomes in the Capital Bulletin, then you should begin to research courses from other regionally accredited schools. The course descriptions from these schools should not be more than two years old. The first source of information about the content of a course is the **course description**, which is published in a college's *Bulletin* or *Catalogue*. The World Wide Web is a rich resource for information on other colleges and universities, and most publish their course offerings, including course descriptions, on their web sites. The course you find that matches your learning outcomes is called the **course model**.

There are six regional accrediting agencies in the United States. Ohio schools are accredited by the Higher Learning Commission. The other regional agencies are Middle States Association of Colleges and Schools, the New England Association of Schools and Colleges, the Northwest Association of Schools and Colleges, the Southern Association of Colleges and Schools and the Western Association of Schools and Colleges. If there is a question about a college's accreditation, guides are available online and in the Registrar's Office that list the accreditation of most U.S. colleges.

How can I tell if a school is regionally accredited?

All credit must be requested in the form of semester hours. Determine whether the course model is based on quarter hours or semester hours by reading the school's *Bulletin*. If the course model is based on quarter hours, convert the credit requested to semester hours by multiplying the number of quarter hours by two-thirds, and rounding the product to the nearest whole number. For instance, if the course model is three quarter hours: ($3 \times \frac{2}{3} = 1.98$ or 2). The

What must I do if my course model is based on quarter hours rather than semester hours?

following conversion table provides an approximate guide to help in determining the value of credit hours:

Quarter Hours	Semester Hours
5	3.3
4	2.5
3	2
2	1.3

Seldom will the course description provide detailed information about the course content. Since you will eventually need to know the specific content covered in the course, as this information will become the basis for organizing your learning statement, you need to utilize other resources to determine the course content. The following strategies can help you gather additional information about the course content:

What can I do if a course model does not provide enough information about the course content?

- Request a current copy of the course syllabus
- Review a current copy of the course text
- Speak with a professor who teaches the course

It is strongly recommended that you find a syllabus and table of contents from the course text. Without sufficient information about the course you may mistakenly believe your learning outcomes match the course content, when in fact they do not. You may need to be resourceful to find this information, especially if the course model is not from Capital University. Capital syllabi are available from professors teaching the course or through the administrative offices of the appropriate School that houses the academic department. The content of undergraduate core curriculum courses is provided in a separate section of this *Guide*. Textbooks can be found at a variety of web sites for purchase or rental, or you might try requesting a copy through inter-library loan or OhioLink. Syllabi used for course models should be current (within the past two years).

It is not always necessary to have credit for the prerequisites of a course for which you are requesting experiential learning credit. Experiential learning sometimes occurs out of sequence in that a student may master advanced levels of a discipline prior to grasping the more introductory principles. Obviously this cannot be the case in every instance since mastery of certain prerequisites may be a necessary condition for more advanced learning. Whatever the case, you should note whether the course model lists any prerequisites. If it does, you will need to address how you have met the prerequisites or explain why the prerequisites are not relevant in your case.

Must I have credit for prerequisites listed in the course description?

Interdisciplinary Studies students need to prepare their **degree plan** prior to requesting experiential learning credit, as a copy of the **degree plan** must be submitted with the learning statement. The grid should be as complete as possible when it is submitted with the portfolio. All other majors must provide a copy of their most recent program evaluation (progress file from MyCap or unofficial student transcript). This should be placed at the end of the portfolio under a separate section labeled TRANSCRIPT INFORMATION so that the UCAP members can readily determine how the proposed credits will be applied towards the degree you are seeking to complete.

Does the course model fit with my degree plan?

Students cannot be awarded credit twice for the same course, nor can credit be awarded if the content areas of a course model are essentially identical to course work that has already been completed. The fact that the title of a course is different from the title of your course model does not necessarily mean the content areas are different. For instance, *Principles of Accounting* will probably have the same content as *Fundamentals of Accounting*, so if you already have credit for one of these courses, you cannot be awarded experiential learning credit for the other. To avoid the problem of overlap, use course models from one college or university when you are requesting credit for courses within one academic discipline. There is, of course, some overlap among college courses, even those taken within one department at a particular college. Often advanced courses build on information presented in introductory courses. If the overlap appears significant, but you have determined that it is not based on researching the course, then you should attach an explanation to your learning statement.

What should I do if my course model overlaps with academic credit I have already received?

You may request partial credit for a course if your learning outcomes represent a portion of the course, but not the entire content. To your learning statement attach an explanation of your rationale. You may request more than full credit for a course, although more than full credit is seldom awarded. You would need to show that your learning outcomes went far beyond the content of the course model, though even if this were the case, it would be better to find a second, more advanced course model.

May I request more credit or less credit than is stated in the course model?

You may not use a graduate-level course model. Some college catalogues list courses that may be considered graduate or undergraduate. If you use one of these courses as your model, then you should attach documentation showing the course is open to undergraduate enrollment.

May I request experiential learning credit for a graduate-level course?

You may request credit for internship and practicum courses, although you will need to articulate your learning outcomes. Experience alone cannot justify the award of internship credit. Therefore you must integrate the theoretical bases or principles of the academic discipline to your life experience. Since internships are supervised experiences, you should explain conditions under which you were supervised and how this supervision resulted in new learning. Some students find it helpful to prepare a case study as a way of justifying the award of internship credit. Detailed letters of support from the people who actually supervised your experiences are very helpful. REMEMBER: It is **not** the experience, it is the **learning** that the UCAP members are assessing for you.

May I request credit for internship or practicum courses?

You may request credit for technical and clerical courses, although most students do not choose to pursue experiential learning statements in these areas since technical and clerical courses are unlikely to relate to a degree plan at Capital. If you decide to pursue credit in technical or clerical courses, remember that you will need to document that you have achieved the performance criteria required in the course model, and it must reflect college-level learning. Be sure to distinguish between different levels of performance, such as the difference between beginning, intermediate, and advanced levels of word processing.

May I request credit for purely technical or clerical courses?

If you have trouble finding a course model that matches your learning outcomes it might mean: (1) you do not have college-level learning outcomes; (2) you have not found an appropriate college catalogue, and therefore, you should expand your search to other colleges and universities; or (3) your learning outcomes are college-level, but an appropriate course model does not exist. If this final reason is the case, then you may develop your own course model in consultation with the Chair of the University Competency Assessment Panel.

What should I do if I cannot find a course model that matches my learning outcomes?

In some circumstances, you may be able to use one of the ACE guides as the basis for a course model. ACE (American Council on Education) certifies a great deal of training that occurs in corporations and the military. The ACE guides are located online at their web site, or you may ask for assistance in the Registrar's Office. If you underwent corporate, union-sponsored or military training that was equivalent to one of the training programs listed in the ACE guide, but it was not accredited by ACE, then follow these steps:

1. Provide a copy of the relevant page from the ACE guide and use this as your course model. Be sure to photocopy the sections listing the recommended credits.
2. Instructional History Forms (described in the next section) should be completed for all components of your training.

3. The narrative of your competency request should, at a minimum, include a clearly written explanation of how your training or apprenticeship program is equivalent to one listed in the ACE guide.
4. Your documentation should include, at a minimum, a copy of your certificate, license, or transcript that you received upon completion of the training program. If possible, you should also include a letter from the sponsoring agency indicating the curriculum was equivalent to a program described in the ACE guide.

DEMONSTRATION OF LEARNING OUTCOMES

Most students use a combination of methods to document their learning outcomes and verify their learning experiences. It is important to provide

documentation that is **direct, authentic and relevant**. Direct documentation shows that you have used your learning to produce some type of product or work sample, e.g., a paper you have written or a speech you have made. Indirect documentation, which is slightly less preferable, is material from others that attests to your mastery of the course content, e.g., a letter from a supervisor or a commendation. Establish the authenticity of your documents so faculty assessors will be convinced that the work you present is your own. Finally, your documentation must be relevant to the content of the course model. A combination of the sources below will document your learning outcomes and verify your learning experiences:

How do I demonstrate my learning outcomes?

- | | |
|--|---|
| <ul style="list-style-type: none"> • Certificates • Commendations • Exhibits • Performance appraisals • Artistic works • Annotated bibliographies • Audiovisual presentations • Photographs • Lists of books read | <ul style="list-style-type: none"> • Programs of performance • Work samples • Patents • Verification letters • Writing samples • Licenses • Military records • Job descriptions • Newspaper articles |
|--|---|

Many types of documents will verify experiences and demonstrate learning outcomes, although not all documents will be equally convincing. The table on the next page gives examples of the strength of documents along a continuum from soft to hard. Think of your learning statement as building a case for your experiential learning by presenting evidence that can attest to your mastery of the course content. Of course, the content, academic discipline and type of experience will determine the documentation that is most convincing.

Presenting the work, ideas or writings of someone else as your own is a breach of academic integrity. If there is a breach of academic integrity you may be subject to disciplinary action and possibly dismissal from the University. Be careful to use only original material in your portfolio unless it is correctly cited.

How do I avoid plagiarism?

Documents should be carefully chosen to demonstrate competence in the course content. Irrelevant documentation detracts from your learning statements by obscuring relevant information. It is

How much documentation is enough?

not necessary to include everything that remotely resembles the topic. When too much documentation is included, the impact of the strongest documents can get lost among the less important ones. For this reason, arrange your documents so the more convincing ones are prominently displayed. Do not photocopy large volumes of paper to make your point; be selective. Highlighting some sections of a document is an effective method to direct the reader's attention to the most important information. It is also helpful to include a summary or introduction to your documents; put your work in context.

Strength of Documentation		
Soft	Medium	Hard
Documentation of Work Experience		
Awards & commendations	Job descriptions	Samples of work produced
Corroboration letters from supervisors, peers or clients	Performance appraisals	Evidence of applying learning outcomes
Congratulations on good performance	Evidence of promotion	Licenses or certifications supported by performance standards
	Licenses	
	Membership in professional or trade organizations	
Documentation of Non-credit Courses & Training		
Certificate of completion	List of assignments	Completed assignments
Diploma	Listing of hours of instruction	Evaluation instruments used in class
Confirmation of enrollment	Syllabus	Graded work
Class roster	Class outlines & notes	Detailed letter from instructor
Documentation of Community Service Activities		
Awards & commendations	Verified descriptions of activities	Evidence of training
Newspaper & magazine articles about services	Correspondence attesting to level of participation	Authenticated work samples
Corroborating letters		
Documentation of Special Accomplishments		
List of books & articles read	Copyrights & patents	Authenticated publications
List of exhibits & performances	Programs from performance activities	Writing samples
List of speeches		Audiovisual presentations
		Annotated bibliography

Letters of verification are a common form of documentation. If you claim learning as a result of your job or volunteer experience, then

How do I verify my learning experiences?

you should ask someone who knew you in that capacity to verify your experience and authenticate any documents or work products. Letters of verification should indicate the writer's relationship to you and the duration of time over which observations of your performance were made. The writer's qualifications to comment on your experience or learning outcomes should be conveyed. The information in the letter will be most convincing if the writer comments specifically on your particular contributions and abilities. Whenever possible, letters should be prepared on the company's or organization's official stationary, and a phone number should be given in case one of the faculty assessors wishes to verify the letter or ask additional questions.

A **narrative** statement of your learning outcomes is one of the most convincing forms of documentation. A narrative is a piece of writing in which you describe your learning outcomes. An effective approach to writing a narrative is to begin by briefly describing your experiences to put your learning in context, then write about specific learning outcomes. The narrative should show the reader that you are capable of discussing and understanding the topic at a collegiate level. Demonstrate your understanding of theories and principles. Show you can generalize your learning to situations beyond those of your immediate experience. Keep in mind the following types of learning as you prepare a narrative:

How do I use a narrative to demonstrate my learning outcomes?

- **Knowledge** (the body of facts about a subject or the range of information you have learned)
- **Understanding** (comprehension; perception of the meaning of something)
- **Skills** (ability or proficiency at a task)
- **Value** (the worth of something; the quality of a thing which makes it more or less desirable, useful, etc.)
- **Attitudes** (a disposition toward something; learning often changes attitudes)
- **Generalizability** (the extension of knowledge across situations and circumstances)

Only **you** know what you know, but the only way assessors can be certain of your knowledge is for you to convey it clearly. As a result, the more effectively you write, the more likely the Panel will award credit. Keep the following tips in mind as you write your narrative:

- Develop ideas logically and coherently; be specific
- Express ideas in unified, complete sentences and paragraphs
- Include footnotes, endnotes or a bibliography when you cite others' work
- Use words with precision according to standard usage
- Spell and punctuate accurately; use good grammar
- Make your work legible; use a word processor and a quality printer

Citations should be listed in either the MLA (Modern Language Association) form or

the APA (American Psychological Association) form. As a college student, you should already be aware of one of these forms. If you are not, you can find resources to help you master these citation styles in the library. Another resource is Academic Success, which is staffed by writing consultants

who can assist you in becoming a more effective writer and editor.

An **annotated bibliography** is an especially effective method of demonstrating learning from books and articles. In addition to an accurate and complete citation, an annotated bibliography includes a discussion, reaction, synopsis or summary of the material you read. You might explain how the material you read influenced your behavior or changed your understanding of a topic or issue.

How can I use an annotated bibliography to demonstrate my learning outcomes?

Use the **Instructional History Form** to summarize an organized source of study. An organized course of study is a learning experience coordinated by an individual, public or private agency, company or educational institution. Examples include company-sponsored training, proprietary schools, correspondence courses and apprenticeships. Use the Instructional History Form and answer the questions. Attach any supporting documents to the form, such as certificates of attendance, transcripts, syllabi, reading lists, tables of contents from texts, brochures advertising course, grade reports, sample assignments, or examinations. If the course of study resulted in a license of certification, then attach a copy of the license or certificate.

How do I summarize an organized course of study?

A blank copy of the Instructional History Form is provided at the end of this document and in electronic format in this platform.

Directions for completing each section of the form are listed below:

1. Print your name, student identification number and the name of the course for which you are requesting credit (the course model).
2. Print the name of the course of study (the title of the course you are describing) and the sponsor of the course. Avoid abbreviations. Check one of the boxes that best describes the type of instruction. Provide the dates of instruction and the qualifications of the instructor. Cite the textbook or reading material used in the course. List how many hours you spent in each of the activities related to the course.
3. Answer the three questions about examinations and licensure. Complete the name of the licensure or certificate you received, then describe the eligibility requirements for the license or certificate (e.g., was training required for the license or was a minimum score on an examination needed to receive the license?). Remember to include all relevant information with the form.

THE APPLICATION FOR ASSESSMENT

This section of this *Guide* explains the format you should follow when submitting your **experiential learning statement**, or **portfolio**, to the University Competency Assessment Panel. Carefully follow the directions. Samples of other students' learning statements are available in Academic Success.

The **Application for Assessment** must be completed for each course you submit to the Panel.

How do I complete the Application for Assessment?

Complete the Application for Assessment found as an online document. Directions for completing the form are listed below.

1. Include your name, student identification number, home address, telephone number, Capital e-mail address, and your advisor's name. Indicate the program (major) in which you are enrolled.
2. Indicate the title of your course model, the academic department in which the course is offered, the course number, the year the course was offered and the name of the college or university from which the course model was taken. List how many credit hours were assigned to the course and indicate whether these hours were based on a semester or quarter system.
3. Indicate whether you are making an initial application or a resubmission, and check one of the boxes to signify if you are requesting credit, a waiver from a core curriculum course, or both credit and a waiver. Indicate the number of semester hours, not quarter hours. Lower level courses are generally those with 100 or 200 course numbers, or those usually taken by freshman and sophomores. Community college courses are usually considered lower level. Indicate how the hours are to be used (elective, major, or core curriculum).
4. Indicate the materials included with the Application for Assessment that provide information about the course model.
5. Sign and date the application (electronically). Your advisor's signature is required to assure that you have met with your advisor to discuss your request for a waiver or for experiential learning credit.

A **Content Area Outline** must be included with your Application for Assessment for each course.

The Content Area Outline lists three types of information: (1) the academic content areas of the course model; (2) the relevant experiences you have had that led to your learning outcomes; and (3) the methods you will use to demonstrate your learning outcomes. There are usually eight to fifteen major content areas for a course. These content areas often correspond to chapters in the course text, or they might be listed as learning objectives in the course syllabus. When completing the Content Area Outline use the following notation system:

1. Content area 1
 - a. Relevant experience for content area 1
 - b. Method of demonstration for content area 1
2. Content area 2
 - a. Relevant experience for content area 2
 - b. Method of demonstration for content area 2
3. Content area 3, Etc.

If additional information about your relevant learning experiences might be helpful to the faculty assessors, then included a copy of your résumé, or a similar summary of experience, immediately after the Content Area Outline. Sometimes it is helpful to identify experience that is relevant to the course model by highlighting with a colored marker. Next to the method of demonstration, indicate the page numbers on which your documentation can be found. Numbering the pages in your learning statement can be a confusing task since you may be adding new information before submitting the final version to the Panel. Wait until you are fairly certain your experiential learning statement is complete, then go back and number the pages in the **upper right-hand** corner of each page. It is not necessary to type the page numbers. Then return to the Content Area Outline and add the page numbers next to the method of demonstration. An example follows on the next page.

Your experiential learning statement should be submitted as an online document to the Center for Academic success. If you are submitting materials such as a video or audio recording, label each item with your name and address and the title of the course model. **Do not submit confidential information, original works of art, or large work samples. Delete any confidential information.** Photograph works of art or other exhibits that cannot easily be placed in your portfolio.

Documents should appear in the following order:

- Experiential learning checklist, signed by student AND advisor
- Application for Assessment for EACH course, signed by student AND advisor
- Appropriate course model information, narratives, course documentation, etc. for EACH course under a separate tab.

Submit your materials to:
Capital University
Academic Success

How do I prepare the Content Area Outline?

How do I organize my experiential learning statement for submission to the Panel?

2nd Floor, Blackmore Library
1 College and Main
Columbus, OH 43209-2394

Content Area Outline

Course Model: Psychological Development of the Child

1. Content Area: Heredity and Environmental Influences on Development
 - a. Relevant Experiences
 - i. Worked as genetic counselor for 5 years
 - ii. Attended week-long workshop
 - b. Method of Demonstration
 - i. Job description (p. 12)
 - ii. Performance appraisal (p. 13)
 - iii. Instructional History Form (p. 14)
 - iv. Certificate from seminar (p. 15)
2. Content Area: Prenatal Development
 - a. Relevant Experiences
 - i. Worked in day care center for 2 years
 - ii. Worked for WIC program for 4 years
 - iii. Attended non-credit courses for 30 hours
 - b. Method of Demonstration
 - i. Job description (p. 16)
 - ii. Instructional History Form (p. 17)
 - iii. Work sample (videotape of presentation)
 - iv. Narrative about prenatal development
3. Content Area: Birth and the Neonate
 - a. Relevant Experiences...
 - b. Method of Demonstration...
4. Content Area...

Additional Guidelines for Organizing Your Learning Statement

- If you are submitting one experiential learning statement (one course model), then the first page in your portfolio should be the Application for Assessment. If you are submitting more than one learning statement (more than one course model), then photocopy each Application for Assessment, staple these together, and insert them at the very beginning of your portfolio. Separate each of your sections (course models) with a secure, raised tab listing the name of the course model.
- Place all materials that pertain to the course model to immediately follow the Application for Assessment, such as the course description and syllabus. Then, include the Content Area Outline. The Content Area Outline should be followed by the documentation of your learning outcomes.
- The final section of your portfolio should be labeled **Transcript Information**. In this section, include a copy of your current academic transcript, a copy of your transfer evaluation (if you have taken courses at another college or university), and a copy of your **Degree Planning Grid** if you are an IDS major student.

After the Panel reviews your request, you will receive a letter explaining the Panel's decision on your application for credit. If less than

What format should I use for a resubmission?
--

full credit was awarded, you will receive some brief comments about the Panel's action. These comments will direct you to areas that need clarification. Not all students who receive less than full credit decide to resubmit their learning statement. You may decide the credit you were awarded fairly reflects your learning outcomes. If you think that you did not convey your learning outcomes as effectively as you are able, or if the comments call your attention to something you overlooked, then you probably will want to resubmit your learning statement. When you resubmit, a statement explaining what new information you are submitting should be attached directly behind the Application for Assessment. Identify the new information throughout your portfolio. For example, you may wish to use the electronic colored highlighter to clearly identify new material and/or edits to the original portfolio you submitted.

PORTFOLIO POLICIES AND SUBMISSION GUIDELINES

Policies

- Any currently enrolled Capital University student is eligible to receive experiential learning credit.
- Any undergraduate course offered by a regionally accredited college or university may serve as a model for requesting experiential credit; however, Capital University courses are preferred.
- Credit *or* a waiver may be requested for General Education courses.
- Elective and Gen Ed curriculum requirements may be fulfilled through experiential learning credit. Whether a course fulfills a major requirement is always at the discretion of the college or department.
- Experiential learning credit does not count toward the **residency requirement: 30 of the last 36 hours must be completed at Capital University.**
- There is no limit to the number of hours that a student may earn through experiential learning.
- There is no charge for the assessment of experiential learning, up to the first 30 credit hours. Thereafter, each additional semester hour costs \$10, payable upon submission.
- Experiential learning credit will have no effect on GPA.

Guidelines

1. Portfolios must be constructed according to the criteria and format contained in the Capital University *Guide to Experiential Learning*, including an Application for Assessment, degree audit, and transcript(s) from all institutions attended.
2. Multiple related requests must be submitted at the same time (i.e., three accounting courses).
3. Portfolios must be submitted by the **first working Monday of the month** to Academic Success.
4. Portfolios for students completing their degree within the academic year must be submitted at least **one semester in advance of their planned graduation date. Portfolios submitted in the semester of intended graduation WILL NOT be considered for credit. Students must be currently registered and have active student status to have portfolios considered for review.**
5. Portfolios **must be reviewed by the students' advisor** prior to submission. The adviser's signature on the application sheet indicates a thorough review and approval for submission.
6. Resubmissions must be received **no later than 60 days** following the date of the Panel's original action.

i. APPENDIX ITEMS

EXPERIENTIAL LEARNING PORTFOLIO CHECKLIST**STUDENT NAME:****COURSE:**

Item	Yes	No
1. I have identified at least one situation in my life that may have yielded college-level learning. a. I have prepared a Chronology of life events. b. I have recently prepared a résumé.		
2. I have identified my Significant Learning Experiences.		
3. I have researched courses from the most recent college catalogs from: a. Capital University b. Other regionally accredited colleges or universities that are not over two years old.		
4. I have obtained a copy of the course syllabus to review the learning outcomes of the course model selected.		
5. If I am unclear about the fit of the course syllabus to my learning outcomes, I have: a. Contacted the professor who teaches the course OR b. Ordered a copy of the textbook from the library, or reviewed its table of contents at the publisher's web site.		
6. I have strongly documented or demonstrated my learning outcomes. a. The documentation is direct, authentic and relevant. b. Only the more convincing documents are prominently displayed. c. Photocopies of documents are carefully chosen and a highlighter is used to direct the reader's attention to the most important parts. d. A summary or introduction precedes each set of documents.		
7. My narrative addresses each learning outcome in a separate essay. a. The narratives have been proofread for content, spelling, punctuation and grammatical errors by another student or faculty member. b. Citations are used when necessary and are either in APA or MLA format.		
8. The portfolio is clearly and carefully organized. a. I have checked the list of "Portfolio Problems and Pitfalls to Avoid"		
9. My advisor has read, reviewed, approved and signed the Application for Assessment for EACH course submission for credit or waiver.		

Advisor Signature

Rev. 3/11

Student Signature

II. Application for Assessment

APPLICATION FOR ASSESSMENT

1. Name of Student: _____

Student ID Number: _____

Home Address: _____

Telephone Number: _____ E-Mail: _____

Name of Advisor: _____

Program of Enrollment: _____

2. Title of Course: _____

Academic Department: _____

Course Number: _____ Year of Course: _____

Sponsor of Instruction: _____

Credit Hours: _____ Semester Quarter

3. Is this an initial application or resubmission? _____

- Requesting Credit
- Requesting Waiver
- Requesting Both Credit and Waiver

Number of Semester Hours Requesting: _____

4. Materials providing information: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

III. Instructional History Form

INSTRUCTIONAL HISTORY FORM

1. Name of Student: _____

Student ID Number: _____

Course Model: _____

2. Title of Course: _____

Sponsor of Instruction: _____

Type of Instruction:

- Company-sponsored training
 Non-credit college course
 Military-sponsored training
 Lecture series
 Apprenticeship
 Non-accredited college course
 Continuing education
 Workshop, conference or seminar
 Correspondence course
 Other (attach explanation)

Dates of Instruction: _____ to _____

Qualifications of Instructor: _____

Textbook or Reading Material: _____

Hours Spent in Course-Related Activities:

Listening to lectures, speakers, etc. _____

Classroom activities (not lecture) _____

Reading books or materials _____

Assignments or homework _____

3. Did the course of study require you to take an examination? Yes No

Did the course of study result in a certification or license? Yes No

Is license or certificate currently valid? Yes No

Name of License or Certification: _____

Eligibility Requirements: _____

**IV. Capital University
Experiential Learning Portfolio Rubric**

Portfolio Descriptors	Unacceptable	Revision Needed	Acceptable
<p>Portfolio Components</p> <ul style="list-style-type: none"> • Application for Assessment • Accurate Résumé • Instructional History Form (when applicable) • Course of Study • Content Area Outline • Introductory Narrative • Documentation of Learning • Degree Plan • Transcripts 	<p>Portfolio is missing two or more of the following elements:</p> <ul style="list-style-type: none"> • Application for Assessment • Accurate Résumé • Instructional History Form (when applicable) • Course of Study • Content Area Outline • Introductory Narrative • Documentation of Learning • Degree Plan • Transcripts 	<p>Portfolio is missing one of the following elements, completed as outlined in the Guide to Experiential Learning:</p> <ul style="list-style-type: none"> • Application for Assessment • Accurate Résumé • Instructional History Form (when applicable) • Course of Study • Content Area Outline • Introductory Narrative • Documentation of Learning • Degree Plan • Transcripts 	<p>Portfolio contains all of the following elements, completed as outlined in the Guide to Experiential Learning:</p> <ul style="list-style-type: none"> • Application for Assessment • Accurate Résumé • Instructional History Form (when applicable) • Course of Study • Content Area Outline • Introductory Narrative • Documentation of Learning • Degree Plan • Transcripts
<p>Course Model</p> <ul style="list-style-type: none"> • Source • Information • Credit requested • Relationship to credit request 	<ul style="list-style-type: none"> • Course model is outdated or recent model from an approved institution • Credit requested is calculated in semester hours, but may be inaccurate • Credit represents new learning and does not duplicate any previous courses for which credit has already been granted 	<ul style="list-style-type: none"> • Course model is recent Capital model or recent model from an approved institution • Credit requested is calculated in semester hours, but may be inaccurate • Credit represents new learning and does not duplicate any previous courses for which credit has already been granted 	<ul style="list-style-type: none"> • Course model is current Capital model or current model from an approved institution • Credit requested is accurately calculated in semester hours • Credit represents new learning and does not duplicate any previous courses for which credit has already been granted
<p>Learning Outcomes</p> <ul style="list-style-type: none"> • Source • Relationship to course 	<ul style="list-style-type: none"> • Learning outcomes are unrelated to course model learning objects/topics • Number of learning outcomes selected do not reflect at least 60% of course content 	<ul style="list-style-type: none"> • Learning outcomes are selected from learning objectives and/or topics covered in appropriate course model • Number of learning outcomes selected for documentation reflect at least 60% of course content 	<ul style="list-style-type: none"> • Learning outcomes are selected from learning objectives and/or topics covered in appropriate course model • Number of learning outcomes selected for documentation reflect at least 70% of course content

<p>Demonstration of Learning</p> <ul style="list-style-type: none"> • Content area outline • Evidence materials • Sensitive documents • Explanatory narratives • College-level learning 	<ul style="list-style-type: none"> • Content area outline is incomplete for one or more learning objectives • Materials included for documentation do not provide evidence of learning directly related to each learning outcome • Materials that contain personal or sensitive information are included without alteration, violating individual rights • Learning outcomes are missing either a narrative which explains experiential learning or materials to provide evidence of learning • Evidence and narratives do not demonstrate college-level learning 	<ul style="list-style-type: none"> • Content area outline is complete for each learning objective selected and includes both relevant experiences and method of demonstration • Materials included for documentation provide adequate evidence of learning directly related to each learning outcome • Materials that contain personal or sensitive information are altered to protect individual rights • Each learning outcome is accompanied by a narrative which explains experiential learning and most of the materials included for documentation • Evidence and narratives demonstrate college-level learning including some theory 	<ul style="list-style-type: none"> • Content area outline is complete for each learning outcome selected and includes both relevant experiences and method of demonstration • Materials included for documentation provide substantial evidence of learning directly related to each learning outcome • Materials that contain personal or sensitive information are altered to protect individual rights • Each learning outcome is accompanied by a narrative which explains both experiential learning and the materials included for documentation • Evidence and narratives demonstrate college-level learning including both theory and application
<p>Portfolio Construction</p> <ul style="list-style-type: none"> • Display • Organization • Presentation • Academic Integrity • Professionalism 	<ul style="list-style-type: none"> • Sections are not identified • Learning outcomes lack organization • Written pieces do not demonstrate entry college-level writing skill • Non-original materials are not credited to their original sources • As a whole, the portfolio is presented unprofessionally 	<ul style="list-style-type: none"> • Most sections are identified • Learning outcomes are organized • Written pieces demonstrate entry college-level writing skill • Non-original materials are credited in a bibliography in MLA or APA format • As a whole, the portfolio is presented professionally in format 	<ul style="list-style-type: none"> • Each section is identified • Learning outcomes are organized in a logical order • Written pieces demonstrate college-level writing skill • Non-original materials are credited in a bibliography in MLA or APA format • As a whole, the portfolio is presented professionally in both tone and format

* Documentation through evidence must be **direct, authentic, and relevant**. Direct evidence shows you have used your learning to produce a product (work samples, original writing, a-v presentations), and indirect evidence is material from others to attest to your application of learning (certificates, licenses, verification letters, job descriptions, performance appraisals).

** Each piece of evidence and the learning it represents needs to be accompanied by a narrative explaining how the evidence demonstrates a learning outcome in the course model.

Comments: