

Capital
University

GUIDE TO EXPERIENTIAL LEARNING

University Competency
Assessment Panel (UCAP)
Revised 2024

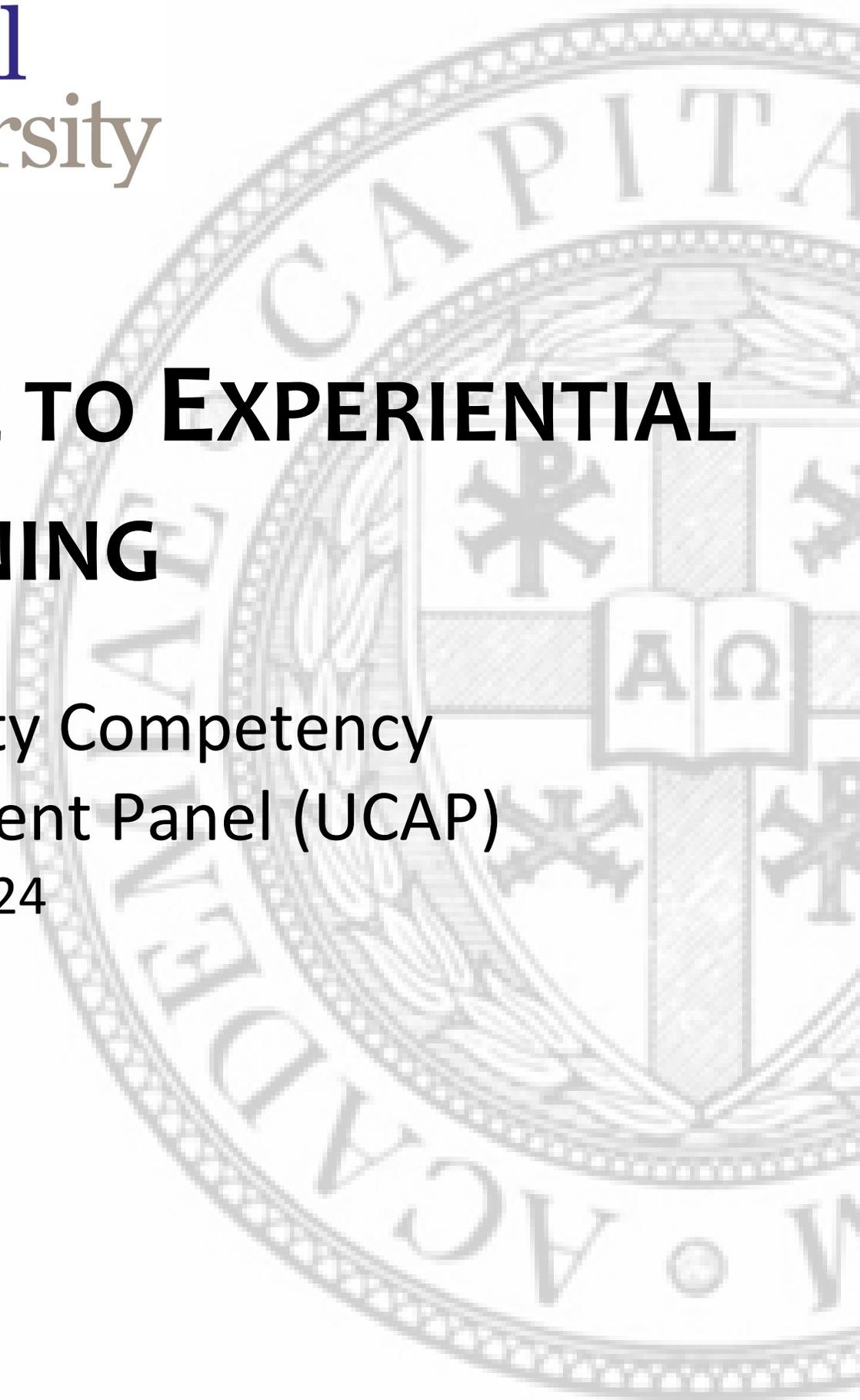


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Capital University Guide to Experiential Learning

Revision to 2020 Edition

INTRODUCTION

Many students enter Capital with meaningful and relevant learning from their careers, non-credit courses, training, extracurricular activities, and personal experiences. Procedures have been developed to help students acquire academic credit for college-level learning gained through nontraditional means. This procedure involves assembling an extensive and thorough prior learning portfolio describing past learning outcomes and documenting relevant life experiences. The University Competency Assessment Panel (UCAP) reviews these competency statements and determines whether academic credit can be awarded. This procedure can be used to fulfill Signature Learning requirements, course, and major course requirements. A UCAP portfolio must be submitted prior to a student's last term. Capital University uses Anthology Portfolio as the eportfolio software for UCAP portfolios. Contact celt@capital.edu to request access to Anthology Portfolio; in the email, identify that you would like to develop a UCAP portfolio.

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

Why do students desire experiential learning credit?

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

How can I identify Significant Learning?

Significant learning experiences that are suitable for consideration of the UCAP portfolio process should contain the following SIX characteristics, from Fink (2003) ¹:

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

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

Whom do I ask if I have a question?

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

University Resources

1. **[Academic Success](#)**
Academic Success administers College Level Examination Program (CLEP) exams and evaluates American Council on Education (ACE) and military experience for transfer credit.
<https://www.capital.edu/academics/academic-resources/academic-success/>
2. **[Admission Office](#)**
If you have general questions about admission to Capital University, for example, admission requirements and procedures. <https://www.capital.edu/admission-aid/>
3. **[Adult and Graduate Education Office](#)**
The Adult and Graduate Education office houses academic programs specifically for the adult student. Admission to the program is administered by the A&GE office. <https://www.capital.edu/admission-aid/continuing-education-students/>
4. **[Blackmore Library](#)**
Librarians and student research assistants provide research help during those first, critical steps brainstorming topics, through the research planning phase, to those final stretches finding, accessing, and evaluating resources. <https://www.capital.edu/academics/academic-resources/blackmore-library/>
5. **[Career Development Office](#)**
The Career Development Office can help you prepare a résumé, which you need for your portfolio.
<https://www.capital.edu/student-life/career-development/>

6. **[Registrar's Office](#)**
Most of your questions about transfer credit and transcript information can be answered by the Registrar. <https://www.capital.edu/academics/office-of-the-registrar/>
7. **Undergraduate Bulletin**
The Capital University *Undergraduate Bulletin* contains information on university policies, program offerings, course descriptions, fee schedules, etc. <https://bulletin.capital.edu/index.php?catoid=20>
8. **University Competency Assessment Panel (UCAP)**
UCAP awards academic credit for college-level learning from life experiences. Administrative offices are in Capital's Center for Excellence in Learning and Teaching (CELT), Ruff Learning Center 100, celt@capital.edu.

Portfolio Problems and Pitfalls to Avoid

1. **Incomplete Portfolio**
The UCAP members rely on you to provide them with enough information to understand your program and where the portfolio submission "fits" in your plan. We need to see your Application for Assessment form, the course model which comes directly from the syllabus you select, and all your transcripts. If you are missing pieces, we cannot effectively evaluate your submission, and we will return your portfolio for revision.
2. **Lack of Evidence of College-Level Learning**
Twelve years of piano lessons does not equal college-level learning. Neither does years of teaching Sunday School. You are applying for credit for college courses, and one thing that is often missing is the evidence of knowledge and application of *theory*. College-level piano courses involve music theory. College-level religion courses explore a wide range of theoretical topics through a broad interpretation of religion. Applicants document experience without theory do not receive credit for their submission.
3. **Substituting "Stuff" for Learning**
Many applicants make the mistake of believing that if they fill their portfolio with information about the course topics, either downloaded from the internet or copied from textbooks or training manuals, they are documenting learning. Anyone can compile a portfolio full of "stuff"; all it takes is some time at the computer or the copy machine. "Stuff" does not equal college-level learning. You need to show how, in your work or life experience, you have used and "applied" the knowledge learned. The evidence you include needs to support how you've applied what you know.
4. **Not Following Course Models**
Some applicants select course models with specific course goals and objectives and then proceed to "create" their own content categories that don't match the course but match their evidence. It is up to applicants to find a course that encompasses their knowledge and application of that knowledge. If the portfolio does not match the course content, it will be returned with no credit.
5. **Not Including Enough Course Content**
UCAP members evaluate a portfolio to determine whether an applicant has met the course learning outcomes at a passing level. If a course has ten objectives and an applicant only includes three, that isn't

enough for course credit. Applicants need to be able to document most, if not all, of a course's learning outcomes with their evidence.

6. **Lack of Narrative Explanation**

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

7. **Lack of Concrete Evidence**

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

8. **Double Dipping**

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

9. **Eleventh-Hour Submissions**

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

10. **Plagiarism**

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

INTRODUCTION TO EXPERIENTIAL LEARNING

What is experiential learning?

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

The practice of awarding academic credit for experiential learning is an accepted variant of contemporary educational practice. Six hundred colleges and universities have comprehensive programs to assess experiential learning, and more than 1200 programs have at least some mechanism for assessing prior learning.² Capital University, a pioneer in the recognition of experiential learning, has awarded credit for non-traditional learning since 1979 following quality guidelines recommended by the Council for Adult and Experiential Learning (CAEL).³ Capital University has been an innovative leader in the recognition of experiential learning through frequent contributions to the literature on experiential learning and through active participation in national professional associations, such as CAEL and AHEA, the Adult Higher Education Alliance.

How is experiential learning different than classroom learning?

Even though the outcomes from experiential learning and classroom learning may be identical, the two types of learning are usually acquired differently. Much of the learning that takes place in class is derived from instruction; information is transmitted from an instructor to a learner. Much of the learning that takes place outside classrooms is derived directly from experience. A person acts in the world, then experiences or observes the consequence of the action. While no one type of learning is superior to another, classroom learning is more efficient since more information can be transmitted in a shorter amount of time. Learning general principles through a series of applications is time-consuming. On the other hand, experiential learning is less easily forgotten than classroom learning because action provides motivation in contrast to the passive receptivity common in many classrooms. Of course, some of the most effective classroom pedagogies employ experiential learning and sometimes life experiences occur in the context of a classroom, even though the college or its program may not be regionally accredited. Compared to classroom learning, experiential learning proceeds in almost a reverse sequence, as is illustrated in the following table.

² Estimates of the number of programs recognizing experiential learning are presented in *Prior Learning Assessment: Results of a Nationwide Survey* (Council for Adult and Experiential Learning, 1992) and *Adult Degree Programs: Quality Issues, Problem Areas, and Action Steps* (Council for Adult and Experiential Learning & American Council on Education, 1993).

³ The following CAEL publications establish quality guidelines for the award of experiential learning credit: *Setting Standards for Assessing Experiential Learning* by J.E. Knapp & P.I. Jacobs (1981), *Assessing Prior Learning: A CAEL Handbook* by J.E. Knapp (1977), *Expert Assessment of Experiential Learning: A CAEL Handbook* by R.R. Rielly et al. (1977), *Experience and Education* by John Dewey (1938), *The Theory of Experiential Education* edited by Karen Warren et al. (1995) and *Expanding the Logic of Portfolio-Assisted Assessment: Lessons from South Africa* by Elana Michelson (1999).

A Comparison of Classroom and Experiential Learning⁴

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

What is college-level learning?

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

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

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

⁴ The table is adapted from J.S. Coleman (1976), Differences between experiential and classroom learning, in M.T. Keeton (Ed.), *Experiential learning: Rationale, Characteristics, and Assessment* (pp. 49-61), San Francisco, CA: Jossey-Bass.

college-level learning since she could not apply the general principles of accounting to more than one situation.

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

Will other colleges and universities recognize experiential learning credit?

Most colleges and universities recognize experiential learning credit, although if you plan to transfer to another school before completing your degree, you should check with that school's Registrar about the transfer policy. The transcript you receive from Capital University does not distinguish between experiential learning and classroom learning. If you are planning to attend graduate school, you might inquire about the admission requirements. Many Capital University students who have received credit for their experiential learning have been successful in graduate and professional programs. Your Capital University transcript will show the letter "P" for a grade for courses you have approved through the UCAP process, along with the credit hours awarded.

POLICIES ON EXPERIENTIAL LEARNING

Who is eligible to earn credit for experiential learning?

Any currently enrolled Capital University student is eligible to receive experiential learning credit. Adult learners request most experiential learning credit because they have often had a variety of life experiences from which to acquire learning outcomes, although any undergraduate student is eligible. Students who request credit for experiential learning are usually successful. On average, more than 80% of the requested credit was awarded. While the success of previous students is encouraging, the decision to pursue a request requires a significant commitment of time and energy. **Most students spend between 20 and 30 hours preparing a request for credit.**

How do you earn credit for experiential learning?

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

1. Identify your learning outcomes to determine areas of college-level learning. See the section of the *Guide* titled [IDENTIFYING LEARNING EXPERIENCES](#).
2. If the course you wish to portfolio is offered by Capital University, you **MUST** use a Capital University syllabus. Research courses from regionally accredited colleges to determine appropriate course models. See the section of the *Guide* titled [RESEARCHING COLLEGE COURSES](#).
3. Prepare a statement of experiential learning. See the sections of the *Guide* titled [APPLICATION FOR ASSESSMENT](#) and [DEMONSTRATION OF LEARNING OUTCOMES](#).

For what courses am I able to request experiential learning credit?

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

May I receive experiential learning credit for Signature Learning courses?

You may request credit for Undergraduate Signature learning courses, or you may request a

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

When must my experiential learning have occurred?

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

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

Elective and Signature Learning curriculum requirements may be fulfilled through experiential learning credit. Whether a course fulfills a major requirement is always at the discretion of the college, the department, or the IDS Degree Review Committee. Check with your academic advisor about the degree requirements of your academic major. Sometimes external agencies that award certification or licensure restrict the use of experiential learning credit in fulfilling degree requirements. Nursing, music, social work, and education students should pay particular attention to these restrictions.

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

How many credits may I earn for my experiential learning?

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

What does experiential learning credit cost?

Check with the [Financial Aid Office](#) for the current cost for experiential learning credit. <https://www.capital.edu/admission-aid/office-of-financial-aid/tuition-fees/>.

How does experiential learning credit affect my grade point average?

Experiential learning credit has no effect on your grade point average (GPA). Your transcript will list the grade as “P” for pass.

When should I request credit for experiential learning?

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

Who decides whether my experiential learning is worth college credit?

The **University Competency Assessment Panel (UCAP)** awards credit for experiential learning. The Panel comprises faculty from each of undergraduate division:

- School of Natural Sciences, Nursing and Health
- School of Management and Leadership
- School of Social Sciences and Education
- Conservatory of Music and School of Communication
- School of Humanities

These faculty broadly represent different disciplines and specialty areas. When needed expertise cannot be found on the Panel, other Capital faculty, or **external assessors** (i.e., faculty from other colleges and universities or local leaders in business, industry, government, social services, or the arts) are asked to assess a student’s learning outcomes and offer recommendations to the Panel. If there are any costs associated with external assessments, the student is billed for those charges. Portfolios must be submitted by the “last day to withdraw from a full-term course” as determined by

the [registrar's calendar](#) for the portfolio to be reviewed that semester. At the Panel meeting, each member's independent recommendation and comments are distributed. Panel members discuss the request then vote on the credit hours to be awarded.

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

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

The Panel's decision is communicated to students on the UCAP evaluation letter. A short critique of the request is included in the report. Students who do not receive all the requested credit may resubmit their request **within 60 days** of the Panel's action. The resubmission is evaluated in the same manner as the original submission. The original UCAP evaluation letter must also be included in the resubmission, and all new material (including clarifications) must be clearly identified for the panel members to consider the resubmission.

What does the Panel look for in evaluating a portfolio?

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

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

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

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

1. Research course models carefully and select those that most closely match your identified learning objectives.

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

IDENTIFYING LEARNING EXPERIENCES

How can I identify my learning experiences?

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

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

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

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

- write an autobiography
- prepare a chronology (timeline) of life events
- make a résumé
- organize a list of learning experiences and learning outcomes

How does an autobiography help me discover my learning outcomes?

An autobiography tells the story of your life. As you write about your life, you will probably find that you can recall more information than you initially imagined. Write about anything you like but try to keep the purpose of your autobiography in mind. Eventually you want to identify learning outcomes, so pay particular attention to your life transitions. Write about your career, your moves to new locations, your involvement in hobbies or social organizations, and your challenges with changing situations and life events. Often the most significant learning occurs as the result of a personal or professional crisis. Write about your successes and your failures. The following are excerpts from an autobiography written by a student interested in pursuing experiential learning credit in child development. Remember that these are only excerpts, and the student also wrote about other experiences that had led to learning in other academic areas.

Example Autobiography

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

How do I prepare chronology of life events?

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

Example Chronology of Life Events

1994	Worked in day care center (Learned about children’s basic nutritional & recreational needs) Attended community college non-credit course (Learned about children’s sensory capacities & motor development)
1995	Graduated from high school
1996	Worked for WIC program (Learned about prenatal development & the harmful effects of drugs & alcohol on the embryo)
1999	Gave birth to my daughter (Learned about different methods of prepared childbirth) Read books to understand my daughter’s special needs (Learned about pre-term and low-birth-weight infants)

2001	Promoted to Genetic Counselor position (Learned basics of genetic counseling)
2002	Attended week-long seminar on genetic counseling in Denver (Learned causes of birth defects, types of mental retardation & risk evaluation techniques)
2012	Served on Mayor's Task Force on Youth & Crime Violence & wrote grants (Learned about adolescent socialization and personality development)
2018	Became active in PTO and testified before School Board (Learned about the problems of intelligence testing)

How can I organize my learning experiences and learning outcomes?

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

Possible Format for Organizing Experiences & Learning Outcomes

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

RESEARCHING COLLEGE COURSES

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

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

Always begin by researching courses from the most recent Capital University [Undergraduate Bulletin](#), as information about these courses is more readily available than information about courses offered at other colleges and universities. If you cannot find an appropriate college course that matches your learning outcomes in the Capital *Bulletin*, then you should begin to research courses from other regionally accredited colleges and universities. The course descriptions from these schools should not be more than two years old. The first source of information about the content of a course is the **course description**, which is published in a college's *Bulletin* or *Catalogue*, and is often available online. The course you find that matches your learning outcomes is called the **course model**.

How can I tell if a school is regionally accredited?

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

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

All credit must be requested in the form of semester hours. Determine whether the course model is based on quarter hours or semester hours by reading the school's *Bulletin* or *Catalog*. If the course model is based on quarter hours, convert the credit requested to semester hours by multiplying the number of quarter hours by two-thirds, and rounding the product to the nearest tenth of a whole number. For example, if the course model is three quarter hours: $3 \times 0.66 = 1.98$ or 2 semester credits. The following conversion table provides an approximate guide to help in determining the value of credit hours:

Quarter Hours to Semester Hours Conversion Table

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

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

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

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

It is strongly recommended that you find a syllabus and table of contents from the course text. Without sufficient information about the course, you may mistakenly believe your learning outcomes match the course content, when in fact they do not. You may need to be resourceful to find this information, especially if the course model is not from Capital University. Capital syllabuses are available from professors teaching the course or through the administrative assistant for the academic department. The content of Signature Learning courses is provided in a separate section of this *Guide*. Textbooks can be found online or through Capital University's Blackmore Library by requesting a copy through inter-library loan or OhioLink. Syllabi used for course models should be current (within the past two years).

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

It is not always necessary to have credit for the prerequisites of a course for which you are requesting experiential learning credit. Experiential learning sometimes occurs out of sequence in that a student may master advanced levels of a discipline prior to grasping the more introductory principles. However, this cannot be the case in every situation because mastery of certain prerequisites may be a necessary condition for more advanced learning. Whatever the case, you should note whether the

course model lists any prerequisites. If it does, you need to address how you have met the prerequisites or explain why the prerequisites are not relevant in your case.

Does the course model fit with my degree plan?

Interdisciplinary Studies students need to prepare their **degree plan** prior to requesting experiential learning credit, as a copy of the **degree plan** must be submitted with the learning statement. The grid should be as complete as possible when it is submitted with the portfolio. All other majors must provide a copy of their most recent degree audit (i.e., the Progress file from MyCap or an unofficial student transcript). The portfolio includes a section labeled Transcript so that the UCAP members can readily determine how the proposed credits apply towards the degree you seek to complete.

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

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

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

You cannot request more credits than what is on the syllabus. You may request partial credit for a course if your learning outcomes represent a portion of the course, but not the entire content. To your learning statement attach an explanation of your rationale.

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

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

May I request credit for internship or practicum courses?

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

May I request credit for purely technical or clerical courses?

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

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

If you have trouble finding a course model that matches your learning outcomes it might mean:

1. you do not have college-level learning outcomes
2. you have not found an appropriate college catalogue, and therefore, you should expand your search to other colleges and universities
3. your learning outcomes are college-level, but an appropriate course model does not exist.

If this final reason is the case, then you may develop your own course model in consultation with the Chair of the University Competency Assessment Panel.

In some circumstances, you may be able to use one of the ACE guides as the basis for a course model. ACE (American Council on Education) certifies a great deal of training that occurs in corporations and the military. The ACE guides are located online at their web site, or you may ask for assistance in the Registrar's Office. If you underwent corporate, union-sponsored, or military training that was

equivalent to one of the training programs listed in the ACE guide, but it was not accredited by ACE, then follow these steps:

1. Provide a copy of the relevant page from the ACE guide and use this as your course model. Include the sections listing the recommended credits.
2. Complete the Instructional History Forms (described in the next section) for all components of your training.
3. Include a clearly written explanation of how your training or apprenticeship program is equivalent to one listed in the ACE guide.
4. Include a copy of your certificate, license, or transcript that you received upon completion of the training program.
5. If possible, include a letter from the sponsoring agency indicating the curriculum was equivalent to a program described in the ACE guide.

DEMONSTRATION OF LEARNING OUTCOMES

How do I demonstrate my learning outcomes?

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

- Certificates
- Commendations
- Exhibits
- Performance appraisals
- Artistic works
- Annotated bibliographies
- Audiovisual presentations
- Photographs
- Lists of books read
- Programs of performance
- Work samples
- Patents
- Verification letters
- Writing samples
- Licenses
- Military records
- Job descriptions
- Newspaper articles

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

How do I avoid plagiarism?

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

How much documentation is enough?

Documents should be carefully chosen to demonstrate competence in the course content. Irrelevant documentation detracts from your learning statements by obscuring relevant information. It is not

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

Strength of Documentation

Soft	Medium	Hard
Documentation of Work Experience		
<ul style="list-style-type: none"> • Awards & commendations • Corroboration letters from supervisors, peers, or clients • Congratulations on good performance 	<ul style="list-style-type: none"> • Job descriptions • Performance appraisals • Evidence of promotion • Licenses • Membership in professional or trade organizations 	<ul style="list-style-type: none"> • Samples of work produced • Evidence of applying learning outcomes • Licenses or certifications supported by performance standards
Documentation of Non-credit Courses & Training		
<ul style="list-style-type: none"> • Certificate of completion • Diploma • Confirmation of enrollment • Class roster 	<ul style="list-style-type: none"> • List of assignments • Listing of hours of instruction • Syllabus • Class outlines & notes 	<ul style="list-style-type: none"> • Completed assignments • Evaluation instruments used in class • Graded work • Detailed letter from instructor
Documentation of Community Service Activities		
<ul style="list-style-type: none"> • Awards & commendations • Newspaper & magazine articles about services • Corroborating letters 	<ul style="list-style-type: none"> • Verified descriptions of activities • Correspondence attesting to level of participation 	<ul style="list-style-type: none"> • Evidence of training • Authenticated work samples
Documentation of Special Accomplishments		
<ul style="list-style-type: none"> • List of books & articles read • List of exhibits & performances • List of speeches 	<ul style="list-style-type: none"> • Copyrights & patents • Programs from performance activities 	<ul style="list-style-type: none"> • Authenticated publications • Writing samples • Audiovisual presentations • Annotated bibliography

How do I verify my learning experiences?

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

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

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

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

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

- Develop ideas logically and coherently; be specific
- Express ideas in unified, complete sentences and paragraphs
- Include footnotes, endnotes, or a bibliography when you cite others' work

- Use words with precision according to standard usage
- Spell and punctuate accurately; use good grammar
- Make your work legible

Citations should be listed in either the MLA (Modern Language Association) form or the APA (American Psychological Association) form. As a college student, you should already be aware of one of these forms. If you are not, you can find resources to help you master these citation styles in the [Blackmore Library](#). Another resource is [Academic Success](#), which is staffed by writing consultants who can assist you in becoming a more effective writer and editor.

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

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

How do I summarize an organized course of study?

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

A copy of the **Instructional History Form** is provided at the end of this document and it is on the eportfolio.

PREPARING YOUR PORTFOLIO

This section of this *Guide* explains the format you should follow when submitting your portfolio to the University Competency Assessment Panel. Carefully follow the directions. Your portfolio is created and submitted using Anthology Portfolio.

What are the Components of the Portfolio?

The portfolio comprises the following:

- Application for Assessment
- Résumé
- Transcript and Degree Completion Plan for IDS Students
- Experiential Learning Portfolio Checklist
- Instructional History Form
- Content Areas

How do I complete the Application for Assessment?

Complete the **Application for Assessment** for each course you submit to the Panel. The **Application for Assessment** is an online document built into the eportfolio. Information needed for the **Application for Assessment**:

1. Student Name
2. Student ID
3. Home Address
4. Telephone Number
5. Email Address
6. Advisor Name
7. Advisor Approval (choose one)
 - a. Written response (email)
 - b. Written letter/note of support
 - c. Other(please specify)

8. Program of Enrollment
 - a. Business
 - b. Education
 - c. Nursing
 - d. Religion
 - e. IDS
 - f. Psychology
 - g. English
 - h. Communication
 - i. Other
9. Course Model (course name on syllabus, number & credits)
10. Academic Department
11. Sponsor of Instruction
12. Number of credit hours requested in this portfolio submission
13. Type of submission (choose one)
 - a. Initial submission
 - b. Resubmission
14. Requesting Credit, Waiver, or Both (choose one)
 - a. Requesting Credit
 - b. Requesting Waiver
 - c. Requesting Both Credit and Waiver
15. Prior Learning Experiences found in this Portfolio (check all that apply)
 - a. Workshop attendance
 - b. Certificates
 - c. Work/life/job experiences
 - d. Advance training & education (ex. Med. tech., police training, etc.)
 - e. CEUs
 - f. Other (please specify)

What is on the Experiential Learning Portfolio Checklist?

Complete the **Experiential Learning Portfolio Checklist** for *each course* you submit to the Panel. The **Experiential Learning Portfolio Checklist** is an online document built into the eportfolio. Information needed for the **Experiential Learning Portfolio Checklist**:

1. I have identified at least one situation in my life that may have yielded college-level learning.
 - a. I have prepared a Chronology of life events.
 - b. I have recently prepared a résumé.

2. I have identified my Significant Learning Experiences.
3. I have researched courses from the most recent college catalogs from:
 - a. Capital University
 - b. Other regionally accredited colleges or universities that are not over two years old.
4. I have obtained a copy of the course syllabus to review the learning outcomes of the course model selected.
5. If I am unclear about the fit of the course syllabus to my learning outcomes, I have:
 - a. Contacted the professor who teaches the course OR
 - b. Ordered a copy of the textbook from the library, or reviewed its table of contents at the publisher's web site.
6. I have strongly documented or demonstrated my learning outcomes.
 - a. The documentation is direct, authentic and relevant.
 - b. Only the more convincing documents are prominently displayed.
 - c. Documents are carefully chosen, and a highlighter is used to direct the reader's attention to the most important parts.
 - d. A summary or introduction precedes each set of documents.
7. My narrative addresses each learning outcome in a separate essay.
 - a. The narratives have been proofread for content, spelling, punctuation and grammatical errors by another student or faculty member.
 - b. Citations are used when necessary and are either in APA or MLA format.
8. The portfolio is clearly and carefully organized.
9. I have checked the list of "Portfolio Problems and Pitfalls to Avoid"
10. My advisor has approved the Application for Assessment for EACH course submission for credit or waiver.

What information is on the Instructional History Form?

Complete the **Instructional History Form** only if you have an organized course of study that is part of your portfolio. The **Instructional History Form** is an online document built into the eportfolio.

Information needed for the **Instructional History Form**:

1. Name
2. Student ID Number
3. Course Model
4. Title of Course

5. Sponsor of Instruction
6. Type of Instruction (check all that apply)
 - a. Company-sponsored training
 - b. Non-credit college course
 - c. Military-sponsored training
 - d. Lecture series
 - e. Other (please specify)
7. Dates of Instruction (starting point to finishing point)
8. Qualifications of Instructor
9. Hours spent in course-related activities
 - a. Listening to lectures, speakers, etc.
 - b. Classroom activities (not lecture)
 - c. Reading books or materials
 - d. Assignments or homework
10. Did the course require you to take an examination?
 - a. Yes
 - b. No
11. Did the course of study result in a certificate or license?
 - a. Yes
 - b. No
12. Is the license or certificate currently valid?
 - a. Yes
 - b. No
13. Name of Certificate or License

How do I prepare the Content Areas?

The eportfolio is set up with 15 possible Content Areas for each course. For each Content Area, include the following:

1. **Content Area:** Identify the content area within the course for which you are submitting evidence of your learning.
2. **Learning Outcomes:** List the learning outcomes for the course for which you seek credit.
3. **About Your Experience – What You Did:** Describe your actual experiences that helped you meet the learning outcomes described above (e.g., served as little league baseball coach for 4 years; elected treasurer of local PTO; taught 3rd graders Sunday school lessons, etc.). Provide documentation of these experiences.

4. **Demonstrating Your Learning:** Upload documentation of the methods used to demonstrate the learning outcomes for the course. Place relevant documents or other appropriate items here (e.g., copies of certificates/CEUs, letters of recommendations, examples of work, photos, videos, etc.).

There are usually eight to fifteen major content areas for a course. These content areas often correspond to chapters in the course text, or they might be listed as learning objectives in the course syllabus.

What format should I use for a resubmission?

After the Panel reviews your request, you will receive a letter explaining the Panel's decision on your application for credit. If less than full credit was awarded, you will receive comments about the Panel's action. These comments will direct you to areas that need clarification. Not all students who receive less than full credit decide to resubmit their learning statement. You may decide the credit you were awarded fairly reflects your learning outcomes. If you think that you did not convey your learning outcomes as effectively as you are able, or if the comments call your attention to something you overlooked, then you probably will want to resubmit your learning statement.

When you resubmit, upload a statement explaining the new information you are submitting to the **Application for Assessment** page of the eportfolio. Identify the new information throughout your portfolio. For example, highlight new material and/or edits to the original portfolio you submitted.

PORTFOLIO POLICIES AND SUBMISSION GUIDELINES

Policies

- Any currently enrolled Capital University student is eligible to receive experiential learning credit.
- Any undergraduate course offered by a regionally accredited college or university may serve as a model for requesting experiential credit; however, Capital University courses are preferred.
- Credit *or* a waiver may be requested for Signature Learning courses.
- Elective and Signature Learning curriculum requirements may be fulfilled through experiential learning credit. Whether a course fulfills a major requirement is always at the discretion of the college or department.
- Experiential learning credit does not count toward the **residency requirement: 30 of the last 36 hours must be completed at Capital University.**
- There is no limit to the number of hours that a student may earn through experiential learning.
- Experiential learning credit will have no effect on GPA.

Guidelines

1. Portfolios must be constructed according to the criteria and format contained in the Capital University *Guide to Experiential Learning*, including an Application for Assessment, degree audit, and transcript(s) from all institutions attended.
2. Multiple related requests must be submitted at the same time (i.e., three accounting courses).
3. Portfolios must be submitted by “the last day to withdraw from a full-term course” according to the [registrar’s calendar](#).
4. Portfolios for students completing their degree within the academic year must be submitted at least **one semester in advance of their planned graduation date. Portfolios submitted in the semester of intended graduation WILL NOT be considered for credit. Students must be currently registered and have active student status to have portfolios considered for review.**
5. Portfolios **must be reviewed by the students’ advisor** prior to submission. A letter from the advisor can convey approval.
6. Resubmissions must be received no later than 60 days following the date of the Panel’s original action.

EXPERIENTIAL LEARNING PORTFOLIO RUBRIC

Portfolio Descriptors	Unacceptable	Revision Needed	Acceptable
Portfolio Components <ul style="list-style-type: none"> Application for Assessment Résumé Transcripts Instructional History Form Course of Study Content Area Outline Introductory Narrative Documentation of Learning Degree Plan (IDS Majors) 	Portfolio is missing two or more of the Portfolio Components.	Portfolio is missing one of the Portfolio Components, completed as outlined in the Guide to Experiential Learning.	Portfolio contains all Portfolio Components, completed as outlined in the Guide to Experiential Learning.
Course Model <ul style="list-style-type: none"> Source Information Credit requested Relationship to credit request 	<ul style="list-style-type: none"> Course model is outdated or recent model from an approved institution Credit requested is calculated in semester hours, but may be inaccurate Credit represents new learning and does not duplicate any previous courses for which credit has already been granted 	<ul style="list-style-type: none"> Course model is recent Capital model or recent model from an approved institution Credit requested is calculated in semester hours, but may be inaccurate Credit represents new learning and does not duplicate any previous courses for which credit has already been granted 	<ul style="list-style-type: none"> Course model is current Capital model or current model from an approved institution Credit requested is accurately calculated in semester hours Credit represents new learning and does not duplicate any previous courses for which credit has already been granted
Learning Outcomes <ul style="list-style-type: none"> Source Relationship to course 	<ul style="list-style-type: none"> Learning outcomes are unrelated to course model learning objects/topics Number of learning outcomes selected do not reflect at least 60% of course content 	<ul style="list-style-type: none"> Learning outcomes are selected from learning objectives and/or topics covered in appropriate course model Number of learning outcomes selected for documentation reflect at least 60% of course content 	<ul style="list-style-type: none"> Learning outcomes are selected from learning objectives and/or topics covered in appropriate course model Number of learning outcomes selected for documentation reflect at least 70% of course content
Demonstration of Learning <ul style="list-style-type: none"> Content area outline Evidence materials Sensitive documents Explanatory narratives College-level learning 	<ul style="list-style-type: none"> Content area outline is incomplete for one or more learning objectives Materials included for documentation do not provide evidence of learning directly related to each learning outcome Materials that contain personal or sensitive information are included without alteration, violating individual rights Learning outcomes are missing either a narrative which explains experiential learning or materials to provide evidence of learning Evidence and narratives do not demonstrate college-level learning 	<ul style="list-style-type: none"> Content area outline is complete for each learning objective selected and includes both relevant experiences and method of demonstration Materials included for documentation provide adequate evidence of learning directly related to each learning outcome Materials that contain personal or sensitive information are altered to protect individual rights Each learning outcome is accompanied by a narrative which explains experiential learning and most of the materials included for documentation Evidence and narratives demonstrate college-level learning including some theory 	<ul style="list-style-type: none"> Content area outline is complete for each learning outcome selected and includes both relevant experiences and method of demonstration Materials included for documentation provide substantial evidence of learning directly related to each learning outcome Materials that contain personal or sensitive information are altered to protect individual rights Each learning outcome is accompanied by a narrative which explains both experiential learning and the materials included for documentation Evidence and narratives demonstrate college-level learning including both theory and application
Portfolio Construction <ul style="list-style-type: none"> Display Organization Presentation Academic Integrity Professionalism 	<ul style="list-style-type: none"> Sections are not identified Learning outcomes lack organization Written pieces do not demonstrate entry college-level writing skill Non-original materials are not credited to their original sources As a whole, the portfolio is presented unprofessionally 	<ul style="list-style-type: none"> Most sections are identified Learning outcomes are organized Written pieces demonstrate entry college-level writing skill Non-original materials are credited in a bibliography in MLA or APA format As a whole, the portfolio is presented professionally in format 	<ul style="list-style-type: none"> Each section is identified Learning outcomes are organized in a logical order Written pieces demonstrate college-level writing skill Non-original materials are credited in a bibliography in MLA or APA format As a whole, the portfolio is presented professionally in both tone and format

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

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

Comments: