

**STUDENT MANUAL
FOR THE
DEVELOPMENT OF THE
PORTFOLIO OF PRIOR LEARNING**

Provided by

**INDIANA WESLEYAN UNIVERSITY
APS Student Services
4301 South Washington Street
Marion, Indiana 46953-5279**

*“The range of what we think and do
is limited by what we fail to notice.
And because we fail to notice
that we fail to notice,
there is little we can do to change
until we notice how failing to notice
shapes our thoughts and deeds.”
-author unknown*

Effective May 1, 1999

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until we notice how failing to notice shapes our thoughts and deeds.” author unknown*

Dear Student,

Here’s your chance to notice! Welcome to Indiana Wesleyan University’s program for Prior Learning Assessment. Have you ever thought about all of the learning you have acquired during your adult life --learning you acquired outside of a college classroom? Would you like to earn some college credit for that learning? It might be possible if you are a degree-seeking student at Indiana Wesleyan.

Do you like to make good investments? If you spend just one or two hours reviewing this manual, you might save dozens of hours and hundreds of dollars going to classes. This is your opportunity to “take the time to notice” what you’ve accomplished so far in your personal and professional life. Don’t waste it. You won’t be sorry.

As the Coordinator for Prior Learning Assessment, I will gladly assist you in all aspects of the development of your Portfolio of Prior Learning by offering my **commitment** to

Providing this self-directive, user-friendly manual

Providing portfolio section samples upon request

Answering your questions, making recommendations, and helping to resolve your problems concerning your portfolio

Reviewing your portfolio for format and documentation requirement and, if necessary, communicating any deficiencies to you with instructions for correction

Coordinating the assessment and evaluation of your portfolio, generally assuring that the process progresses in a timely manner

Serving as a liaison between you and the professional evaluators and university administration

Do yourself a favor and carefully read this manual. It outlines for you step-by-step the process of compiling your prior learning portfolio. It might seem difficult at first, but if you take it one step at a time, it can be done. Begin by reading just the first 17 pages. Then set aside some quality time for yourself to *begin to notice* by completing the Inventory of Learning Worksheet on pages 14-15. Continue to read through the rest of the manual, focusing on the sections you would use to prove your prior learning experiences that were revealed in the Inventory Worksheet.

If you have questions, I’m here to help. You may contact me in Marion.

Phone: 1-800-621-8667 extension 2374 or 765-677-2374

Fax: 765-677-2380

email: patty.bragg@indwes.edu In person: 4301 S Washington St I look forward to meeting you.

In His Service,

Patricia S. Bragg, Coordinator
Prior Learning Assessment

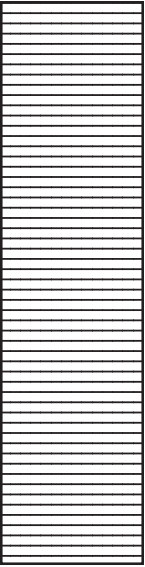


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NOTE: Forms are in bold italic print

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FACTS YOU NEED TO KNOW

The Manual

The Manual for the Prior Learning Assessment (PLA) Portfolio is designed to help you, the student, properly construct a portfolio based on your knowledge gained outside of a formal classroom setting **since you graduated from high school**. This document provides guidance through each step of the portfolio development process.

Proper use of this manual will enable you to 1) determine if this process will meet your needs, and 2) properly develop a portfolio that could possibly earn you college credit for prior learning.

Definition of a Portfolio

The PLA Portfolio is a student-prepared document, compiled and assembled in an approved format, which

- demonstrates college-level knowledge gained through professional training and lifelong learning experiences,

and

- petitions the university to award college credit for said learning.

Portfolio Options

You will open a Portfolio under **either** Option 1 or Option 2, but not both.

Portfolio Option 1 - This portfolio includes **ONLY**

- licenses, certifications or apprenticeships pre-evaluated by Indiana Wesleyan University (Section 3). See list on pages 20-21. Students may consult with the PLA Coordinator with questions about materials to be submitted that already have a credit recommendation.

Portfolio Option 2 - This portfolio includes

- any learning situation that does **not** have an ACE credit recommendation (Section 3a or 3b) or for which you cannot obtain an official ACE transcript,

or

- any license, certification or apprenticeship that has **not** been pre-evaluated by Indiana Wesleyan University (Section 3b),

or

- any submission in Sections 3c, and/or 4.

- If you have items that fit the Option 1 criteria, you should include those within the Option 2 Portfolio following the appropriate Option 1 requirements per item.

Call the PLA Coordinator if you are unsure about which option you should use.

Amount of Credit Available Through PLA

A maximum number of hours of Prior Learning Credit is allowed by university policy. This includes any combination of Portfolio and/or ACE transferred credits. For more info on ACE, see page 10.

- Bachelor degree candidates may earn a maximum of 40 semester hours (with a limit of 30 hours earned through Lifelong Learning Essay) of liberal arts (Biblical literature/religion/philosophy, English, social science, math/science, fine arts) and general elective credit.
- Associate degree in General Studies candidates may earn a maximum of 15 semester hours of liberal arts/general elective credit.
- Associate degree in Business candidates who began their degree program after August 1, 1997 (ASB 328 and on) may not submit a portfolio because there are no elective requirements in their program. They may consult with the PLA Coordinator about possible credit awards that could apply to a future bachelor program.

Opening Fees

Portfolio Option 1 **\$100.00**

Portfolio Option 2 **\$150.00**

You submit only one portfolio, but you may add material to an open portfolio at any time within the stated requirements. Each item submitted thereafter becomes part of the single document.

The opening fee is paid only one time when the portfolio is initially opened. Additional material may be submitted at future dates without paying an additional opening fee as long as the portfolio has remained open. If you open under Portfolio Option 1, paying the \$100.00 opening fee, and later decide to submit additional material that changes your portfolio to Option 2, you will be required to pay only the additional \$50.00 at that time.

Opening fees are non-refundable. If, in unusual or extenuating circumstances, you have submitted a portfolio and request to have it returned without evaluation, the opening fee, less a \$25.00 handling fee, may be refunded if approved by the Director of Student Services.

Transcription Fee

A transcription fee of \$40.00 is charged for each credit awarded in both Option 1 and Option 2 portfolios.

An invoice for credit awarded will be mailed to you within 10 days after your having received the Credit by Assessment Report. The transcription fee will be due within 30 days of having received the invoice, or you will risk losing the credit award.

Depending on when the credit was awarded, all charges for credits awarded through the portfolio must be paid before

- starting a degree completion core program

or

- graduating from Indiana Wesleyan University.

When to Open the Portfolio

The portfolio may be opened

- before you enter a bachelor core or associate of science in general studies core program. Credits earned will count toward the needed accumulation of electives to meet bachelor core entrance requirement.

or

- while you are attending a bachelor core or associate of science in general studies core program.

Sending the Portfolio

- Using US Mail, UPS, Federal Express, or any other reliable shipping company, send to the attention of

Prior Learning Assessment Coordinator
 APS Student Services
 Indiana Wesleyan University
 4301 S. Washington St.
 Marion IN 46953-5279

or

- You may leave your portfolio at the Education Center in either Fort Wayne or Indianapolis for delivery to Marion. Please have it securely packaged in a box or envelope addressed to the attention of the PLA Coordinator at the Marion APS Office of Student Services,

or

- You may bring your portfolio to the Marion Campus APS Building, Office of Student Services, Second Floor Suite 247, at 4301 S. Washington Street, Marion, Indiana.

Adding Material to an Open Portfolio

Additional material must be accompanied by the Addition to the Portfolio Request Form found on page 81. You may add material to any section of the portfolio at any time within the stated deadlines. Complete all requirements for the appropriate section.

There is no additional opening fee required unless you are upgrading from Option 1 to Option 2.

In numbering your new pages, determine where the material should be inserted and, using the last page number of that section, begin with page xa, xb, etc. For instance, if you are submitting new material in Section 3a, (and you have material in either 3b, 3c or 4) and that section ended with page 18, begin numbering new pages in Section 3a with 18a, 18b, etc. If you are adding material at the end of your previously opened portfolio, begin with the next number, i.e., page 28, 29, 30. This is one reason why it is so important that you keep a copy of your portfolio.

Evaluation Time

Portfolio evaluation is an intricate and time-consuming process involving review by Indiana Wesleyan University faculty. Indiana Wesleyan University turn around time on portfolio assessments is competitive with other colleges and universities as we attempt to have your evaluation completed within 30 days.

Appeal Process

If you are dissatisfied with a credit award, you may request that a re-evaluation take place by filling out a Portfolio Appeal Re-evaluation Request Form (page 77). If a second evaluator awards more credit than the first, a Portfolio Review Committee will make the final determination as to the award of credit.

When to Close the Portfolio

The portfolio will be closed (nothing more can be added to it)

- when you feel you have submitted everything you have available;

or

- when you have satisfied all liberal art and general elective requirements and/or after you have successfully completed the first three courses of the core program. No credit will be awarded above what is required for the Indiana Wesleyan University degree;

or

- within one year after you have completed your core program.

Transcripting Credit

Credit awarded through portfolio will appear on your grade report credit totals or on official transcripts **only after** the portfolio has been **officially closed**. A portfolio may not be closed until you have successfully completed the first three courses of the core program. If the transcription fee has been paid, credit will be moved from an escrow status to a transcribed status at that time.

Prior Learning Credit does not affect your grade point average (gpa) and does not qualify for hours required for earning academic honors. Refer to the college catalog for further explanation of honors requirements.

Confidentiality

During the assessment process, your portfolio is viewed only by Student Services staff and evaluators. Material from portfolios is not made public without a signed authorization from the student.

Each portfolio is electronically recorded and becomes a permanent part of your record at the University. The copy is kept in a secure area and is viewed only by accrediting association members or Student Services staff. The original portfolio is shredded.

Fabrication and Plagiarism

Students are expected, as a part of their responsibilities, to be familiar with the University's policy on academic dishonesty. Violations of this policy, specifically fabrication (forging or inventing information) or plagiarism, will be subject to Indiana Wesleyan University discipline, whether committed by individuals or groups.

***Fabrication** is intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Fabrication in the portfolio process refers to the forging of documentation.*

***Plagiarism** is intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise. Plagiarism in the portfolio process refers to the submission of the Personal Learning Outcome Statement in Section 3a or Lifelong Learning Essays or portions of essays in Section 4 which are not the work of the student.*

Fabrication and plagiarism in the portfolio are serious offenses within the academic processes of the University. The parameters for dealing with these offenses are, at the maximum, expulsion from the University, and at the minimum, denial of **all** credits earned through the portfolio process. A standards committee shall judge each case and determine which action will be taken.

Evaluator Qualifications and Training

Indiana Wesleyan University evaluators are faculty members holding at least a master's degree. They are selected by academic discipline and professional competence to assess learning in the areas of their expertise. All evaluators complete a training program which includes on-going group workshops. The University recognizes that crediting academically relevant non-college learning is a subjective exercise. Through training and agreement on standards, evaluators are able to maintain consistency, reasonableness, and fairness.

Each item petitioned for credit is assigned to one evaluator with expertise in the subject area. Credit is determined following the criteria for each section as outlined in this manual. Evaluators have the following options: (1) to grant full credit; (2) to grant partial credit and request additional development and/or verification; or (3) to deny credit. In the latter two cases, the evaluator explains the additional writing/documentation requested or the basis for denial of credit.

ACE Credit Transfer

The American Council on Education (ACE) is an organization that evaluates company training for possible college credit recommendations. Indiana Wesleyan University has recognized those credit recommendations and has awarded thousands of credit hours through the Prior Learning Assessment process.

Effective January 1, 1999, Indiana Wesleyan University will begin to accept for evaluation and possible transfer of credit **official** ACE Credit transcripts that will list ACE recommended courses. Students will no longer be required to submit those courses in a portfolio if they can obtain an **official** transcript. No fees will be charged for this evaluation or credit transfer.

A total of 40 hours of PLA credit may be earned toward a bachelor degree in any combination of ACE and/or Portfolio credits. See "Amount of Credit Available through PLA" on page 6 for the explanation.

A list of the most frequently used organizations having ACE credit recommendations is on page 79 of this manual. If the name of an organization from whom you have taken a course appears on this list, that does not mean that your course will automatically qualify for credit. It simply means that the possibility exists. Contact your academic advisor or the PLA Coordinator with questions.

To obtain an **official** ACE Credit transcript, you must first register with ACE. The number to call is 202-939-9434. The people at ACE will assist you with contact names and phone numbers for the organizations from which you have taken courses. You will be instructed to request that official records be sent from that organization to ACE, and then request an official transcript from ACE to be sent directly to Indiana Wesleyan University, APS Student Services, 4301 S. Washington Street, Marion, IN 46953.

Indiana Wesleyan University will not accept transcripts from any other sponsoring organizations, even if its courses have an ACE Credit recommendation. If you cannot obtain an Official ACE Transcript, you may submit the courses in an Option 2 Portfolio using either Section 3a or Section 3b as appropriate.

CRITERIA FOR EVALUATION

In assessing prior learning, Indiana Wesleyan University practices the “Standards for Assessing Learning” as outlined in *Assessing Learning: Standards, Principles, and Procedures* ©1969 published by the Council for Adult and Experiential Learning.

1. Credit should be awarded only for *learning*, and not for *experience*.
2. College credit should be awarded only for college-level learning.
3. Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
4. The determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts.
5. Credit should be appropriate to the academic context in which it is accepted.

In addition,

1. credit awards must comply with the University’s transfer policies.
2. course content is evaluated using the guidelines established in American Council on Education (ACE) National Guide to Educational Credit for Training Programs (ACE) and the National Program on Noncollegiate Sponsored Instruction (PONSI).
3. course content is compared with the student’s chosen equivalent course from an accredited college or university.
4. credit is determined after reviewing the length of the training required, number of classroom hours required, and competencies and skills required for the documented course, license, certification, or apprenticeship.
5. credit is not granted for topics that have previously been granted college or university credit.

FROM START TO FINISH: THE OVERALL PROCESS**THE STUDENT WILL**

Read the Prior Learning Assessment
Portfolio Manual and follow all instructions.

Complete the "Inventory of Learning Worksheet" pages 14-15.
Choose the areas for which you will seek college credit.

Determine whether you will be using
Option 1 or Option 2.

Determine the section of the portfolio
under which the learning
should be submitted.

Select and organize evidence of the knowledge as
outlined in this manual.

Put it all together. See "Format Requirements"
on pages 16-17.

Make 2 complete copies of the portfolio: one for
yourself and one to submit in a binder clip.

Send the portfolio. See page 7 for instructions.

**THE PRIOR LEARNING ASSESSMENT
COORDINATOR WILL**

Review the portfolio for completeness and accuracy of format.

If the portfolio is acceptable, it will be placed in the evaluation process. This could take as little as one week for Portfolio Option 1 or as long as 30 days for Portfolio Option 2.

If the portfolio is incomplete or improperly assembled, the coordinator will either return it to you for further development or will call you about simple corrections.

A Credit by Assessment Report and Petitions(s) for Credit with evaluator's comments will be sent to you after the evaluation has been completed.

Your credits will be held in escrow until your portfolio is closed, at which time they will be entered onto your transcript.

A transcription fee will be invoiced within 10 days after you receive the credit report. Payment is expected within 30 days to avoid forfeiture of credit.

The portfolio will be electronically recorded and then shredded. It will not be returned to you.

ADDING TO THE PORTFOLIO

You may add material to, or revise material in, the portfolio at any time.

CLOSING THE PORTFOLIO

The portfolio will be closed (nothing more can be added) per requirements on page 8. Your credit will be added to your Indiana Wesleyan University transcript. Credits will begin to appear on official grade reports.

GETTING STARTED: INVENTORY OF LEARNING WORKSHEET

People accumulate a considerable amount of knowledge during their life—from other people, work, books, hobbies, the media, and countless other sources. Most people take much of their learning for granted. Taking stock of what has been learned is the best way to begin the portfolio process.

Getting started may be the most difficult part in assessing learning. The following exercises should be helpful. This document should NOT be included in your portfolio. It is your worksheet only.

EXERCISE 1 (See Option 2, Section 3a for documentation requirements.)

Make a list of **documented courses, seminars, and workshops** you have attended either through work or on your own. For each, note the number of class time hours and skills or knowledge acquired. If you have several courses with similar subject content, group those together. Courses having met for fewer than 10 hours cannot be submitted alone; they must be combined with a course, or courses, of similar content, with the total number of contact hours being at least 10.

No. Hours	Title of Course, Workshop or Seminar	Skills/Knowledge

EXERCISE 2 (See Option 1, Section 3 or Option 2, Section 3b for documentation requirements.)

Make a list of **professional licenses or certifications held** (current or expired) or **apprenticeships** completed.

EXERCISE 3 (See Option 2, Section 3c for documentation requirements.)

List any **non-transferable business schools, technical schools, colleges or universities** you have attended. **These are schools for which you can supply a transcript listing grades and credit hours earned.**

EXERCISE 4 (See Option 2, Section 4 for documentation requirements.)

List all **skills and areas of knowledge** that come to mind, including, but not limited to, the following:

Office skills: accounting, computers, office management

Artistic talent: painting, music, photography, pottery, ceramics

Mechanical/technical ability: car repair, equipment maintenance, electrical, carpentry

Health-related skills:

Communication/Interpersonal skills: writing, public speaking, teaching, counseling, sign language

EXERCISE 5

Using the lists as a reference, read the requirements for the portfolio process to determine

1. whether you will be using Portfolio Option 1 or Option 2, and
2. within which section(s) your learning experience(s) should be submitted.

Keep in mind that it is not the experience that is important but what was **learned** from the experience that will earn the credit. You should be aware when considering what **learning** to submit that you cannot petition for credit for course work that may have already been awarded through a transcript transfer. For instance, if you have already received credit for a course in LOTUS, you cannot petition for credit again for that or a similar course.

FORMAT REQUIREMENTS

The following format requirements are provided to aid in the proper organization of the portfolio. You must submit all material in this format or risk having the portfolio returned for correction.

1. Submit the portfolio in a hard cover, three-ring binder having a pocket inside the front cover. Portfolios submitted in report covers, soft plastic binders, or file folders will be returned.
2. On the spine of the binder, place
 - your name (Last, First, Middle Initial)
 - IWU 6-digit student ID number (NOT social security number)
 - date of submission
 - core class number or intended major (ASB, ASGS, BSBA, BSM, RNBS, etc.) on the spine of the binder. (Traditional students should use TRADITIONAL instead of core class.)
3. All materials must be clearly readable and, except for self-contained documents such as large manuals or books,
 - printed on one side only
 - three-hole punched
 - free of staples
4. DO NOT place your pages in plastic sheet protectors.
5. Self-contained manuals, workbooks, etc. submitted as documentation must have your name and address on the front cover(s). Such materials will be returned to you soon after the evaluation has been completed.
6. All sections of the portfolio must be clearly separated by divider tabs indicating, Section 2, Section 3a, Section 3b, Section 3c, and Section 4 as needed. (No divider tab is needed to introduce Section 1.)
7. All pages of the portfolio, with the exception of the divider pages, must be numbered consecutively throughout the portfolio beginning with the Request for Assessment as page 1. Page numbers should be hand-written in black ink or typed at the bottom center of each page.
8. All student written or constructed materials must be typed on white 8 1/2 x 11 paper. See individual sections for specific formats.

CONTINUED ON BACK

9. All documents and certificates must be copies rather than originals. However, originals must be available upon request by the University.
10. Each section must include only what is required for that section.
11. All material must be proofread for typographical and grammatical errors and corrected before submission.
12. The Opening Fee Payment Form (page 29 for Option 1, page 73 for Option 2) with payment must accompany the portfolio secured in the front pocket of the notebook. No evaluating begins until the opening fee has been received.
13. The Portfolio Completion Checklist (pages 31-32 for Option 1, pages 75-76 for Option 2) must be completed, signed, and placed in the front pocket of the notebook.
14. Make and keep a complete copy of your Portfolio in case something happens to your original in shipping. Also, the original you submit will not be returned to you. You will receive copies of the signed Petition(s) for Credit and any evaluator comments as credit is awarded.
15. **FOR THE OPTION 2 PORTFOLIO ONLY:** Make a second complete copy of your Portfolio. Secure it with a binder clip and send it with your original portfolio contained in the notebook. If your copy does not fit in one binder clip, use as many as necessary. (The second copy is NOT required for the Option 1 portfolio.)

INSTRUCTIONS
FOR
DEVELOPING
THE
PORTFOLIO OPTION 1

Pages

DEVELOPING THE PORTFOLIO OPTION 1

This portfolio includes **only**

- licenses, certifications, or apprenticeships that have been **pre-evaluated by Indiana Wesleyan University** and approved for credit.

A list of the most often used items in this section appears on pages 20-21 of this manual. You may consult the PLA Coordinator as to the possibility that an organization from whom you obtained a license, certification, or apprenticeship has been added to this list since this manual was published. If you are unsure that your designation is a match, ask for clarification.

Content Requirements for Portfolio Option 1

The Portfolio Option 1 is divided into three main sections which include

Section 1: **Request for Assessment**

Section 2: **Resume**

Section 3: **Professional Training**

Petition for Credit 3: Pre-Approved License, Certification, Apprenticeship

with

Photocopy of verification that you hold (or have held) the license or certification or that you have completed the apprenticeship.

Other Requirements

Opening Fee Payment Form with \$100.00 payment (page 29)

Portfolio Completion Checklist for Option 1 (pages 31-32)

Deadlines for Submission

The Portfolio Option 1 must be in the PLA Coordinator's office

- at least two weeks prior to the class start date if the PLA portfolio credit is needed to meet the admission requirement to begin a core program

or

- prior to your scheduled graduation date in the same year you plan to graduate, no later than 5:00 p.m. on
 - February 1 for April (or May) graduation
 - May 1 for August graduation
 - September 1 for December graduation

It is always acceptable, of course, and strongly advised that you submit a portfolio well before the above stated deadlines for graduation. It helps you and your academic adviser tremendously to have an accurate accounting of your outstanding credit requirements. Potential portfolio credits will not be noted in your academic record. Only those credits for which you have petitioned and have received will appear on your abstract or transcript.

NOTE: If you have a pre-approved license, certification or apprenticeship **plus** material that needs evaluation, you will be required to submit all material under the Portfolio Option 2. The final decision as to which portfolio format you should follow to submit your material is determined by the PLA Coordinator. Call the Coordinator with any questions. A portfolio having materials in either sections 3a, 3c, and/or 4 is always Option 2.

PORTFOLIO OPTION 1

Partial List of IWU Pre-approved Licenses, Certifications, Apprenticeships

Various courses and professional designations have been previously evaluated and carry a pre-approved credit recommendation. **This list is not comprehensive**, but it does include those most frequently used. If your designation does not appear on this list, consult with the PLA Coordinator as to whether it has a pre-approved credit recommendation, as we are constantly adding to the list in our files. NOTE: A license or certification need not be current, as the credit is awarded for the initial learning required to attain it. Official verification is always required.

How these credits **may** apply to your academic record is evaluated on an **individual basis**, checking for duplication of transferred credit, outstanding elective credit requirements, and duplication within your holding multiple designations.

Licenses and Certifications

Firefighter/Law Enforcement

Firefighter 1 st Class, State of IN	3.0
Firefighter 2 nd Class, State of IN	5.0
Master Firefighter, Strategies/Tactics	2.5
Master Firefighter, Fire Investigations	3.0
Master Firefighter, Fire Service Management	1.0
Master Firefighter, Instructor 1 st Class	2.5

Indiana Law Enforcement Academy

Completion of Basic Training

Credit award is based on your individual Academy Transcript. Many of the required courses have been evaluated.

Health Care

Certified Activity Director	3.0
Certified Social Services Director	3.0
Certified Health Care Facility Administrator's Course	15.0
Certified Health Care Facility Administrator's Practicum	10.0
Certified Health Care Manager	3.0

Insurance

Certified Life Underwriter, American College	30.0
Life or Life/Health Insurance License, State of IN	2.0
Property/Casualty Insurance License, State of IN	2.0

Medical

Certified Advanced Cardiac Life Support Provider	1.0
Certified Advanced Cardiac Life Support Instructor	1.0
Certified CPR/First Aid Instructor*	1.0
Certified Medical Aide, State of IN	3.0
Emergency Medical Technician—Basic, State of IN	6.0
Emergency Medical Technician—Advanced, State of IN	10.0

First Responder	2.0
Paramedic, State of IN	29.0
Qualified Medication Assistant, State of IN	3.0

*CPR/First Aid Provider is not awarded credit in the IWU Portfolio

Quality

American Society for Quality Control ASQC	
Quality Engineer	19.0
Quality Manager	22.0
Quality Technician	15.0
Mechanical Inspector	15.0
Quality Auditor	18.0
Reliability Engineer	19.0
Software Quality Engineer	19.0

Real Estate Sales/Management

Certified Apartment Manager	3.0
Certified Apartment Property Supervisor	3.0
Real Estate Sales License, State of IN	3.0
Real Estate Broker's License, State of IN (3.0 hours sales plus 1.5 hours broker)	4.5

Securities

Security License Series 6	9.0
Security License Series 63	2.0
Security License Series 7	5.0
Security License Series 8	2.0

Apprenticeships

Caterpillar

Machinist (four year)	40.0
Machine Shop Training Program	18.0
Manufacturing Operations Program	13.5
Manufacturing Technology	40.0
Welding Fabrication	24.0

General Motors/UAW/US Department of Labor Minimum Requirements

Carpentry	28.0
Die Maker/ Tool Maker	27.0
Inside Electrician IBEW	36.0
Machine Repair	26.0
Machinist Toolmaker	36.0
Millwright	27.0
Pattern Making	30.0
Plumber, Pipefitter, Steamfitter	29.0
Sheetmetal Tinsmith	27.0
Welding Equipment Maintenance and Repair	27.0

General Tire and Rubber

Machinist	27.5
-----------	------

LIST OF PRE-APPROVED LICENSE, CERTIFICATION, APPRENTICESHIP

OPTION 1
SECTION 1: REQUEST FOR ASSESSMENT

Objective for Section 1 Option 1

The Request for Assessment serves as your official request for evaluation. Read each item carefully. Your signature indicates your understanding of the terms of submission and evaluation.

Content of Section 1 Option 1

Material for this section must be complete and appear as the first page of the portfolio.

The form must be filled out in its entirety, typed or printed neatly in black ink. This request must be signed by the student in order for the portfolio to be evaluated.

The Request for Assessment follows on the next page.

**INDIANA WESLEYAN UNIVERSITY
REQUEST FOR ASSESSMENT
OPTION 1**

**This page may be removed from the booklet or photocopied or scanned.
Please type or print neatly in black ink.
Place as page one of the portfolio.**

**OPTION 1 SECTION 1 REQUEST
FOR ASSESSMENT FORM**

Name _____

Street Address _____

City, State, Zip _____

Work Telephone (_____) _____ Home Telephone (_____) _____

Fax (_____) _____ Email Address _____

Degree/Core No. _____ 6-digit IWU ID Number _____

(ASGS, BSBA, BSM, BSBIS, BSA, RNBS, etc.)

(Not Social Security Number)

I am requesting that my portfolio be evaluated for credit. By signing this form, I am indicating my understanding that

- this form serves as an official release enabling Indiana Wesleyan University to submit my material to evaluators for assessment of credit.
- the one-time opening fee of \$100.00 is non-refundable.
- a transcription fee of \$40.00 per credit hour awarded will be charged within 10 days after the credit award. This fee is due within 30 days of the invoice date, or I risk the forfeiture of awarded credit.
- if my portfolio is submitted in an unacceptable form, it may be returned to me.
- the University reserves the right to verify any or all documentation used in my portfolio.
- if, in an unusual or extenuating circumstance, I request to have a submitted portfolio returned without evaluation, the opening fee, less a \$25.00 handling fee, may be refunded if approved by the Director of Student Services.

Student's Signature

Date

OPTION 1 SECTION 1
BACK OF REQUEST FOR ASSESS

This page left blank as back of Request for Assessment Option 1

OPTION 1
SECTION 2: THE RESUME

Objective for Section 2 Option 1

The resume is considered an introduction to the rest of the portfolio and is used by evaluators as a reference when reviewing other sections. No credit is awarded for the resume itself.

Content of Section 2 Option 1

Materials for this section must be complete and placed after a divider sheet titled “Section 2: Resume.”

The resume is not being used to seek employment. It should reflect your experiences that will additionally document your claimed learning.

Development Steps for Section 2 Option 1

The resume for the portfolio should include

- work experience

- educational training and background

- professional and community activities if applicable to the credit being sought

- hobbies if applicable to the credit being sought

The resume style used is at your discretion. Typically, the resume is prepared in a chronological format. However, a functional format or a combination of both chronological and functional is acceptable.

Consult a resume handbook or web sites on the Internet for formatting guidance.

It is not necessary to include personal issues such as salary, height, weight, gender, marital status, social security information, photographs, or philosophical matters.

OPTION 1
**SECTION 3: PRE-APPROVED LICENSE, CERTIFICATION,
 OR APPRENTICESHIP**

Objective for Section 3 Option 1

The section allows you to submit for credit those credentialing licenses or certifications you have attained and/or apprenticeships you have completed for which Indiana Wesleyan University has a pre-determined credit value.

A license or certification is characterized by having an expiration date or stated length of validity. To earn a license or certification, you were probably required to complete course work and then pass a board certification exam, such as with a state or national agency or organization. You may also be required to participate in continuing education courses and/or apply for renewal on a regular basis.

The license or certification need not be currently active to earn credit.

Content of Section 3 - Option 1

For a pre-approved license, certification or apprenticeship to be considered for credit, each of the following documentation pieces must be included for every credential being submitted:

1. Petition for Credit
2. Photocopy of proof of having attained the license or certification or of having completed the apprenticeship.

Development Steps for Section 3 - Option 1

Materials for this section must be complete and appear in the following order after a divider sheet titled "Section 3: Pre-Approved License, Certification, Apprenticeship."

1. **Petition for Credit** Complete Student Section of Petition for Credit for License, Certification, and Apprenticeship. (page 27) You may list multiple credentials on one petition.
2. **Photocopy of Proof of Completion** This might be a certificate, affidavit, wallet card, or other form of documentation. Do not send originals. The University reserves the right to request the original if it is deemed necessary.

OPTION 1 SECTION 3
BACK OF PETITION FOR CREDIT

*This page left blank as back of Petition for Credit Option 1:
Pre-approved License, Certification, Apprenticeship*

OPTION 1
OPENING FEE PAYMENT FORM

Opening Fee Payment Form

Option 1

Secure this form in front pocket of the notebook.

If paying by check, money order, company voucher, or purchase order,
attach to this form.

This page may be removed from the booklet or photocopied or scanned.

Please type or print neatly in black ink.

Student's Name _____

Date Submitted _____

Degree/Core Number _____
(ASB, BSBA, BSM, RNBS, BSBIS, etc.)

6-digit IWU ID Number _____
(not Social Security Number)

Portfolio Option 1 Opening Fee is \$100.00

Complete applicable method of payment

Check Enclosed: Check # _____

Money Order Enclosed: MO # _____

Purchase Order or Voucher Enclosed: Company Name _____

Credit Card: circle one Visa Mastercard Discover

Card #: _____ Expires: _____

Check if applicable: I request that Student Loan money on account at Indiana Wesleyan University be used for opening fee: _____

Other: Please explain _____

Student's Signature on line above.

Transcription fee per credit hour will be invoiced after the portfolio has been evaluated.

OPTION 1 BACK OF
OPENING FEE PAYMENT FORM

This page left blank as back of Opening Fee Payment Form Option 1

PORTFOLIO COMPLETION CHECKLIST

Portfolio Option 1

**Complete and place in the front pocket of the notebook.
This page may be removed from the booklet or photocopied or scanned.
Please type or print neatly in black ink.**

**OPTION 1 PORTFOLIO
COMPLETION CHECKLIST**

To help the PLA Coordinator prioritize your portfolio, please complete the following:

I am requiring evaluation to earn credit for
entrance into a core program on projected date of _____

or

graduation (projected month and year) _____

**Read and initial each statement to verify that you have followed the instructions in this manual.
If a particular statement is not applicable to your portfolio, write NA in the blank.**

**By initialing these statements, I am attesting that I have completed all requirements for develop-
ing and submitting a portfolio. I understand that the portfolio could be returned to me if it
contains errors or omissions.**

_____ Request for Assessment completed, signed and placed as the first section and page (manual
page 23)

_____ Typed resume placed as the second section of the portfolio

_____ Section 3: Option 1: Pre-approved License, Certification, Apprenticeship. The following
items appear in this order in Section 3.

_____ Properly completed Petition for Credit (manual page 27)

_____ Copy of proof of holding the license or certification or of having completed the appren-
ticeship

The following statements apply to all portfolios.

_____ My documents are in a hard-back, three-ring binder with my name, IWU ID #, submission
date, and degree or core class number on the binder spine.

_____ I have NOT used plastic sheet protectors.

_____ I have placed page dividers at the appropriate sections as outlined herein.

_____ I have numbered all pages of the portfolio consecutively beginning with the Request for
Assessment as page 1.

CONTINUED ON BACK

-
- _____ I have proofread and corrected typographical and grammatical errors.
 - _____ I have made a complete, exact copy of the portfolio for myself. I understand that my portfolio will not be returned to me after it has been evaluated.
 - _____ The Opening Fee Payment Form (manual page 29) is completed and is secured in the front pocket of the binder. If I am paying by check or company purchase order, it is secured to the form.
 - _____ This Portfolio Completion Checklist (manual pages 31-32) is completed and is in the front pocket of the binder.

INSTRUCTIONS
FOR
DEVELOPING
THE
PORTFOLIO OPTION 2

Pages

DEVELOPING THE PORTFOLIO OPTION 2

This format is considered the full portfolio option and requires all documentation outlined in the following sections to be included for an evaluation to take place. This does not mean that you must be using all of the sections, but rather, for the section(s) you are using, all of the required documentation must be presented.

Content Requirements for Portfolio Option 2

The Portfolio Option 2 is divided into four main sections which include

Section 1: Request for Assessment

Section 2: Resume

Section 3: Professional Training with appropriate Petition(s) for Credit and required documentation as outlined under any or all of the following sections as applicable

3a: Documented Courses

3b: Licenses, Certifications and/or Apprenticeships

3c: Non-Transferable Business Schools, Technical Schools, Colleges, or Universities

and/or

Section 4: Lifelong Learning Essay

Other Requirements

Opening Fee Payment Form with \$150.00 payment (page 73)

Portfolio Completion Checklist for Option 2 (pages 75-76)

Deadlines for Submission

The Portfolio Option 2 must be in the PLA Coordinator's office

- at least four weeks prior to the class start date if the PLA portfolio credit is needed to meet the admission requirement to begin a core program
- or
- prior to your scheduled graduation date in the same year you plan to graduate, no later than 5:00 p.m. on
 - February 1 for April (or May) graduation
 - May 1 for August graduation
 - September 1 for December graduation

It is always acceptable, of course, and strongly advised that you submit a portfolio well before the above stated deadlines for graduation. It helps you and your academic adviser tremendously to have an accurate accounting of your outstanding credit requirements. Potential portfolio credits will not be noted in your academic record. Only those credits for which you have petitioned and have received will appear on your abstract or transcript.

NOTE: If you have a pre-approved license, certification or apprenticeship **plus** material that needs evaluation, you will be required to submit all material under the Portfolio 2 Option. The final decision as to which portfolio format you should follow to submit your material is determined by the PLA Coordinator. Call the Coordinator with any questions. A portfolio having materials in either sections 3a, 3c, and/or 4 is always Option 2.

OPTION 2
SECTION 1: REQUEST FOR ASSESSMENT

Objective for Section 1

The Request for Assessment serves as your official request for evaluation. Read each item carefully. Your signature indicates your understanding of the terms of submission and evaluation.

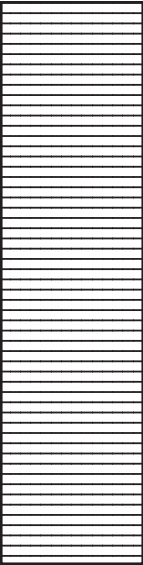
Content of Section 1

Material for this section must be complete and appear as the first page of the portfolio.

The form must be filled out in its entirety, typed or printed neatly in black ink. This request must be signed by the student in order for the portfolio to be evaluated.

The Request for Assessment form follows on page 37.

**OPTION 2 SECTION 1
REQUEST FOR ASSESSMENT**



*“What a person needs in life is not a tension-free state,
but the striving and struggling for a goal
that is worthy of him or her.”*

Victor Frankel

**INDIANA WESLEYAN UNIVERSITY
REQUEST FOR ASSESSMENT
OPTION 2**

**This page may be removed from the booklet or photocopied or scanned.
Please type or print neatly in black ink.
Place as page one of the portfolio.**

**OPTION 2 SECTION 1 REQUEST
FOR ASSESSMENT FORM**

Name _____

Street Address _____

City, State, Zip _____

Work Telephone (_____) _____ Home Telephone (_____) _____

Fax (_____) _____ Email Address _____

Degree/Core No. _____ 6-digit IWU ID Number _____
(BSBA, BSM, BSBIS, BSA, RNBS, etc.) (Not Social Security Number)

I am requesting that my portfolio be evaluated for credit. By signing this form, I am indicating my understanding that

- this form serves as an official release enabling Indiana Wesleyan University to submit my material to evaluators for assessment of credit.
- the one-time opening fee of \$150.00 is non-refundable.
- a transcription fee of \$40.00 per credit hour awarded will be charged within 10 days after the credit award. This fee is due within 30 days of the invoice date, or I risk the forfeiture of awarded credit.
- if my portfolio is submitted in an unacceptable form, it may be returned to me.
- the University reserves the right to verify any or all documentation used in my portfolio.
- if, in an unusual or extenuating circumstance, I request to have a submitted portfolio returned without evaluation, the opening fee, less a \$25.00 handling fee, may be refunded if approved by the Director of Student Services.

Student's Signature

Date

OPTION 2 SECTION 1
BACK OF REQUEST FOR ASSESS

*This page left blank as back of Request for Assessment
Option 2 Section 1*

OPTION 2
SECTION 2: THE RESUME

Objective for Section 2

The resume is considered an introduction to the rest of the portfolio and is used by evaluators as a reference when reviewing other sections. No credit is awarded for the resume itself.

Content of Section 2

Materials for this section must be complete and placed after a divider sheet titled “Section 2: Resume.”

The resume is not being used to seek employment. It should reflect your experiences that will additionally document your claimed learning.

Development Steps for Section 2

The resume for the portfolio should include

- work experience

- educational training and background

- professional and community activities if applicable to the credit being sought

- hobbies if applicable to the credit being sought

The resume style used is at your discretion. Typically, the resume is prepared in a chronological format. However, a functional format or a combination of both chronological and functional is acceptable.

Consult a resume handbook or web sites on the Internet for formatting guidance.

It is not necessary to include personal issues such as salary, height, weight, gender, marital status, social security information, photographs, or philosophical matters.

OPTION 2

SECTION 3: DOCUMENTED COURSES

Objective for Section 3

This section includes documented course(s) offered as not-for-college-credit formal classroom instruction, i.e. seminars, workshops, in-service training, or continuing education classes offered by an organization, college or university. Certificates should be included only if they have not been awarded transferable college credit through another institution. If previous college credit on transcript has been awarded and is transferable, the transcript must be submitted to the Student Services Office as transfer credit.

If you have taken a course(s) having an ACE credit recommendation, but you cannot obtain an official ACE transcript, you must submit that course within this section of the Option 2 Portfolio by completing only Content Items* 1, 4, and 7 as follows. Consult with the PLA Coordinator as to when this is applicable.

Content of Section 3a

For a documented course to be considered for credit, each of the following documentation pieces must be included for every course being submitted:

1. Petition for Credit*
2. Photocopy of the cover of the college catalog where the course equivalency was found
3. Photocopy of the catalog page on which the course equivalency description appears
4. Verification of completion*
5. Verification of contact hours (This might be on the same document as verification of completion.)
6. Course content (outline, syllabus, workbooks, etc.)
7. Personal Learning Outcome Statement* (plus available tests and projects when available)

NOTE: A course must have met for at least 10 hours of instruction time to be considered for evaluation. You may combine two or more courses of similar content to meet the minimum 10 hour requirement. For example, if you have two or more short business communication courses that would have a total of 60 hours or less of instruction time combined, you would submit them collectively under one appropriate course description.

Development Steps for Section 3a

Materials for this section must be complete and appear in the following order after a divider sheet titled “Section 3a.: Documented Courses.” Repeat the process for each course (or combination of courses) being submitted.

1. **Petition for Credit** Complete Student Section of Petition for Credit for Section 3a: Documented Courses. (page 47)
- 2-3. **Course Equivalency** Equate each professional course (or combination of courses) submitted to a specific course description you must find in an approved Indiana school catalog. (See page 71 for list of accepted schools.) Part of the evaluation process will include whether the course description is appropriate to the material being submitted. (See . . . *Select a College Course Equivalency* pages 61-62.) The credit awarded will be transcribed under the chosen college course equivalency title.

Include in the portfolio:

 - a photocopy of the cover of the college catalog being used
 - a photocopy of the catalog page on which the course description appears
4. **Verification of successful completion** This may be presented on a certificate of completion or some form of training history report. If one is not available, then you must request a letter of verification from the agency sponsoring the course, the instructor, a supervisor, or a training or personnel officer. Letters of verification must be on letterhead stationery, signed and dated.
5. **Verification of the number of class hours** Contact hours must be verified because credit awards are based on a contact hour formula. Hours may be verified on the certificate of completion; in a letter from the sponsoring agency, training officer or instructor; or on an official course syllabus or brochure. Letters of verification must be on company letterhead stationery, signed and dated by the instructor or a representative of the training organization. One letter can verify both successful completion and number of class hours.

Continuing Education Unit (CEU) Award of credit is never based on CEU credit alone. CEU credit may be used as verification of instruction time. One CEU equals ten hours of instruction.

Your estimate of class hours does not suffice. Verification of days, weeks, or months does not suffice since a day may represent three hours or twelve hours of training.

Potential credit value is determined using the following general formula:

- Twenty (20) contact hours of classroom instruction (lecture, etc.) potentially equals one semester credit hour.*
- Thirty (30) contact hours of laboratory or clinical potentially equals one semester credit hour.
- Correspondence courses are evaluated using the same criteria, with the exception of contact hours. Evaluators use a formula of 30-45 study hours having the potential for one semester hour. Credit is based on course content and learning outcomes.

*The credits assessed will be based on the contact hour ratio and will not necessarily reflect the credit stated in the college catalog. This formula is used for courses up to 60 hours in length. For longer courses, credit is based on course content alone. Therefore, if a Documented Course shows 80 contact hours and the evaluator determines that an award of credit is appropriate, s/he will award at least 3 credits for the first 60 hours. The evaluator will then determine if additional credit should be awarded based on the breadth and depth of the course content.

6. **Course content** This enables the University to evaluate the content and academic level of the course. Only if a syllabus or outline containing the information as listed below is available may you submit the course for evaluation.

The course outline **must** include the following items:

- Goals and/or objectives of the course
- The information covered in the course
- The format for the course (lecture, group discussion, individual presentations, films, etc.)
- Information on the sponsoring agency (The name of the agency, at the very least.)

The course outline should include any of the following if available:

- Information on the instructor, including his/her qualifications
- List of books or other resources used
- Any outside reading or preparation time
- Criteria or method of evaluation for having passed the course (examinations, ratings, etc.)

Some material used in the course will help the evaluator determine the college level of the course content. Submission of entire books used in the course is not always necessary. Material from the books—such as a detailed, descriptive table of contents or chapter summaries covering the main topics or highlights of the course—may be adequate. Put your name and address on the front cover of any separate manual, textbook, etc. being submitted. These will be returned to you soon after the evaluation is completed.

7. **Personal Learning Outcome Statement** In evaluating any course, documentation from the student that learning has occurred is essential. Learning is defined as a change in one's skills, knowledge, behavior, and attitude. You must be able to convey your learning in a conceptual format articulated in a narrative statement. The statement form is page 45 in this manual.

The questions are included as a means of evaluating learning outcomes from seminars, workshops, in-service training, etc. being submitted in this section. There is no length requirement. The depth and detail are most important as you describe learning and use of knowledge gained.

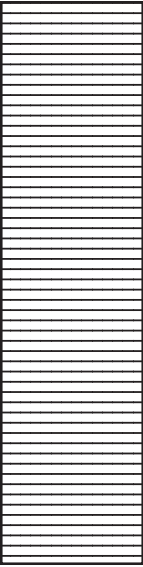
Answer the following questions for EACH course being submitted. Be specific in your answers. General statements such as, "I learned all the principles of . . .," and, "I use this information every day," are insufficient and will not be accepted. Credit is awarded for your learning, and you must prove that learning with this document. (Test results or projects that were completed during the course are also helpful as additional proof of learning.)

If you are combining two or more courses under the same course equivalency, you may submit one Personal Learning Outcome Statement covering all of the courses within that combination.

The Following Should Not Be Included in Section 3a:

- Courses which cannot be documented as outlined.
- Professional courses and content areas for which you have already received credit on a transcript, or that would duplicate any course(s) in your chosen major. For instance, students of the Bachelor of Science with a major in Management may not submit courses for which they wish to earn credit in Organizational Behavior, a core course required for the major.
- Courses which are too brief to be considered for credit (less than 10 clock hours) unless content is similar enough to other short courses to merit combining. You must determine the combinations and submit appropriately.
- Conventions or conferences. They vary in level and content, have simultaneous presentations, and do not monitor attendance. This learning may be considered for credit through Section 4: Lifelong Learning Essay.
- On-the-job training, practical experience, internships, etc. are not considered formal classroom work and, therefore, are not appropriate for Section 3a. This learning may be considered for credit through Section 4: Lifelong Learning Essay.
- Courses for which you cannot find an equivalency in a college catalog; for instance, cake decorating or truck driving classes. If it is not taught in a college classroom, it is probably not college level learning.

OPTION 2 SECTION 3a
DOCUMENTED COURSES CONCL'D



*“When you’re green you’re growing.
When you’re ripe you rot.”*

*Ray Kroc
Founder of McDonald’s Corporation*

PERSONAL LEARNING OUTCOME STATEMENT

Required for Section 3a: Documented Courses only
This page may be removed from the booklet or photocopied or scanned.
Answers must be typewritten.

Include this page and follow it with your answers.

Use a separate form for each course or combination of courses submitted under one equivalency.

Use as many pages as necessary to adequately answer the questions. Hand-written statements are not acceptable.

Student's name _____

Total number of contact hours for this submission _____

Title(s) of the course(s) taken and being submitted for this evaluation:

ANSWER ON SEPARATE SHEET(S)

1. Describe and discuss the underlying theories (rules, laws, principles, or patterns) identified in the training experience? In other words, what were the key learning outcomes achieved from this experience? What did you learn?
2. Describe and discuss how you have applied or integrated the information presented with your professional and/or personal life? If application has not yet taken place, how can you apply the learning to other aspects of your life?

OPTION 2 SECTION 3a BACK OF
PERSONAL LRNG STATEMENT

*This page left blank as back of Personal Learning Outcome Statement
Option 2 Section 3a*

INDIANA WESLEYAN UNIVERSITY

PETITION FOR CREDIT

Section 3a: Documented Courses

**This page may be removed from the booklet or photocopied or scanned.
Please type or print neatly in black ink.
One petition per course equivalency.**

OPTION 2 SECTION 3a DOC
COURSES PETITION FOR CREDIT

STUDENT SECTION

Student's Name _____

Degree/Core No. (BSBA, BSM, BSBIS, BSA, RNBS, etc.) _____

Inclusive page numbers of documentation pertaining to this petition _____

Total number of classroom (seminar, workshop, etc.) hours for this petition _____

Course Equivalency Title and Number _____

Name of College Catalog Used _____

Exact Course Title(s) as Taken listed below **Sponsoring Agency(ies) of Course(s)**

(Multiple courses should be listed ONLY when submitting as a combination.)

EVALUATOR SECTION ONLY BELOW THIS LINE

Check to indicate that documentation required is present and acceptable

Proof of Completion _____ Verification of Hours _____ Course Outline _____

Learning Outcome Statement _____

Course proposed (check one) is APPROPRIATE () NOT APPROPRIATE ()

New Course Suggested is _____

Name of College Catalog Used _____

Evaluator's Comments:

Total Credit Awarded _____

Evaluator's Signature _____ Date _____

OPTION 2 SECTION 3a BACK OF
DOC CRS PETITION FOR CREDIT

*This page left blank as back of Option 2 Petition for Credit
Section 3a: Documented Courses*

OPTION 2
SECTION 3b: LICENSE, CERTIFICATION, APPRENTICESHIP

Objective of Section 3b

This section includes credentialing licenses or certifications that have been attained and apprenticeships that have been completed. An expired license or certification may still earn credit because the learning that occurred initially to earn that license or certification is the determining factor for credit being awarded.

A license or certification is characterized by having an expiration date or stated length of validity. To earn a license or certification, you were probably required to complete course work and then pass some type of board certification exam, such as with a state or national agency or organization. You may also be required to participate in continuing education courses and/or apply for renewal on a regular basis.

Many licenses, certifications, and apprenticeships have been evaluated and pre-approved for credit. Before you begin developing this section, check the list on pages 20-21. If your professional designation appears on the list, and this is the only thing you are submitting, you should submit under Portfolio Option 1. (See pages 18-32.)

You should also consult with the PLA Coordinator as to the possibility of the license, certification, or apprenticeship having been approved for credit since this manual was published.

If you have earned a license, certification, or apprenticeship having an ACE credit recommendation, but you cannot obtain an official ACE transcript, you must submit that course within this section of the Option 2 Portfolio.

Content of Section 3b

For a license, certification, or apprenticeship to be considered for credit, each of the following documentation pieces must be included for every credential submitted:

1. Petition for Credit
2. Photocopy of proof that you hold the license, certification, or apprenticeship
3. Requirements to obtain the license, certification, or apprenticeship (not required for ACE recommended designation).

Development Steps for Section 3b

Materials for this section must be complete and appear in the following order after a divider sheet titled “Section 3b: License, Certification, Apprenticeship.” Repeat the process for each credential being submitted.

1. **Petition for Credit** Complete Student Section of Petition for Credit for Section 3b: License, Certification, Apprenticeship. (page 51)
2. **Photocopy of Proof** of license or certification you hold or apprenticeship completed. Do not send originals. The University reserves the right to request the original if it is deemed necessary.

Please note:

- If the course work was completed for a license or certification, but the designation was never obtained, you must petition for credit for the course(s) under the requirements in Section 3a.
 - If some course work was done toward an apprenticeship, but the apprenticeship was never completed, you must petition for credit for the course(s) under the requirements in Section 3a.
3. **Official documentation of requirements** This enables the University to evaluate the content and academic level of the learning. Only if the information as listed below is available may you submit the license, certification, or apprenticeship for evaluation.
 - a. information on the sponsoring agency
 - b. any classes taken and instruction time
 - c. any background and professional experience required
 - d. any hours of hands-on practice
 - e. any testing

NOTE: Your own estimate of class hours does not suffice. Verification of days, weeks, or months does not suffice since a day may represent three hours or twelve hours of training

Potential credit value is determined using the following general formula:

- a. Twenty (20) contact hours of classroom instruction (lecture, etc.) potentially equals one semester credit hour. Courses having less than 10 contact hours may not be submitted.
- b. Thirty (30) contact hours of laboratory or clinical potentially equals one semester credit hour.
- c. Correspondence courses are evaluated using the same criteria, with the exception of contact hours. Evaluators use a formula of 30-45 study hours having the potential for one semester hour. Credit is based on course content and learning outcomes.

NOTE: The following (and the like) are not considered college or university level and should not be submitted for evaluation:

- beauty operator’s or barber’s license, bartender’s license, or driver’s license of any kind

INDIANA WESLEYAN UNIVERSITY

PETITION FOR CREDIT

Section 3b: License, Certification, Apprenticeship

This page may be removed from the booklet or photocopied or scanned

List only one credential per petition.

Please type or print neatly in black ink.

OPTION 2 SECTION 3b
PETITION FOR CREDIT

STUDENT SECTION

Student's Name _____

Degree/Core No. (BSBA, BSM, BSBIS, BSA, RNBS, etc.) _____

Inclusive page numbers of documentation pertaining to this petition _____

Exact Title of Professional Designation on line below

Name of Sponsoring Agency on line below

EVALUATOR SECTION ONLY BELOW THIS LINE

Check to indicate that all required documentation is present and acceptable _____

Check to indicate that Proof of Completion is present and acceptable _____

Evaluator's comments corresponding to the above listed professional designation

Transcript as: _____ **Credit Awarded** _____

Total Credit Awarded _____

Evaluator's Signature _____ Date _____

OPTION 2 SECTION 3b BACK OF
PETITION FOR CREDIT

*This page left blank as back of Option 2 Petition for Credit
Section 3b: License, Certification, Apprenticeship*

OPTION 2
SECTION 3c: COURSES FROM NON-TRANSFERABLE BUSINESS SCHOOL, TECHNICAL SCHOOL, COLLEGE, OR UNIVERSITY

Objective for Section 3c

This section will contain transcripts and course syllabi from non-transferable business schools, technical schools, colleges, or universities for which Indiana Wesleyan University did not grant credit in transfer. This would include only those schools that offer courses for semester or quarter hour college-level credit. Courses on transcripts presented in this section will be evaluated on an individual basis.

Content of Section 3c

For courses taken at a non-transferable business school, technical school, colleges, or university to be evaluated for credit, each of the following documentation pieces must be included:

1. Petition for Credit
2. Transcript
3. Catalog information about the school
4. Course syllabus

Development Steps for Section 3c

Materials for this section must be complete and appear in the following order after a divider sheet titled “Section 3c: Non-Transferable Business School, Technical School, College, or University.” Repeat the process for each school being submitted.

1. **Petition for Credit** Complete Student Section of Petition for Credit “Section 3c: Non-Transferable Business School, Technical School, College, or University.” (page 55) Complete a separate petition for each school. Type the title of each course for which you are seeking credit as it appears on the transcript in the order in which the courses are listed on the transcript. NOTE: You may petition for only those courses for which you earned a grade of C or above.
2. **Transcript** An official transcript or unofficial student copy or photocopy may be used in the portfolio. An official transcript must be on file at Indiana Wesleyan University, and it must remain in your file. If you do not have a copy of your transcript, the PLA Coordinator may, at your written request, photocopy the official transcript for use in your portfolio. Include a written request in the portfolio where the transcript should be placed. A photocopy cannot be sent to the student.

NOTE: Credit as listed on the transcript is the maximum credit available for the course. Quarter hours convert to semester hours at a ratio of 1 quarter hour to 2/3 semester hour.

3. **Catalog Information About the School** Provide photocopies of pages from the school catalog that document the school's accreditation, admission criteria, and grading criteria.
4. **Course Syllabus** A complete, faculty-written syllabus must be submitted for each course for which you are seeking credit. The syllabus should list reading and writing assignments, text(s) used, testing done, etc. If the exact syllabus used for your course is not available, the closest substitute can be used if verified in writing by an official at the school in question that the course is a very close match to the course as you took it. If you cannot provide a syllabus, you cannot petition for the credit. Arrange the syllabi in order as the courses appear on the transcript and Petition for Credit.

NOTE: A catalog course description or textbook is NOT accepted as a substitute and will not be evaluated. You may not write the syllabus.

OPTION 2 SECTION 3c
BACK OF PETITION FOR CREDIT

*This page left blank as back of Option 2 Petition for Credit
Section 3c: Non-Transferable Business School, Technical School,
College or University*

OPTION 2
SECTION 4: LIFELONG LEARNING ESSAY

Objective of Section 4

The function of this section is to enable you, the student, to identify the knowledge, skills and competencies gained through lifelong learning experience, rather than formal training, **after graduating from high school**. You will petition for university credit for this learning by writing the Lifelong Learning Essay(s). Writing the essay can be difficult and very time-consuming as it follows a specific, structured format. **It is imperative that you take the time to read and understand all of this section (pages 57-68) before you begin to write.**

Content of Section 4

For lifelong learning essays to be evaluated for credit, each of the following documentation pieces must be included:

1. Petition for Credit
2. Photocopy of the catalog page on which a chosen course equivalency description appears
3. Photocopy of the cover of the college catalog which there course equivalency was found
4. Seven to ten page essay
5. Documentation to support the essay

Development Steps for Section 4

Materials for this section must be complete and appear in the following order after a divider sheet entitled "Section 4: Lifelong Learning Essay" for each essay submitted:

1. **Petition for Credit** Complete a Petition for Credit for Section 4: Lifelong Learning Essay for each essay you are submitting. (page 69)
2. **Course Equivalency** Equate each essay submitted to a specific course description you must find in an approved Indiana school catalog. (See page 71 for list.) Include a photocopy of the catalog page on which the course description appears as proof that what you are writing about is taught on a college level and to aid the evaluator in his/her work. **Find the course before you begin to write the essay. You will follow the course description as an outline for your essay.** Part of the evaluation process will include whether the course description is appropriate to the essay being submitted. (see . . . *Select a College Course Equivalency* pages 61-62.) The credit awarded will be transcribed under the college course description title.

3. **Catalog Cover** Include a photocopy of the college catalog cover in which the course appears.
4. **Lifelong Learning Essay** Match one college course per one essay adhering to these requirements:
 - a. Minimum of seven (7) **full** pages to a maximum of ten pages. Essays shorter than seven (7) pages will not be evaluated. You will be notified to revise and resubmit the essay.
 - b. Typed, double-spaced on white 8 ½ x 11 paper
 - c. Maximum of 1.25 inch margins top, bottom, left, and right
 - d. Maximum font size of 12 point in a professional style
 - e. Indented paragraph style with no extra spaces between paragraphs
 - f. Essay pages numbered within the context of the entire portfolio
5. **Documentation of Learning** The learning described in each essay must be documented. See pages 62-63 for further explanation of this step.

Before You Write the Essay, You Must First . . .

. . . Identify Areas of Knowledge and Select Your Topic

In developing the lifelong learning essay, you must first identify areas of knowledge for which you might be able to earn college credit. You can start with knowledge, competencies, or experiences. You may find it helpful to think of certain jobs or accomplishments, and then identify the skills and knowledge acquired. See “Getting Started: Inventory of Learning Worksheet” on pages 14-15.

Review the knowledge gained to determine if it has led to a change in behavior which can be applied to actual or anticipated situations. For example, describe those changes in terms of positive growth in acceptance of self-appreciation, aesthetics, understanding and tolerance of others, acceptance of imperfections in others and in human institutions, understanding of the dynamics of human interactions, and so forth.

Review several of the approved college or university catalogs to obtain an understanding of the depth and breadth of courses offered. Essays must address a specific course description from an approved college or university catalog.

. . . Consider the Following When Selecting Topics

1. Topics must deal with learning and experience acquired after graduating from high school.
2. Topics must have academic relevancy or equivalency, thus the reason for finding a college course equivalency.
3. When choosing topics about which to write, you should review your liberal art (English, social science, mathematics/science, fine arts, and religion) and general elective deficiencies and decide whether or not you will petition for credit through Section 4.
4. Topics cannot duplicate credit:
 - for courses on transcripts or in the University core curriculum.
 - for a specific content area in more than one section of the portfolio. For instance, you cannot earn credit for a Business Communication course in Section 3a and then write an essay on the same topic in Section 4.

If you have not been able to acquire all the required documentation for a documented course, consider petitioning for credit in the subject area by writing an essay on your knowledge of the subject. Include the appropriate documentation following the essay: do not include the course in Section 3a.

If you have to choose between petitioning through Section 3 for a documented course or presenting your knowledge in an essay in Section 4, consider the length of the course. A documented course with 30-39 class hours would be awarded, at most, one and one-half credit hours. With a well-written essay on the subject, you might earn three credit hours.

5. Topics and the related experiences must be verified. If an experience cannot be verified or documented, it is best to disregard that topic. (See . . . *Document Your Essay* pages 62-63.)
6. Some topics are difficult to write about and should be carefully thought about before beginning. Consider this list:

Writing Poetry

Art (See page 62, item 5 “Artistic abilities”)

Affective Learning (Divorce, Changing Careers, Being a Woman, Having a Baby, etc.)

Home Economics (Family Relationships, Personal Finance)

Research

Religion

Philosophy

*You may **not** petition for credit in a foreign language.*

Many topics are not acceptable because they deal with common knowledge or “street learning.” If you choose to write about an experience almost everyone has had, you must ask yourself some additional questions. Does my learning go beyond that of the average person? Is it college or university level? How can I demonstrate this?

Other topics are difficult because they deal with emotional issues you may not have totally resolved. You may not yet be ready to write about an experience which was terribly painful. In these cases, you must ask yourself, “Have I achieved closure on this experience?”

7. Keep in mind that your academic learning as a result of experience is what is important and is the only thing that might earn you credit. Consider these cases:

Linda lived in France for four months while her husband was on a special assignment there. To prepare for the trip, she studied French for several months with the aid of books and cassettes. Her proficiency in the language, both spoken and written, improved steadily throughout her stay, and she has remained fluent. In addition, she developed an interest in French art, music and history. She spent a lot of time going to museums and concerts, and she read extensively about French history and culture.

Jim is a jazz musician whose band toured France for an entire summer. He stayed mostly in rural guest houses and became fairly conversant in French. An amateur photographer, he spent much of his time taking pictures of the countryside and people he encountered, and eventually he sold a dozen pictures to newspapers and magazines. He continues to sell photographs as a second job.

Claire, who is employed by an international chain of hotels, was transferred to France for eight months. She stayed at the hotel where she worked and socialized mainly with her co-workers. Since both the hotel staff and her acquaintances spoke English, she opted not to study the language. Although she visited a few museums and landmarks, she spent most of her time shopping or at the hotel’s gym, pool and other recreational facilities.

From this preliminary information, it appears that although Claire spent the most time in France, no college-level learning resulted from her travel. Claire, then, would not expect to earn credit. Linda, on the other hand, seems likely to earn credits for her knowledge of the country’s history and art. With professional credentials as a musician and photographer, Jim might earn credit in both of these subjects. (You may not petition for foreign language credit through essays at Indiana Wesleyan University.)

... Select a College Course Equivalency

(This information relates to both Sections 3a and 4)

1. **Finding the catalogs** Most college catalogs are now available over the Internet. **You may go online to www.collegesource.org. Your username is "indwes" and your password is "indlog."** You can also locate catalogs in public libraries, college and university libraries, high schools, IWU Indianapolis and Fort Wayne Education Centers, or the IWU campus in Marion.

Course descriptions must be selected from any catalog, current or past, from the colleges or universities in the State of Indiana which are four-year, North Central Association accredited institutions. A list of acceptable catalogs is located on page 71.

Peterson's Guide to College and Universities is available in most library reference sections. This guide provides a list of degree majors and then gives the names of the schools offering those degrees.

2. **Selecting a course description**

- a. **Course Type** The course must relate to a classroom experience; therefore, internships, student teaching, independent studies, professional experience, and practicum courses may not be used as a course equivalency.
- b. **Content** Students often have the misconception that a very general course description is the best to use. Actually, the more specific the description, the better. With general descriptions, the evaluator is free, and even forced, to use his/her personal opinion as to what the course and the essay should actually cover. In using a more specific and detailed description, the evaluator has to stay within the described content.

It is best, however, to avoid using courses having over five topics to be covered. The documented course or essay must cover every point of the course description to earn full credit. NOTE: A documented course that has the potential for only partial credit need not fulfill the entire course description. Remember, 20 contact hours can earn only one hour of credit, usually one third of the course.

- c. **Variations of Content** Courses with the same name will vary in content from college to college. You will want to make sure the course you select reflects the knowledge you have of that particular subject. The following course listing, taken from actual college catalogs, describes three courses with the same name but very different content. Don't make the mistake of using the first course you find. Take the time to find the best fit for your lifelong learning experience.

COMMUNITY HEALTH

College X

Organization and function of community health agencies and their relation to the school and community health programs. Includes discussion on chronic and communicable diseases, pollution, sanitation programs, accidents, food handling and preservation, and consumer health.

COMMUNITY HEALTH

College Y

Students specializing in community health will learn about health planning, safety education, environmental health, health counseling, and other subjects which will help prepare them for employment in a variety of health agencies.

COMMUNITY HEALTH

College Z

A basic course focusing on major health problems currently affecting the local, state, national, and international scenes and includes consideration of political, social and economic factors. Special attention is directed to public health organizations and agencies dealing with these health problems.

- d. **Credit Hours** The evaluator cannot award more credit than is listed with the course equivalency description chosen. If you are hoping for three credit hours for an essay, you must use a description listing **at least three-credit-hours as your equivalency.**

If you feel that your learning covers more than one college or university course, you should develop two essays and write two petitions. However, you may not write two essays for the same course. Look for courses that have introductory and advanced levels, or are listed as I, II, III, etc. You may request fewer than the number of hours designated for the course, but not more.

- e. **Course Level** Select undergraduate courses only, generally with numbers 100-499. Graduate level courses are generally 500 and above are not acceptable. Check the catalog for variations from this norm in numbering courses. Dual level courses are acceptable.
- f. **The Course Title and the Transcript** Keep in mind that the course title chosen will appear on your transcript. Your career goals might determine which option you choose.

... Document Your Essays

The learning you claim in your essay must be documented or verified. Before you begin to write your essays, think about these possible pieces of evidence.

1. **Professional experience** Employment records, awards, letters of commendation, letters of corroboration from supervisors and peers, client's congratulations on high performance, evidence of promotion, evidence of suggestions adopted, samples of work produced, membership in professional organizations, bills of sale, rating forms, military records, and work samples.
2. **Community service activities** Commendations, awards, newspaper and magazine clippings, letters of corroboration from co-volunteers, clients served, supervisors.
3. **Special accomplishments** Books published, pictures painted, music written, patents obtained, mementos from countries lived in and traveled to, machines designed, speeches given (provide audio or video tape), programs from performances, writing samples, audio-visual presentations, proposals written.
4. **Musical abilities** At least 30 minutes of performance on video tape demonstrating your skills.
5. **Artistic abilities** A minimum of 10 excellent examples of drawings, paintings, pottery or ceramic pieces, photographs, etc. Provide actual pieces or very good photos of pieces. *It is highly recommended that you contact the PLA Coordinator regarding essays on fine arts courses prior to writing.*

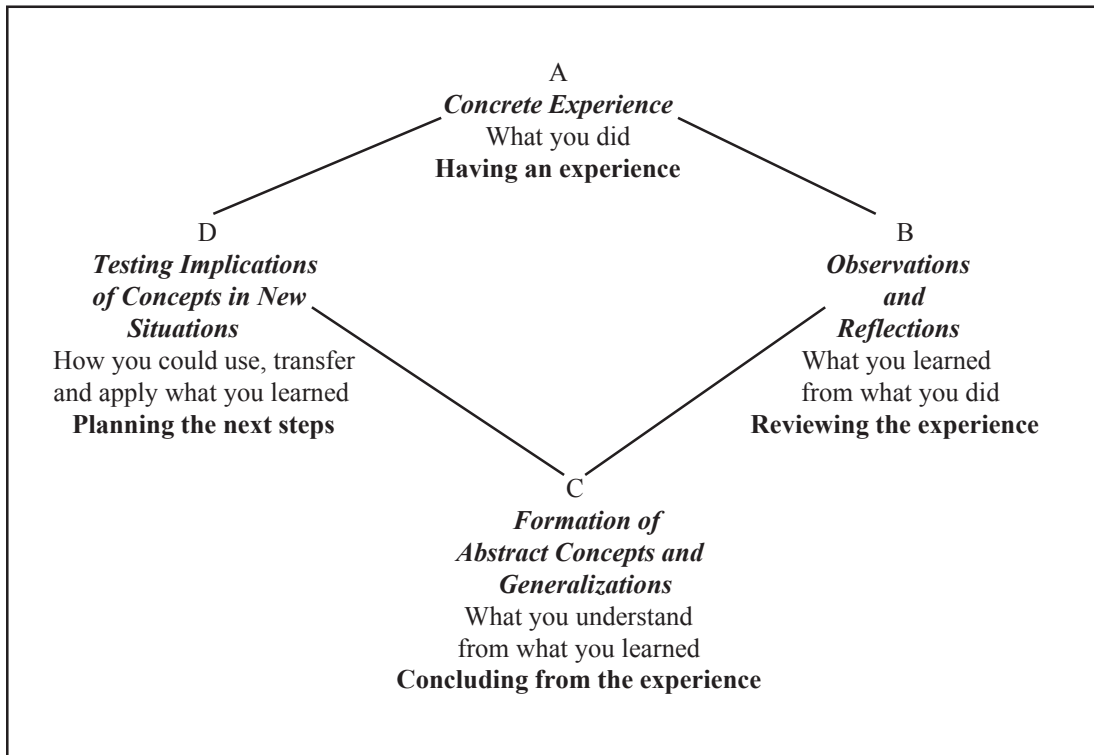
Not acceptable as documentation but useful as further insight into the learning process: a list of books read, list of countries visited, consultation with experts.

6. **Using letters as documentation** Letters can be used for verifying many learning outcomes. When you 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. Use the following requirements in writing letters of verification. We suggest providing this information to the person from whom you are requesting the letter.

- The individual writing the letter must know you and have first-hand knowledge of the experiential activity you have cited in the portfolio.
- The author of the letter should state clearly the nature of the relationship with you.
- The letter should be written on the official letterhead stationery of the company or organization with which the author is associated.
- 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, where, why, for how long, etc.
- A special accomplishment resulting in a product requires documentation in the form of one or more letters of verification authored by persons who observed you while you were developing the product.
- The letter to be written is one of verification of your learning and knowledge, not a recommendation for credit to be awarded or for employment.

... Understand Kolb's Model of Learning

Kolb's Model is a guide to show the relationship between knowledge and experience. Use Kolb's Model to analyze your own experience.



(Basic Model from D.A. Kolb and R. Fry, "Toward an Applied Theory of Experiential Learning," Cary Cooper, ed., *Theories of Group Processes*, Lond/New; John Wiley and Sons, 1975. Reprinted by permission of John Wiley & Sons, Ltd. Combined with Patch, Ken, "Kolb's Model as a Linear Processing Approach," University of Phoenix, 1990.)

... Understand the Definitions of Terms in Kolb's Model

Specific terms are defined or illustrated here to assist in the application of Kolb's Model.

Concept: Abstract notion or idea

Example: The concept of gravity

Theories: The general or abstract principles of a body of fact; hypothesis or assumption to be tested

Example: A new product which is popular in Florida will sell well in Phoenix.

Principle: Fundamental law or truth

Example: The weight of an object does not affect the rate of falling; gravity exerts its influence at the rate of 33 feet per second under normal atmospheric conditions.

Example: Comprehensive market research is essential to the determination of market-ability of a new product.

Generalization: A conclusion going from the particular to the broad or general.

Example: Typically, most families in our society believe that death is not a topic which should be discussed openly.

Example: Usually, women in the work force are paid less than men in comparable jobs.

WRITING THE ESSAY

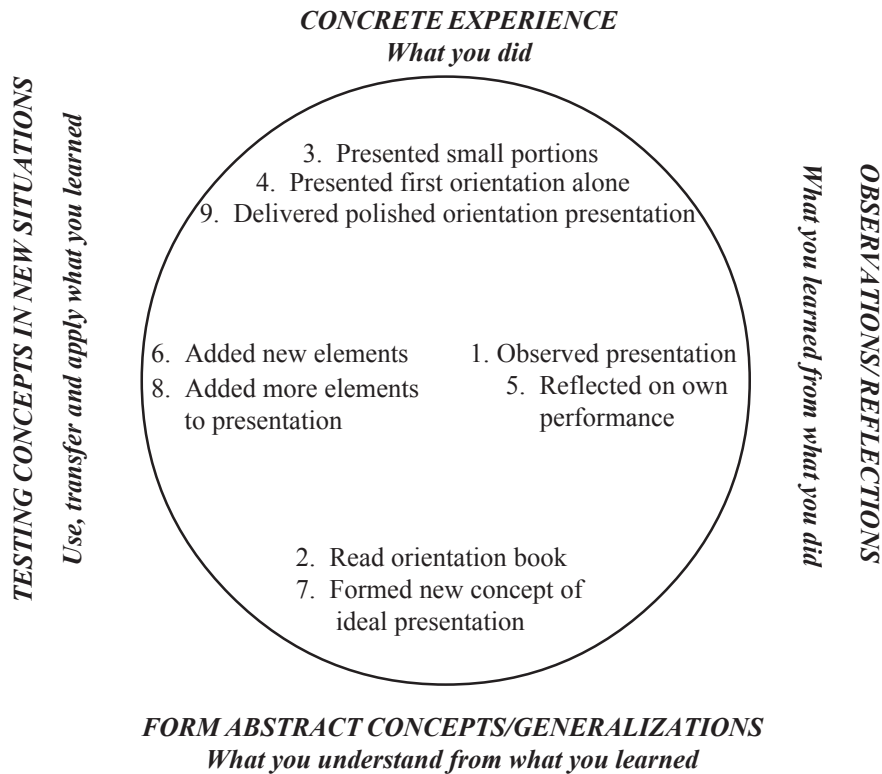
Applying the structure of Kolb’s Model to your lifelong learning experience, write a draft of the essay. Then revise and polish the draft until it reaches the final form. Proofread for grammar, spelling, punctuation, and structure.

Applying Kolb’s Model

Each essay must contain a discussion of your concrete experience; the principles, generalizations, and concepts which you derived from the experience; your learning outcomes as the result of your learning; and/or how you can apply what you learned in new situations.

Lifelong Learning Essays are not term papers or research papers. Research is preparation only that can jog your memory and help clarify your approach, and, as such, it can serve a useful purpose. It is acceptable and desirable to mention any books read or other references that have been used which have added to the understanding. You should include the title and author, especially if the essay contains the author’s ideas. You should discuss what prompted you to use that resource and how it has added to your knowledge and understanding.

In organizing the presentation of your experience around Kolb’s Model, it is helpful to ask yourself, and to answer, various questions associated with each part of the model. By literally answering the questions in the following outline for work related learning, you can begin your first draft. You can adapt the questions to any application, such as, “Where did you *volunteer?*” instead of *work*.



Essay Development Outline

- I. Topic Paragraph - *This serves as a guide for the rest of your essay (see sample following the outline).*
 - A. What are my general learning experiences?
 - B. What are the situations and areas in which I acquired the learning?
 - C. What are the general learning outcomes?

- II. Body of Essay
 - A. Concrete experience *Begin at Step A of Kolb's Model with the concrete experience. Remember that concrete experience includes personal, professional, social, and volunteer activities.*
 1. Where did you work? For how long?
 2. What did you do?
 3. What were you responsible for?
 4. What resulted from your efforts?

 - B. Learning (knowledge) *At Step B, following the concrete experiences, step back and think about the experiences, observations, reflections, similarities and differences, patterns, trends, and so forth.*
 1. What were you required to know?
 2. How did you learn what was needed?
 3. What observations did you make?
 4. How did you reflect upon the process, the observation, the knowledge gained?
 5. What extent of understanding did you develop of skills, techniques, processes, and operational theories/ principles?
 6. What analyses of situations/processes did you make?
 7. What comparisons did you make?
 8. What conclusions did you reach?

 - C. Principles, generalizations, concepts (understanding) *At Step C, apply the observations, make generalizations, and formulate principles and concepts.*
 1. What theories did you derive?
 2. What principles did you learn?
 3. What concepts (abstract/concrete) did you develop?
 4. What do you understand about the things that you learned?

 - D. Testing implications (application) *At Step D, apply the generalizations, principles, and concepts to see if they are valid. This in turn leads to more concrete experiences (Step A) and the cycle begins again. In this manner, you continually refine your knowledge, use that knowledge in concrete experiences, and thereby gain more knowledge in the process.*
 1. How did you apply the principles, concepts, generalizations?
 2. How did you test/verify/validate your theories?
 3. How did you or could you generalize the concepts from one situation to another?
 4. How has the understanding of this knowledge affected or changed you?
 5. How can you use this understanding and knowledge in the future?
 6. Could you teach this to others?

- III. Summary/Conclusion *What is your overall conclusion?*

Common Problems with Essays

As you write the essay, keep in mind the most common problems students have encountered in the evaluation of their essays. An essay which has any of the following shortcomings should be revised.

- Shows lack of adequate preparation
- Is limited in scope
- Indicates insufficient or inadequate development of principles/ generalizations/concepts
- Lacks demonstration of personal involvement (reads like a term paper, editorial, etc.)
- Reads like an expanded resume or short story (no academic theory)
- Includes inaccurate content
- Includes improper or incorrect grammar usage, spelling, typographical errors, sentence structure, organization of content. Writing (organization, usage, style, spelling, and accuracy of typing) does not conform to the standards of Standard (Formal) American English, which is expected of upper division level college students.
- Duplicates required degree major core course or transfer credit
- Indicates learning occurred prior to graduation from high school or after the student was accepted at IWU
- Does not correspond to the chosen course description
- Lacks sufficient application of the four areas of Kolb's Model (experience, knowledge, generalizations, application)
- Does not demonstrate college level learning
- Lacks sufficient depth and breadth necessary for the number of credits requested by the student

INDIANA WESLEYAN UNIVERSITY

PETITION FOR CREDIT

Section 4: Lifelong Learning Essay

This page may be removed from the booklet or photocopied or scanned.
 Please type or print neatly in black ink.
 Use a separate petition for each essay.

STUDENT SECTION

Student's Name _____

Degree/Core No. (BSBA, BSM, BSBIS, BSA, RNBS, etc.) _____ Number of Credits Desired _____

Inclusive page numbers of documentation pertaining to this petition _____

Course Equivalency Title and Number _____

Name of College Catalog Used _____

OPTION 2 SECTION 4
PETITION FOR CREDIT

FOR EVALUATOR USE ONLY BELOW THIS LINE

Course proposed (check one) is APPROPRIATE () NOT APPROPRIATE ()

New Course Suggested is _____

Name of College Catalog Used _____

EVALUATOR: Please complete and give the student your comments concerning your evaluation.

Description of Concrete Experience

- () insufficient concrete experience
- () predominantly concrete experience

Observation and Reflection

- () insufficient observation and reflection
- () predominantly observation and reflection

Generalization/Theoretical Perspective

- () missing/invalid generalization
- () lacks theoretical perspective
- () generalization without experience (term paper)

Testing Learning in New Situation

- () insufficient testing of generalization
- () missing link between test and experience

Course Description

- () inadequate response to course description
- () not developed at appropriate level
- () subject not generally awarded credit

Technical Construction

- () faulty grammar/spelling/punctuation
- () awkward construction; difficult to read
- () essay too short for subject matter
- () essay less than minimum page requirement
- () covers too much; superficial
- () covers too little; lacks perspective

Suggestions

- () Submit addendum of _____ pages
- () Submit rewrite, incorporate suggestions
- () Submit under new topic with changes noted
- () Consider new essay topic
- () Submit documentation as noted
- () Credit awarded pending correction noted

Total Credit Awarded _____

Evaluator's Signature _____ Date _____

**OPTION 2 SECTION 4 BACK OF
PETITION FOR CREDIT**

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Section 4: Lifelong Learning Essay*

APPROVED INDIANA COLLEGE/UNIVERSITY CATALOGS

To Be Used With Sections 3a and 4 only

Regional Accreditation is a status granted to an educational institution that has been found to meet or exceed stated criteria of educational quality. It is voluntarily sought by institutions and programs and is conferred by non-governmental bodies. It has two purposes: to assure the quality of an institution or program and to assist in the improvement of an institution.

For the purpose of portfolio assessment, course descriptions must come from Indiana institutions which are accredited by the North Central Association of Schools and Colleges. Course descriptions may be selected from a current or past catalog. This is a complete list of acceptable colleges and universities in the State of Indiana.

The course descriptions chosen must relate to a classroom experience; internships, student teaching, independent studies, professional experience, and practicums may not be used as course descriptions.

Most college catalogs are now available over the Internet. You may go online to www.collegesource.org. Your username is "indwes" and your password is "indlog."

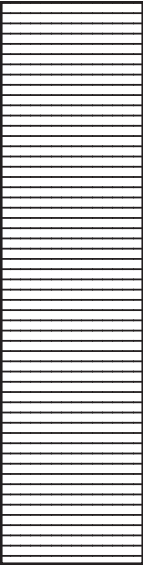
You can also locate catalogs in public libraries, college and university libraries, high school guidance offices and libraries, IWU Indianapolis and Fort Wayne Education Centers, or the IWU campus in Marion. Libraries will have either hard copies, microfiche or both.

Peterson's Guide to College and Universities is available in most library reference sections. This guide provides a list of degree majors and then gives the names of the schools offering those degrees.

*Ancilla College
Anderson College
Ball State University
Bethel College
Butler University
Calumet College
DePauw University
Earlham College
Franklin College of Indiana
Goshen College
Grace College
Hanover College
Huntington College
Indiana Central University
Indiana State University
Indiana University
 Bloomington and all extensions
University of Southern Indiana
Ivy Tech State College
Indiana Wesleyan University
Manchester College

Marian College
*Martin Central College
*Oakland City College
Purdue University
 West Lafayette/all extensions
Rose-Hulman Inst of Technology
Saint Francis College
Saint Josephs College
Saint Mary-of-the-Woods College
Saint Marys College
Taylor University
 Ft Wayne and Upland campuses
Tri-State University
University of Evansville
University of Indianapolis
University of Notre Dame
Valparaiso University
*Vincennes University
Wabash College

*These catalogs may be used for Section 3a only; not for Section 4.



*“We struggle hard to continue to progress . . .
it’s nice to stop to think of all the things
that have already been accomplished
and appreciate where we are today.”*

unknown

**Opening Fee Payment Form
Option 2**

Secure this form in front pocket of the notebook.
If paying by check, money order, company voucher, or purchase order,
attach to this form.
This page may be removed from the booklet or photocopied or scanned.
Please type or print neatly in black ink.

OPTION 2
OPENING FEE PAYMENT FORM

Student's Name _____

Date Submitted _____

Degree/Core Number _____ 6-digit IWU ID Number _____
(ASB, BSBA, BSM, RNBS, BSBIS, etc.) (not Social Security Number)

Portfolio Option 2 Opening Fee is \$150.00

Complete applicable method of payment

Check Enclosed: Check # _____

Money Order Enclosed: MO # _____

Purchase Order or Voucher Enclosed: Company Name _____

Credit Card: circle one Visa Mastercard Discover

Card #: _____ Expires: _____

Check if applicable: I request that Student Loan money on account at Indiana Wesleyan University be used for opening fee: _____

Other: Please explain _____

Student's Signature on line above.

Transcription fee per credit hour will be invoiced after the portfolio has been evaluated.

OPTION 2 BACK OF
OPENING FEE PAYMENT FORM

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PORTFOLIO COMPLETION CHECKLIST

Portfolio Option 2

**Complete and place in the front pocket of the notebook.
This page may be removed from the booklet or photocopied or scanned.
Please type or print neatly in black ink.**

OPTION 2 PORTFOLIO
COMPLETION CHECKLIST

To help the PLA Coordinator prioritize your portfolio, please complete the following statement:

I am requiring evaluation to earn credit for
entrance into a core program on projected date of _____
or
graduation (projected month and year) _____

**Read and initial each statement to verify that you have followed the instructions in this manual.
If a particular statement is not applicable to your portfolio, write NA in the blank.**

By initialing these statements, I am attesting that I have completed all requirements for developing and submitting a portfolio. I understand that the portfolio could be returned to me if it contains errors or omissions.

_____ **Request for Assessment** completed, signed and placed as first section/ page (page 37)

_____ **Resume** typed and placed as the second section of the portfolio

_____ **Section 3a: Documented Courses** (If you did not use this section, write NA on this blank and skip to Section 3b) The following items appear in this order in Section 3 for each course submitted.

- _____ Properly completed Petition for Credit (manual page 47)
- _____ Copy of catalog cover
- _____ Copy of catalog page on which equivalent course description appears
- _____ Verification of successful completion
- _____ Verification of number of class hours
- _____ Course content as outlined on page 42
- _____ Personal Learning Outcome Statement (manual page 45)
- _____ Name on any separate manual or document that has been submitted

_____ **Section 3b: License, Certification, Apprenticeship** (If you did not use this section, write NA on this blank and skip to Section 3c.) The following items appear in this order in Section 3 for each credential submitted.

- _____ Properly completed Petition for Credit (manual page 51)
- _____ Copy of proof of holding the stated credential
- _____ Copy of the documentation as outlined on page 50

_____ **Section 3c: Non-Transferable Business School, Technical School, College, or University** (If you did not use this section, write NA on this blank and skip to Section 4.) The following items appear in this order in Section 3c.

- _____ Properly completed Petition for Credit (manual page 55)
- _____ Copy of Transcript
- _____ Copy of school catalog information as outlined (manual page 54)
- _____ Copy of each syllabus for which I am petitioning for credit

CONTINUED ON BACK

- _____ **Section 4: Lifelong Learning Essays** (If you did not use this section, write NA on this blank and skip to next section.) The following items appear in this order in Section 4 for each essay submitted.
- _____ Properly completed Petition for Credit (manual page 69)
 - _____ Copy of catalog cover
 - _____ Copy of catalog page on which equivalent course description appears
 - _____ Essay
 - _____ Documentation

The following statements apply to all portfolios.

- _____ My documents are in a hard-back, three-ring binder with my name, IWU ID #, submission date, and degree or core class number on the binder spine.
- _____ I have NOT used plastic sheet protectors.
- _____ I have placed page dividers at the appropriate sections as outlined herein.
- _____ I have numbered all pages of the portfolio consecutively beginning with the Request for Assessment as page 1.
- _____ I have proofread for typographical and grammatical errors and made corrections before submitting the portfolio
- _____ I have made a complete, exact copy of the portfolio for myself. I understand that my portfolio will not be returned to me after it has been evaluated.
- _____ I have made a second complete, exact copy of the portfolio, secured with binder clip(s), to send with the original portfolio material found in my notebook.
- _____ The Opening Fee Payment Form (manual page 73) is completed and is secured in the front pocket of the binder. If I am paying by check or company purchase order, it is secured to the form.
- _____ This Portfolio Completion Checklist (pages 75-76) is completed and is in the front pocket of the binder.

**PORTFOLIO APPEAL
 RE-EVALUATION REQUEST**
 This page may be removed from the booklet or photocopied or scanned.
 Please type or print neatly in black ink.

TO THE STUDENT: Fill in all information requested and mail the form and fee to the University to the attention of the Prior Learning Assessment Coordinator.

Student's Name _____ IWU ID # _____

Degree/Core Number (BSBA, BSM, BSBIS, BSA, RNBS, etc.) _____

Section	Title	Credit Awarded	Portfolio Page Nos.

I am requesting a re-evaluation of the above listed item(s). The required fee of \$15.00 per item is enclosed herein.

Student Signature

Date

FOR UNIVERSITY USE:

REQUEST APPROVED

REQUEST NOT APPROVED

RATIONALE:

Signature, Director of Student Services

Date

**BACK OF PORTFOLIO APPEAL
RE-EVALUATION REQUEST FORM**

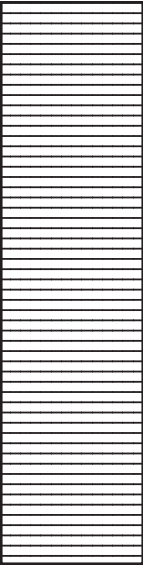
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List of ACE Participating Organizations

This is a list of the most often mentioned organizations from which our students have taken classes. How credits may apply to your academic record is evaluated on an individual basis, checking for duplication of transferred credit, outstanding elective credit requirements, and duplication of credit recommendations.

There are hundreds of organizations with thousands of courses listed in the *ACE National Guide to Credit Recommendations*. You are encouraged to consult with your academic adviser or the PLA coordinator about your individual situation.

American Bankers Association (and American Institute of Banking)
 American Compensation Association
 American Health Information Management Association
 American Institute for Chartered Property Casualty Underwriters, Insurance Institute of America
 American Payroll Association
 American Society of Safety Engineers
 Ameritech
 AT&T
 Building Owners and Managers Institute (BOMI)
 Certified Employee Benefit Specialist Program (CEBS)
 College for Financial Planning
 Computer Learning Center
 Dale Carnegie & Associates, Inc.
 Dana Corporation
 Development Dimensions International
 English Language Institute of America, Inc.
 Health Insurance Association of America (HIAA)
 Institute for the Certification of Computer Professionals
 Institute of Certified Professional Managers
 Institute of Financial Education
 Kepner-Tregoe, Inc.
 Lucent Technologies, Inc.
 McDonald's Corporation
 National Association of Legal Secretaries
 National Association of Realtors
 National Court Reporters Association
 National Institute for Paralegal Arts and Sciences
 National Management Association
 Novell
 PADI International, Inc.
 Professional Secretaries International
 UAW-GM
 Zenger-Miller, Inc.



*“Discipline is doing what you have to do
and doing it as well as you possibly can,
and doing it that way all the time.”*

*Bobby Knight,
US Olympic Team Coach*

**ADDITION TO THE PORTFOLIO
REQUEST FORM**

This page may be removed from the booklet or photocopied or scanned.
Please type or print neatly in black ink.

ADDITION TO THE PORTFOLIO
REQUEST FORM

TO THE STUDENT: Fill in all information requested and include this form with your additional materials. Send to the University to the attention of the Prior Learning Assessment Coordinator.

Name _____

Street Address _____

City, State, Zip _____

Work Telephone () _____ Home Telephone () _____

Fax () _____ Email Address _____

Degree/Core No. (BSBA, BSM, BSBIS, BSA, RNBS, etc.) _____

6-digit IWU ID Number _____

To help the PLA Coordinator prioritize your portfolio, please complete the following statement:

I am requiring evaluation to earn credit for
entrance into a core program on projected date of _____

or
graduation (projected month and year) _____

All appropriate forms and documents per the sections requirements should be arranged per the requirements outlined within this manual. Refer to your original Portfolio Checklist to assure that you have included everything and in placed it in the proper order. Materials not submitted per requirements will be returned for correction.

I am requesting evaluation of the above listed item(s). I understand that the terms as outlined on my original Request for Assessment apply to this submission.

Student Signature

Date