



**PRIOR LEARNING ASSESSMENT
PROFESSIONAL TRAINING PORTFOLIO
INSTRUCTIONAL HANDBOOK**

For forms and additional information, visit our website at

www.stritch.edu/cpl

**Cardinal Stritch University
6801 North Yates Road
Milwaukee, WI 53217**

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- Sample Portfolio
- Sample Prior Learning Assessment Responses (cover letter, award & non-award notices)
- Blank Forms (Request and Release, Petition for Credit, Student Background Data)

GUIDELINES FOR THE PROFESSIONAL TRAINING PORTFOLIO

Prior Learning Portfolio Philosophy

At Cardinal Stritch University the assessment of prior learning is one of several undergraduate degree completion options available to students. By assembling and submitting a professional training portfolio, students may petition to receive credit for college-level learning gained through extra-institutional training. Credit awarded may be applied toward undergraduate degree completion only. The portfolio option is designed to help adult learners reach their academic and career goals by validating well-documented, college-level competencies acquired outside the classroom. Students may submit documentation of courses not accepted in direct transfer, professional courses, corporate training programs, and/or professional licenses and certifications to be assessed for credit by staff or faculty trained in portfolio evaluation or with expertise in a particular content area.

A well-documented professional training portfolio requires a significant amount of time and effort to assemble. To most effectively plan degree-completion strategies, students should submit portfolios early in their attendance at the University. Following the evaluation, students will receive a portfolio credit award notice outlining the subject titles and credit values awarded. Courses not awarded credit are also identified.

The goal of the Prior Learning Assessment office is to provide students with meaningful, consistent, and timely assessments of extra-institutional learning which adhere to quality standards determined by Cardinal Stritch University, its accrediting agencies, and the Council For Adult and Experiential Learning (CAEL). In doing so, the University validates the richness and diversity of environments in which adults can pursue meaningful learning.

Academic Standards for Prior Learning Assessment

To assure quality in the assessing of prior learning credit, Cardinal Stritch University follows the academic standards established by the [Council for Adult and Experiential Learning \(CAEL\)](#):

- I. Credit or its equivalent should be awarded only for learning, and not for experience.
- II. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
- III. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
- IV. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.

- V. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
- VI. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
- VII. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
- VIII. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
- IX. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
- X. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts. (Fiddler, et al., 2006, p. xi)

These academic standards guide the prior learning assessment process, and petitions not awarded credit are those that do not meet one or more of the academic quality standards.

Determining College-Level Learning

Types of Submissions:

The content of courses submitted must be consistent with concepts taught at a post-secondary level and recognized in the curriculum offerings of accredited colleges and universities. College-level learning is defined as learning that includes theory, concepts, and insights of the discipline as well as practical applications. Three types of formal learning experiences are commonly included in and are most appropriate for portfolio submissions:

1. Non-transferable, College Coursework: technical school courses, clock-hour based classes, correspondence schools, self-study courses, and some vocational courses that contain college-level theory. Transcripts submitted at the time of application will be evaluated, and any assessed coursework of this nature will be noted on the student's advising worksheet.
2. Professional Licenses and Certifications: national or state testing programs, licensure with professional organizations, and other formal designations that require the demonstration of college-level learning. Insurance, real estate, pilot, certified quality auditor, and human resource professional licenses/certifications are some examples.

3. Professional Courses: corporate-sponsored training programs, corporate universities, professional seminars, workshops, and continuing professional courses.

Length of Courses:

In general, a minimum of 15-20 instructor-led clock hours is required for a course to be assessed for credit. A shorter course can be submitted only if its content can be linked with a comparable course or can be considered as a unit within a longer course documented within the portfolio.

Ineligible Submissions:

Only courses from adult training and experience may be submitted for assessment. Courses that include learning from outdated systems, processes, or technologies may be considered but may not be deemed eligible for credit. Cardinal Stritch University reserves the right to determine the appropriateness of portfolio credit awards based on their academic content and consistency with the University mission and degrees offered. Students should consult with the Director of Prior Learning Assessment to determine if a specific learning experience should be included.

Examples of trainings that may be ineligible for credit include:

1. Conferences and Conventions: Many conferences cannot be assessed for learning and credit because of a lack of specific learning outcomes, attendance verification, measurements for learning, and/or hours of instruction.
2. Self-study: On-the job training, study time, self-taught courses, and non-scholastic internships are impossible to document for theoretical learning. Learning acquired through these experiences may be more appropriately assessed through an experiential learning essay.
3. Vocational Courses: Many vocational courses do not have post-secondary academic equivalents and cannot be assessed for credit. Examples include: truck driving, bartending, childbirth, parenting, pet grooming, etc.

Documentation Requirements for Petitions

Three pieces of documentation must be presented for a course to be assessed in the portfolio: 1) validation of successful course completion, 2) validation of the number of classroom instructional hours (if applicable), and 3) course content, descriptions, or learning objectives. Documentation in the portfolio should be true copies from originals. Submission of fraudulent or altered documents can result in the loss of all portfolio credits and/or disciplinary action, including dismissal from the University.

1. Successful Course Completion: Students must provide documentation of successful course completion from a verifiable source. This documentation must include the name of the course sponsor and date of the course completion for auditing purposes, both of which should be entered where indicated on the Petition for Credit form. Completion verification can take the form of a certificate copy, school transcript copy, certified

corporate training record, registered license, grade report, or letter of completion from the course sponsor or instructor.

2. Classroom Instructional Hours: Students must provide documentation of the number of classroom (instructor-led) hours comprising each course submitted for assessment. This verification may be identified on certificates of completion, on transcripts, on employer-provided training records, in course descriptions, or on letters of validation written by the course sponsor or instructor. The number of instructional hours should be entered where indicated on the Petition for Credit form. If the course is from another school and measured in credit hours, the credit value may be entered in place of instructional hours. Learning demonstrated in the form of an exam will not have, nor will the student be required to provide, instructional hours.
3. Learning Objectives: Sufficient documentation must be included for each course to ascertain the learning objectives. Evidence of college-level concepts and topics typically taught in a post-secondary curriculum must be clearly presented. Content documentation may take the form of college catalog course descriptions, course outlines or syllabi, objectives from actual course materials, or narrations provided by course sponsors or instructors. The student may append additional descriptive information, but may not substitute his or her own descriptions without supporting verification from the sponsor or instructor.

The Assessment Process

Upon verification of documentation for course completion, length, and content, certified learning will be evaluated by using the following criteria:

1. College-Level Content: The evaluator will review each course submitted and determine whether there is sufficient college-level learning to award credit. College-level learning will be defined as learning that includes theory, general concepts, and/or an understanding of systems, models, or insights of a discipline in addition to practical application. Content of courses must be recognized in the curriculum offerings of post-secondary schools. The evaluator's assessment is based upon best practices in prior learning assessment as well as content-area expertise, as appropriate.
2. Percent of Theory: Courses submitted in the portfolio, including technical and vocational courses, will be accepted if significant parts of the learning process are theory-based. Adequate college-level theory must be present for credit to be awarded, even for hands-on, practice, or speed building courses. For this reason, some office or secretarial courses may not be awarded credit.
3. Duplication: Portfolio courses cannot be awarded credit if the content duplicates learning identified in a course already accepted through direct transfer of previous college work, through courses completed at Cardinal Stritch University, or through previous prior learning awards. The Office of the Registrar has final approval of all portfolio credit awards.

4. Length of Courses: In general, a minimum of 15-20 instructor-led clock hours are required for a course to be assessed for credit. At the discretion of the evaluator, contact hours for two or more courses may be combined and assessed as a whole if it is determined that learning is compatible and objectives can be considered as units within a larger recognized course.
5. Credit Limitations:
 - a. Students may earn a maximum of thirty-six (36) credits through any combination of portfolio and experiential learning essays. Eighteen (18) of these credits may apply toward completion of an associate degree at Stritch. Credits earned through the portfolio process are considered extra-institutional and when combined with any other extra-institutional credits (i.e. military, CLEP/DANTES exams, and credits from non-accredited schools) cannot exceed thirty (30) credits toward an associate degree or sixty (60) credits toward a bachelor's degree.
 - b. Students may earn a maximum of thirty-two (32) technical credits through direct transfer and/or portfolio award; only sixteen (16) technical credits may apply toward an associate degree. Technical credit is awarded for courses in which the content is more practical ("hands on") in nature than theoretical, although there must be adequate theory present for the course to be accepted.
 - c. Students may earn a maximum of three (3) credits in non-theory physical education classes, whether through transfer credit, Stritch course work, or portfolio.
6. Acceptable Grades: If a submitted course is graded, it must have at least the equivalent of a C- or higher to be considered for credit.
7. Professional Certifications/Licenses:
 - a. Credit can be awarded for **either** the preparatory coursework taken for a license/certificate **or** upon evidence of passing professional or state/national examinations. Credit may not be given for both.
 - b. Courses taken for a license or certificate renewal may not be reviewed for credit if they duplicate the content of courses already awarded during evaluation of the initial license or certification.
8. Transfer Credits Not Accepted: At Cardinal Stritch University some courses may not be accepted in direct transfer or through the portfolio process. If a course was specifically identified upon assessment as being not college-level and thus not transferable, it should not be submitted for evaluation again in the portfolio.

Transfer credits not accepted most often fit into one of these categories:

- a. Remedial Level Courses: Any course judged to be pre-college in content. Examples include all high school work, courses which include content taught in Stritch courses below the 100-level, and college preparatory classes.
- b. Overly Technical Courses: Any course in which the content is solely "hands on" and does not contain a sufficient amount of theoretical learning.
- c. Exceptional Courses: Certain subjects, regardless of the level at which they are offered, are judged by Stritch academic departments to be inappropriate or inconsistent with majors offered at the University or with the University mission.

The Registrar makes the final determination of all courses accepted or not accepted to the University.

- 9. Previously Evaluated Courses and Certifications: Evaluators may use standard national assessment guides in determining a credit award. The American Council on Education's (ACE) [College Credit Recommendation Service](#) and the [National College Credit Recommendation Service](#) (CCRS) are commonly referenced. The credit recommendations included in these guides will generally be awarded except in the case of duplicated content or inconsistency with transfer policy.
- 10. Assessment of Other Coursework: If the training a student submits is not listed in an assessment guide or has not been previously assessed by prior learning evaluators, an evaluator may use one or a combination of several of these assessment guidelines:
 - a. A University Approximate Course: A student can be awarded one credit for a documented learning experience when a minimum of **15-20 contact hours** is spent in an instructor-led setting. Documentation of the course content must clearly demonstrate college-level theory through the entire course in a content area that is acceptable for transfer credit. Grading or testing in connection with completion of the course must also be shown.

(Example: A student fully documents a 48-clock hour course in Introductory Management taken at a non-accredited school for which the grade of "A" was received. Finding evidence of college-level content, an evaluator will divide the 48 hours by 20 and award two semester credits for the course.)
 - b. A College/Corporate Seminar Course: A student can be awarded one credit for a fully documented learning experience when a minimum of **30 contact hours** is spent in an instructor-led setting. Documentation of the course content must clearly demonstrate college-level learning in a content area that is transferable to the University. The course cannot spend significant time on corporate specific training, specific processes, or hands-on procedures. This standard is the most commonly used for evaluating corporate-sponsored and similar trainings.

(Example: A student fully documents a 60-hour, ungraded, professional development course in Personnel Supervision. An evaluator determines college-level content and awards two semester credits.)

- c. A Corporate Training/Laboratory Course: A student can be awarded one technical credit for a fully documented learning experience when a minimum of **40 contact hours** is spent in an instructor-led setting. Documentation of the course content must clearly demonstrate learning in a content area that is transferable to the University. The course can spend time on company-specific training, but the majority of the content must be applicable to the field in general rather than only to the organization providing the training. Some hands-on or laboratory time may be included.

(Example: A student fully documents an 80-hour, ungraded course in Bank Operations sponsored by the employer, State Bank. An evaluator judges that the majority of the content applies to the field of banking in general and not only to specific State Bank policies and procedures, awarding two semester credits.)

- d. A Technical Training Course: A student can be awarded one technical credit for a fully documented learning experience when a minimum of **60 contact hours** is spent in an instructor-led setting. Documentation of the course content must clearly demonstrate that some theory in a content area transferable to the University was incorporated into the training given for a job-specific procedure.

(Example: A student fully documents a 120-hour training for Electronic Circuit Wiring. During the course, theory of electronics was discussed and applied in the procedures for wiring and testing. An evaluator awards two semester credits.)

- e. Other Non-traditional Courses: A student can be awarded one credit for a fully documented learning experience when **more than 60 contact hours** are spent in a structured setting. The documentation of course content must clearly demonstrate that theoretical training in a content area transferable to the University was incorporated for a physical procedure or other applications.

(Example: A student fully documents a 200-hour initial training course for telephone customer support and marketing services. Theoretical concepts were included in technical product knowledge and marketing strategies and were applied for in-field and corporate-specific outcomes. An evaluator may award two credits for the training course.)

Credit Award Types & Transferability

Credits awarded through the portfolio are considered lower-division, baccalaureate credits and can only satisfy or replace courses in the major with specific approval from the chair of the respective department. Credit is not awarded at the graduate level.

Liberal arts credit may be earned through a portfolio course only if at least 40 clock hours of graded, instructor-led learning is shown from a single course of appropriate content. A minimum of two credits must be awarded to satisfy a liberal arts requirement.

Since decisions of transfer credit are made individually by receiving schools, Stritch cannot guarantee the transferability of prior learning credits to another institution. Prior learning credits awarded at another institution are not transferable to Stritch.

How Portfolio Credits are Recorded

Portfolio awards are made in semester hour units by the evaluator. Portfolio credits appear as transfer credits on the student transcript and are recorded with a department of "PORTF" and an institution of "Prior Learning Credit." No grade value is assigned.

Credits awarded through any prior learning option (portfolios, learning essays, military training, proficiency exams) are assessments of past learning and cannot be included in the student credit load count for the purpose of determining enrollment, financial aid, or academic honors status for any term.

Due Dates and Limits on Submission

1. Portfolio Due Date: Although students may have their prior learning portfolios assessed for credit at any time after admission to the University, it is advisable to submit the portfolio in the earliest stages of a program. Early portfolio assessment allows for the most accurate and meaningful degree planning and reduces the likelihood of future course content duplication.

In order to allow sufficient time for assessment and adequate planning time for remaining degree requirements, the portfolio should be submitted by the graduation date of one term prior to the students anticipated graduation date--specifically, for August graduates, prior to the May graduation date; for December graduates, prior to the August graduation date; and for May graduates, prior to the December graduation date. Portfolio due dates may be extended with the permission of the Director; however, no credits awarded for a portfolio submitted after a graduation date can be applied to the term for which that graduation date applies. Credits awarded for portfolio are typically applied to the term during which they are accepted.

2. Submission Limits: Students may submit a second portfolio evidencing new learning under the initial submission fee. Appeals or supplementation of previous petitions are not considered second submissions. Additional submissions may only be accepted with express permission from the Director.

Fees for Assessment

Students are bound to the fee schedule in effect at the time of their portfolio submission. The University reserves the right to change fees.

The fee to be included with each portfolio submitted is \$175. A second portfolio submission (which must contain new learning) is covered under the initial fee.

In addition, a posting fee of \$25 is charged for each credit accepted for transcription.

Students are not required to accept all credits that have been awarded through the portfolio, but portions of course credit award values, as listed by the evaluator, may not be dropped upon acceptance and payment by students.

Preferred method of payment is check or money order. Major credit cards are also accepted.

Mailing Instructions

Mail or deliver portfolios and correspondence to:

Cardinal Stritch University
Prior Learning Assessment
6801 N. Yates Road, Box 94A
Milwaukee WI 53217

Telephone:
1-800-347-8822
414-410-4092

E-mail:
chead@stritch.edu

It is advisable to mail your portfolio with receipt upon delivery requested. Allow 4-6 weeks for the assessment process to be completed.

Portfolios are returned by mail upon acceptance and posting of credits awarded. Students may also arrange to pick up portfolios from the main campus by contacting the Director.

Second Submission Documentation

Students may seek portfolio credit for learning experiences not included in the first submission. Second submissions should be appended to the previous portfolio, thereby demonstrating how the new learning differs from previously evaluated learning. New documentation should be added into the proper sections of the portfolio along with new Request and Release, Petition for

Credit, and Student Background Data forms. Each new course must be completely entered on a Petition for Credit form (title, sponsor, pages, hours, etc.). Two copies of the form should be submitted, following the guidelines for the original submission, one copy to be placed in the front pocket of the binder and the other immediately following the original form. Use the letters "a", "b", etc. after the page number of the last petition form when adding this material. Add the documentation for the new courses to the end of Section Three and continue enumerating pages consecutively from the last numbered page.

No assessment fee is due for the second submission. Posting fees will be due for any credits accepted according to the fees in place at the time the second submission is made.

Appeals Process

An appeal, that is, additional documentation that may attempt to amend a previous credit award or respond to a deficiency listed on the Courses Not Awarded letter, must be submitted within three months of the award letter date. As the portfolio is likely to still be in the possession of the Prior Learning office, physical or electronic copies should simply be provided and will be added to the portfolio when received. If the portfolio has been returned to the student, the entire portfolio should be resubmitted with additional documentation inserted in the appropriate section of the portfolio. All appeals must be addressed to the Director of Prior Learning Assessment. The Director will review the additional documentation and may reassign the assessment in question, ask for additional opinions, or decide to uphold or revise the initial evaluation. An appeals committee comprised of the Registrar, dean of the college in which the student is enrolled, and appropriate faculty content specialist may also be called if further appeal is warranted.

ASSEMBLING THE PORTFOLIO

The appearance of a professional training portfolio should reflect the organization, thoroughness, and neatness of its creator. To this end, portfolios should be submitted in the professional format described. Portfolios submitted in an unprofessional fashion can be returned without evaluation. A disorganized or incomplete portfolio may earn fewer credits due to a lack of clarity or documentation.

Materials Needed

The following materials are needed for assembling the portfolio:

- an appropriate-sized, 3-ring binder with front cover pocket
- a label on the binder spine with student name printed
- a supply of plastic page protectors
- small, adhesive page number stickers
- 3-ring binder section dividers (3)

The following forms are also needed:

- a copy of your advising worksheet, which can be printed using the “Course Needs” link at <https://my.stitch.edu/ics/>.
- the Portfolio Assessment Request and Release form
- the Petition for Credit form
- the Student Background Data form

Typed forms present the most professional appearance and are preferred. Templates for the forms, except for the advising worksheet, can be accessed and completed online at http://www.stitch.edu/Admissions/Credit_for_Prior_Learning/Professional_Training_Portfolios.aspx. The Request and Release form, however, must be signed. Forms may also be printed from the website. If having difficulty accessing the forms, please contact the Director of Prior Learning Assessment for assistance. Blank forms are available at the end of this handbook.

Instructions for Assembling

1. Plastic Page Protectors and Page Numbering: Since portfolios may be disassembled and parts routed to various locations upon evaluation, clear organization and protection of documents is important. With the exception of the contents of the front pocket, all materials should be placed back-to-back inside protective, plastic page covers. Each page must be numbered consecutively in the upper outside corner beginning with the Portfolio Assessment Request and Release form (page 1). Use small, adhesive number labels to affix page numbers to the outside of the plastic protectors. Word-processed labels offer a neater appearance, but hand-numbered labels are acceptable.
2. Dividers: A labeled divider should separate each of the three sections of the portfolio. Indexed dividers are acceptable.

3. Appendices: Additional materials (text, extensive course descriptions) should appear as appendices, but only when necessary. The appendix should follow Section Three and must be separated by a labeled divider with the word "Appendix." Bulky documents need not be submitted in protective plastic page covers or, in the case of bound materials, may be submitted outside the binder.

Organization of Portfolio

The contents of the portfolio must be arranged in the following order:

1. Front Pocket
 - a. Copies of completed Petition for Credit forms
 - b. A check made payable to Cardinal Stritch University for the assessment fee
2. Portfolio Assessment Request and Release form (numbered pg 1)
3. Section One: Student Background Data
4. Section Two: Academic Courses
5. Section Three: Certified Learning
 - a. Petition for Credit Form
 - b. Supporting Documentation
6. Appendix Divider (if necessary)
 - a. Additional Supporting Documents
 - b. Other Bulky Materials

Assembling Section One: Student Background Data

Place a completed copy of the Student Background Data form in this section.

The purpose of the Background Data section is to provide the evaluator with the context for your certified learning experiences. The employment record portion will outline professional growth and demonstrate how learning was applied in the workplace or other setting. This is different from a standard resume in that it links learning and training specifically with job and life responsibilities.

The sections of the Student Background Data form require the following:

1. Personal Data: Name, address, phone number, and Stritch Wolfmail address

2. **Education:** A chronological listing of all formal education, including institutional names, dates of attendance, and degrees earned (see the sample on p. 24). Students may delete or copy and paste more tables as needed.
3. **Military Service:** A chronological listing of membership within the armed services. Include years of service, rank, responsibilities, accomplishments, and training. Students lacking a military background may simply delete this section from the form.
4. **Employment Record:** A chronological listing of your professional history. Identify three areas for each listed position: responsibilities, accomplishments, and professional training or courses completed. The evaluator should be able to trace the certified learning submitted in Section Three to these listings. For this reason, a standard resume should not be submitted. The form provides four tables. Additional tables may be copied and pasted as needed.

Please note that credit awards cannot be made from the Background Data section. Credit awards are based solely on the documentation of learning provided in the Certified Learning portion of the portfolio.

Assembling Section Two: Academic Courses

A copy of the Advising Worksheet will show details regarding your academic program, including how credits earned through portfolio may be applied to your degree. The student should ensure that elective credits remain to be satisfied and only submit a portfolio if relevant credits are needed. Consulting an academic advisor is recommended to help determine the appropriateness of prior learning credits to the student's situation. The Advising Worksheet also provides the evaluator with the total number of credits accepted in transfer from other institutions. In addition, it will indicate whether courses not accepted in transfer are appropriate for portfolio assessment.

Assembling Section Three: Certified Learning

Section Three houses the documentation that verifies proof of completion, instructional hours, and learning outcomes of each course, certificate, or license submitted in the portfolio. Legible photocopies from originals provide acceptable documentation for Section Three.

Carefully assemble the following documents as evidence of learning:

Petition for Credit form

This form serves as a table of contents for the documentation to follow. Complete one box for each formal learning activity submitted for assessment. Students may choose to combine related learning of short duration as a single item only if it is to be assessed in total as a single learning event. (For example: four eight-hour seminars in employee supervision may be submitted as one learning activity.) The order of petitions should correspond to how documentation is

organized in the portfolio. Organizing by subject matter is most effective, as it allows the evaluator to view how related learning fits together over the course of the student's professional development. Chronological organization should also be used to show movement from beginning to more advanced competencies. Enter the title of the course, certificate, or license; hours of instruction; sponsoring organization that administered the course; date completed; and page number where the documentation may be found. The page number could be a range of pages. Double-check for accuracy. (Refer to the sample on p. 26.)

Supporting Documentation

Proof of successful course completion, number of instructional hours, and course learning outcomes should be presented together and follow the same order the courses follow on the Petition for Credit form.

1. Proof of Completion: Present evidence of having successfully completed the learning for which you are petitioning. Documentation must include one or more of the following:
 - A signed certificate of completion
 - A transcript copy from the institution offering the course (If official transcripts are on file in the Registrar's office, the student may note that fact and need not submit new copies.)
 - A signed letter (on letterhead) from the institution offering the course specifying your completion
 - A signed letter (on letterhead) from your employer specifying completion of the employer's training courses
 - A copy of an employee training record or company transcript
 - A license or grade report

2. Proof of Instructional Hours: One of the following verifications of classroom hours is needed for each course:
 - A signed certificate of completion that specifies classroom instructional (teacher-led) hours
 - A signed letter (on letterhead) from your employer specifying the classroom hours of the training course(s)
 - An employee training record that specifies classroom hours
 - A course description from the course catalog that specifies classroom hours
 - An official notation of Continuing Education Units earned (for example, 1 C.EU.=10 classroom hours)

NOTE: Documentation should specify the exact number of hours and should not simply list "days", "weeks", or "months". Student estimates of number of hours involved in a course are not acceptable documentation.

In the case of pre-evaluated professional certifications and licenses identified in this handbook, students need only submit documentation of successful completion.

3. Proof of Learning Outcomes: Documentation provided here enables the evaluator to determine the degree to which the course includes college-level learning. The description(s) must include enough detail to demonstrate the depth and level of learning objectives. Evaluators look for the presence of college-level theory and principles commonly taught within academia.

Documentation must show that the course is neither overly technical, company or process-specific, nor elementary or non-academic in nature. Evaluators also use the description to insure that content does not duplicate learning already awarded credit through direct transfer or as a part of the Stritch curriculum. Documentation on course content should include as much of the following as possible:

- A full description of the major topics covered in the course
- The number of hours spent on each topic covered
- The goals or objectives of the course
- A copy of the course description from the catalog used during the time of attendance
- A signed letter from the institution offering the course, which specifies the contents of that course
- The course syllabus used at the time the course was taken
- A copy of a pamphlet describing the course content
- A signed letter from your employer written on letterhead, which details the content of the course
- Copies of a company-training manual, which fully outline the content of the course
- The format of the course (e.g. lectures, group discussion, individual presentations)
- Information about the sponsoring agency or institution during the time of attendance
- Criteria or method of course evaluation
- An official summary of the requirement for obtaining a license or certificate

NOTE: In the case of pre-evaluated professional certifications and licenses identified in this handbook, students need only submit documentation of successful completion.

The University understands that in some cases it may be difficult to obtain adequate documentation. However, it is the student's responsibility to provide support for all credit petitions. The University cannot award credit for unsupported or insufficiently documented course work. This policy is strictly enforced to safeguard the academic validity and integrity of the process.

Cardinal Stritch University reserves the right to verify with the appropriate organization or personnel any or all documentation submitted. Such verification may be conducted on randomly selected portfolios.

Portfolio Checklist

Use the checklist below to be sure that the portfolio is complete and in proper order. **Retain copies of all documentation in case of loss or damage during shipping.** When the portfolio is in order and ready for evaluation, it may be mailed or delivered to:

Prior Learning Assessment
Cardinal Stritch University
6801 N. Yates Road, Box #94A
Milwaukee, WI 53217

BINDER:

- ___ Appropriate-sized 3-ring binder with front pocket
- ___ Label affixed firmly on spine with student name printed

FRONT POCKET:

- ___ Copy of all completed Petition for Credit forms from Section Three
- ___ Check made payable to Cardinal Stritch University for assessment fee (unless 2nd submission)

PORTFOLIO ASSESSMENT REQUEST AND RELEASE FORM:

- ___ Signature of student submitter
- ___ First numbered page in portfolio

SECTION ONE: STUDENT BACKGROUND DATA

- ___ Labeled section divider
- ___ Completed form

SECTION TWO: ACADEMIC COURSES

- ___ Labeled section divider
- ___ Advising Worksheet printout

SECTION THREE: CERTIFIED LEARNING

- ___ Labeled section divider
- ___ Completed Petition For Credit form
- ___ Corresponding verification documentation (transcripts, certificates, letters, etc.) of completion, hours, and outcomes
- ___ Make sure the "PAGES" box for each course listed on the petition form includes the page numbers where the supporting documentation is found in Section Three

MISCELLANEOUS:

- ___ All pages are back-to-back in protective plastic page covers
- ___ All pages are numbered in upper outside corners

PRE-EVALUATED PROFESSIONAL LICENSES, CERTIFICATES, AND COURSES

Guidelines

1. Credit for the following professional licenses, certifications, and courses may be awarded provided the content does not duplicate learning already transcribed on the student's record or shown elsewhere in the prior learning portfolio.
2. Students need submit completion documentation only (certificates, licenses, transcripts, or grade reports) for listed professional certifications.
3. Pre-evaluated certificates and courses have been recommended for credit by the American Council on Education (ACE), National College Credit Recommendation Service, or through prior evaluations by Stritch assessors.
4. Licenses, certificates, and courses not listed here may be submitted for evaluation but require full documentation for assessment.

Licenses

Aviation Licenses

Federal Aviation Administration (FAA)

Cosmetology Practitioner/Manager Licenses

State Examining Board

Contractor's Licenses

Insurance Licenses

State Insurance Commission

Radiotelephone Operator Licenses

Federal Communication Commission (FCC)

Real Estate Licenses (Sales/Brokers)

State Examining Board

Securities Licenses

Financial Industry Regulatory Authority (FINRA)

Emergency Medical Technician Licenses

National Registry of EMT's

Certifications

Certified Employee Benefit Specialist (CEBS)

International Foundation of Employee Benefit Plans

Certified Financial Planner (CFP)
College of Financial Planning

Associate Computing Professional (ACP)
Certified Computing Professional (CCP)
Institute for Certification of Computing Professionals (ICCP)

Certified in Integrated Resource Management (CIRM)
Certified in Production and Inventory Management (CPIM)
American Production and Inventory Control (APICS)

Certified Legal Assistant (CLL)
National Association of Legal Assistants

Certified Manufacturing Engineer (CMFGE)
Society of Manufacturing Engineers

Certified Netware Engineer (CNE)
Certified Netware Administrator (CNA)
Novell, Inc.

Certified Payroll Professional (CPP)
American Payroll Association

Professional in Human Resources Certificate (PHR)
Senior Professional in Human Resources Certificate (SPHR)
Human Resource Certification Institute (HRCI)

Certified Professional Manager (CPM)
Institute of Certified Professional Managers

Certified Professional Secretary (CPS)
International Association of Administrative Professionals (IAAP)

Certified Quality Auditor
Certified Quality Engineer
Certified Quality Technician
Certified Quality Manager
American Society for Quality (ASQ)

Certified Purchasing Manager (CPM)
National Association of Purchasing Management

Certified Real Estate Appraiser (CREA)

Certified Relocation Professional (CRP)

Certified Residential Specialist (CRS)

Certified Travel Counselor (CTC)

Institute of Certified Travel Agents

Courses (listing institutes and corporations with preassessed courses)

AchieveGlobal

American Institute of Banking

American Institute for Chartered Property Casualty Underwriters/Insurance Institute of America

American Management Association

American Society for Quality (ASQ)

AT&T Customer Education and Training

Building Owner and Managers Institute (BOMI)

CISCO Systems Computer Training

Computer Learning Center, Inc.

Credit Union National Association

Dale Carnegie and Associates, Inc.

ExecuTrain Corporation

Federal Aviation Administration Academy

Health Insurance Association of America

H&R Block Courses

ICS Learning Systems

Institute of Certified Professional Managers

Institute of Logistical Management

Institute of Management and Production

Kaplan Educational Centers

Kepner-Tregoe, Inc.

Licensed Chemical Dependency Counselor Training School

Life Office Management Association, Inc. (LOMA)

Life Underwriter Training Council

McDonald's Corporation

Microsoft Corporation Computer Training

National Association of Credit Management

National Association of Securities Dealers, Inc.

National Emergency Training Center (EMI)

National Registry of Radiation Protection Technologists

New Horizons Computer Learning Centers, Inc.

Novell, Inc.

Northern States Power Training and Development

PADI International, Inc.

Pryor Resources, Inc.

U.S. Postal Service Corporate Training and Development

U.S. West Learning Systems

3M Organizational Learning Services

REFERENCES

Fiddler, M., Marienau, C., & Whitaker, U. (2006). *Assessing learning: Standards, principles, and procedures* (2nd ed.). Dubuque, IA: Kendall/Hunt.

**PORTFOLIO ASSESSMENT REQUEST AND RELEASE FORM
(SAMPLE)**

Name: Sample, Adam Date: 8/14/12
(Last) (First)
Mailing Address: 123 Anywhere Avenue ID#: 0000000
(Street)
Milwaukee, WI 53207
(City) (State) (Zip)
Email: amsample@wolfmail.stitch.edu Phone: 414-401-4444

Status: Currently Attending CSU Classes: Yes No

If "Yes", Major and/or Group#: BSM 1-4040

Anticipated Graduation Date: 12/2013

Academic Advisor: Veronica Van Dalen

If "No", Anticipated Major/Program: _____

Expected Start Date: _____

Admissions Counselor: _____

I am requesting that my portfolio be evaluated for possible credit award.

I certify that all documents are true photocopies of originals in my name and are presented without alterations or forgery.

I understand that falsification of any kind in this portfolio will result in the loss of ALL PORTFOLIO CREDITS AWARDED and may result in denial or dismissal from the university.

I hereby grant Cardinal Stritch University permission to verify any and all documents contained herein.

I understand that if my portfolio is submitted in an unacceptable form it may be returned to me without evaluation.

Adam Sample 8/14/2012
Signature Date

STUDENT BACKGROUND DATA (SAMPLE)

Personal Data

Name Adam Sample
Address 123 Anywhere Avenue
Milwaukee, WI 53207
Phone 414-401-4444
Stritch E-mail amsample@wolfmail.stritch.edu

Education

Years Attended 1986-1990
Name of School West High School
Location Milwaukee, WI
Diploma/Program Information Diploma, graduate 6/90

Years Attended 1994-1998
Name of School Gateway Technical College
Location Elkhorn, WI
Diploma/Program Information Associate degree in Marketing, graduate 5/98

Years Attended 1998-1999
Name of School Milwaukee School of Engineering
Location Milwaukee, WI
Diploma/Program Information Completed 15-quarter hours in Communication Systems

Years Attended 2000-present
Name of School Cardinal Stritch University
Location Milwaukee, WI
Diploma/Program Information Courses toward Bachelor of Science in Management

Military Service

Years of Service 1990-1993
Branch/Rank U.S. Marine Corps, Sergeant
Responsibilities Training supervisor: trained personnel in highly hazardous conditions; planned, coordinated, and executed team objectives; and handled discipline problems.
Accomplishments Good Conduct Medal

Training Basic Recruit & Infantry training

Employment Record

Years 1994-1996
Job Title Insurance Sales
Company Tri-County Insurance Center
Location East Troy, WI
Responsibilities Handled agency personal line accounts.
Accomplishments Sold \$240,000 insurance in one year.
Training Coursework in preparation for WI Insurance License exam.

Years 1996-1997
Job Title Team Leader
Company Lowell Management Services
Location Williams Bay, WI
Responsibilities Trained personnel, inventory control, distributed work assignments, and work in public relations
Accomplishments Developed and implemented new inventory control system, which resulted in a 25% reduction of work force.
Training One-week course in Purchasing, on-the-job training

Years 1997-1999
Job Title Owner, Maintenance Business
Company J.O.A.T. Services
Location Elkhart, WI
Responsibilities Handled advertising, contract bids, all sales, training of personnel, inventory control, and financial records
Accomplishments Developed procedural changes, which resulted in more efficient workflow & fewer processing errors
Training On-the-job training, which included several company produced self-study packets. Four-day course in Sales Management.

**PETITION FOR CREDIT (SAMPLE)
CERTIFIED LEARNING**

STUDENT'S NAME Adam Sample	MAJOR and/or GROUP NUMBER BSM 1-4040
--------------------------------------	--

PAGES 7-8	EXACT COURSE TITLE Fundamentals of Personnel Management	SPONSOR Administrative Management Society
CLOCK HOURS 28 hrs		
EVALUATOR COMMENTS		COMPLETION DATE 7/14/95

College Use Only:	
Completion	
Hours	
Syllabus	
Units Awarded	
Evaluator	
Date	

PAGES 10	EXACT COURSE TITLE Heat Treatment: Metallurgy & Application	SPONSOR Metals Engineering Institute
CLOCK HOURS 50 hrs		
EVALUATOR COMMENTS		COMPLETION DATE 1/28/1996

College Use Only:	
Completion	
Hours	
Syllabus	
Units Awarded	
Evaluator	
Date	

PAGES 11	EXACT COURSE TITLE WI Insurance License	SPONSOR WI Commissioner of Insurance
CLOCK HOURS n/a		
EVALUATOR COMMENTS		COMPLETION DATE 2/15/1996

College Use Only:	
Completion	
Hours	
Syllabus	
Units Awarded	
Evaluator	
Date	

PAGES 12-13	EXACT COURSE TITLE Dale Carnegie Course	SPONSOR Dale Carnegie & Associates, Inc.
CLOCK HOURS 49		
EVALUATOR COMMENTS		COMPLETION DATE 1/15/1991

College Use Only:	
Completion	
Hours	
Syllabus	
Units Awarded	
Evaluator	
Date	



AMERICAN MANAGEMENT ASSOCIATIONS

Awards 2.8 CONTINUING EDUCATION UNITS to

Adam Sample

For satisfactory completion of 28 hours
of organized instruction in

FUNDAMENTALS OF MODERN PERSONNEL MANAGEMENT

July 10-14, 1978

DATE


VICE PRESIDENT, AMERICAN MANAGEMENT ASSOCIATIONS
DIRECTOR, CONTINUING EDUCATION PROGRAM


PRESIDENT, AMERICAN MANAGEMENT ASSOCIATIONS

- You'll explore case studies that show you the dos and don'ts every HR professional needs to know

- You'll receive feedback and guidance that enables you to tailor the techniques you're learning to your individual situation

and

- You'll actually develop a custom-tailored action plan for your career growth by auditing your present skills and limitations and analyzing them with your course leader

Who Should Attend

This seminar has been designed expressly for professionals who are seeking a *comprehensive overview* of human resources. Therefore, those who would most greatly benefit by attending are *new HR professionals* (with less than five years of experience), *HR specialists* who have limited generalist experience, *executive officers* who want to learn more about the human resources function, and *non-HR professionals* responsible for HR activities in their organization.

Titles of managers who have profited from this course include human resources directors...human resources planning and control managers...personnel managers...organizational and management development professionals...recruiters...compensation specialists...and EEO and Affirmative Action specialists.

NOTE: HR professionals seeking an in-depth and rigorous analysis of a particular aspect of HR—rather than a broad overview—should contact the AMA Registrar at (518) 891-0065 for more information about the different seminars AMA's Human Resources Division offers.

"Any HR specialist should be a graduate of this program. From the history of HR (informative) to the various legal considerations (COBRA, EEO)—a MUST!

"I was so pleased with the course, I'm coming back again this month to take AMA's Personnel Law seminar."

Paul Laroche
Ben & Jerry's Homemade

Course Outline

Monday

Human Resources Roles

- How to balance the roles you play in the organization
- How to determine the appropriate amount of time to spend in each role

The Staffing Process

- How to effectively develop and administer the staffing function
- How to recruit and select the right person for the job
- How to make the most effective use of outside recruitment sources
- How to establish effective employment procedures
- How to handle reference checking

Employment Law

- How to interpret major federal legislation and significant case histories
- EEO/Title VII requirements
- How to comply with the law
- Discipline and discharge
- Sexual harassment
- Age discrimination
- Laws that protect the handicapped
- Hiring and firing
- Sex discrimination

Tuesday

Employee Development

- How to apply a performance analysis model
- How to create a well-written training objective
- Motivational theories and their impact on HR activities
- Employee development opportunities and activities

Employee and Labor Relations

- Basics of good employee-management relations in both non-union *and* union environments
- The indicators of union organizing: what are appropriate and inappropriate management responses?

Wednesday

Compensation

- What are the goals and components of a compensation system?
- The most common methods of job evaluation
- How to interpret a pay-for-performance salary increase matrix

Employee Benefits

- The major areas of employee benefits
- How to determine which components of a benefits program need to be strengthened or supplemented
- Basic benefits
- Trends in benefits

Performance Management Systems

- The key elements of a results-based performance management system
- Developing measurable standards of performance
- The most common methods of performance appraisal and their use in compensation and motivation

Human Resources Information Systems

- The purposes and components of an HRIS
- How to determine the strengths and weaknesses of your current system
- How to project future applications

Thursday

Emerging Trends

- Globalization
- Downsizing
- Workforce diversity
- Aging workforce

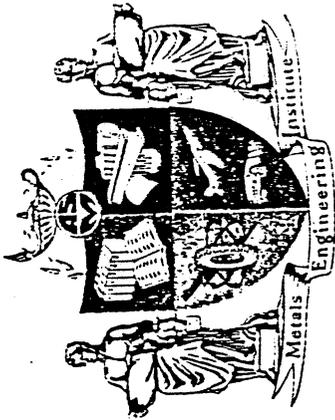
Strategic Human Resources Planning

- How to define corporate and human resources planning
- How to apply strategic planning techniques to handle a particular emerging issue

Organization Development

- Representative OD activities
- How to determine when an OD intervention might be appropriate
- Project Session
- Choose and explore in greater depth "back-home" HR issue with a mutual interest group
- Applications planning
- Develop a profile of your HR strengths and areas that need development
- Set goals and develop an action plan to address areas targeted for future implementation

Metals Engineering Institute



This certifies that

Adam Sample

has satisfactorily completed the Metallurgical Course entitled

Heat Treatment: Metallurgy and Application

under direction of Metals Engineering Institute, of the
American Society for Metals, and in testimony thereof has been awarded this

Certificate 5.0 CEU

this 28 day of January, 1986

under the seal of

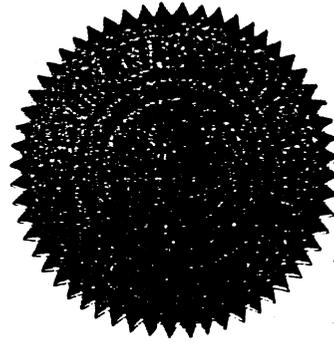
AMERICAN SOCIETY FOR METALS, METALS PARK, OHIO

John Prodygen
President

Dalton W. Alford
Director of Education

E. L. Longner
Managing Director

Edward J. Hew
Chapter Representative



Issued by
METALS ENGINEERING INSTITUTE

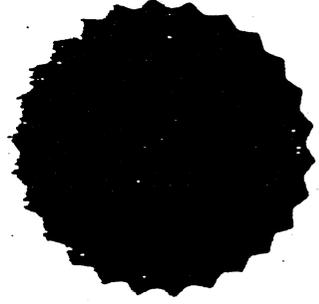
Ins 6.61(5), Wis. Adm. Code, requires you to notify the Commissioner of Insurance of a name or address change in writing within 30 days. Submit to P.O. Box 7872, Madison, WI 53707-7872.

THIS IS YOUR POCKET IDENTIFICATION CARD
NOT VALID UNLESS SIGNED

	State of Wisconsin	
	OFFICE OF THE COMMISSIONER OF INSURANCE	
	RESIDENT INTERMEDIARY	
No. 02329654	Fees Paid To: 2/15/96	
Adam Sample 123 Anywhere Avenue Milwaukee, WI 53207		
Lines:	14	16
Signature of Licensee:		

Lines of Authority:

- | | |
|------------------------|--|
| 10 - Wind | 19 - Credit Life |
| 11 - Casualty | 20 - Mortgage Guarantee |
| 12 - Property | 21 - Hail |
| 13 - Automobile | 23 - Credit Accident & Health |
| 14 - Accident & Health | 25 - Town Mutual Non-Property |
| 15 - Fidelity | 26 - Credit Life: Credit Accident & Health |
| 16 - Life | 27 - Managing General Agent |
| 17 - Steam Boiler | 28 - Reinsurance Intermediary Broker |
| 18 - Title | 29 - Reinsurance Intermediary Manager |



This certifies that

Adam Sample

has met the required standards for completion of the

Dale Carnegie Course[®]

in Effective Speaking and Human Relations

and is hereby awarded 4.9

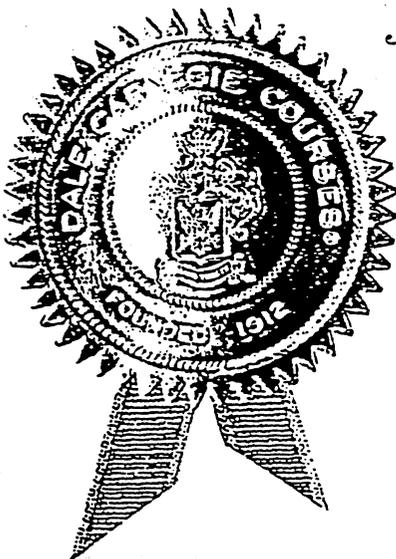
Continuing Education Units (CEU's).

this 15th day of January, 1991

Attested: John H. Hires

Accredited by The Accrediting Council for
Continuing Education and Training, Inc.

Dale Carnegie & Associates, Inc.



Paul Cross

President

Paul C. Asby

Vice President

Instruction

The Dale Carnegie Course Gets Rave Reviews Because it Works

More than half of the participants in the Dale Carnegie Course are enrolled as a result of referral. People who experience the benefits of this course enthusiastically recommend it to their friends and business associates.

The Course benefits occur largely because of the kind and quality of instruction.

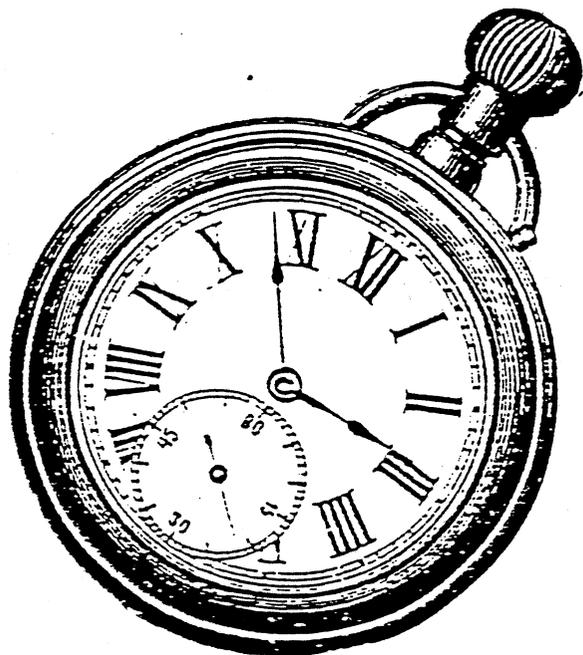
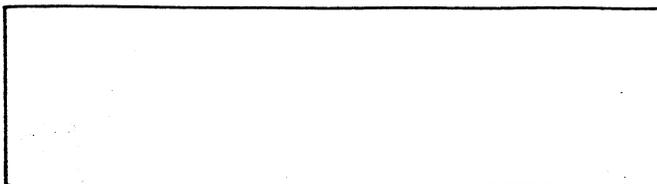
- Course instructors work closely with each class member to improve his or her self-confidence.
- Participants study and practice various techniques to improve business and personal relationships.
- Instructors enhance a participant's natural ability to think, communicate, and interact positively with others.
- Participants learn how to take on new responsibilities, work under pressure, and motivate themselves as well as others.

Most importantly, Dale Carnegie self-help and improvement techniques are all accomplished within a training environment that is exciting, confidence-building, and overwhelmingly positive in outlook and results.

A Final Word . . .

Almost everyone wants personal growth, achievement and recognition of worth. For most people these are lifelong pursuits regardless of education, social or economic backgrounds. That is why the course attracts people from a wide variety of occupational, income and age groups. For example, the Dale Carnegie Course is used regularly as a part of the human resources development programs of many of the nation's largest industrial and business firms. Yet doctors, lawyers, union members, farmers, politicians, teenagers and retirees are also well represented.

Finally, the Course offers a series of deeply rewarding experiences to the men and women who enter it. All success-oriented people can make good use of this human relations and self-improvement program.



Course Outline

The Dale Carnegie Course has 14 sessions. Each session is approximately 3 1/2 hours long. Generally, meetings are held in the evening.

The Course emphasizes three basic areas of personal development.

1. Sessions 1-5 focus on building confidence through a series of speaking experiences in a supportive classroom atmosphere. Class members develop a new attitude toward themselves and carry this with them into business and social relationships.
2. Sessions 6-10 explore motivational ability, expressing an idea with consideration for those affected by the idea. This motivational ability is based on respect for other people and sincerity in dealing with them. These sessions develop the skills necessary to get cooperation from others.
3. Sessions 11-14 emphasize leadership. They bring together the concepts of more effective communication and motivation through good human relations, focusing on situations that require sound judgment and decision-making skills. Each participant learns how to change people's attitudes without causing resentment and how to lead and participate effectively in conferences.

Success-oriented people make good use of this human relations and self-improvement program.



CARDINAL STRITCH

U N I V E R S I T Y

PRIOR LEARNING ASSESSMENT

August 14, 2012

Adam Sample
123 Anywhere Avenue
Milwaukee, WI 53207

Dear Adam,

Let me thank you for your efforts in professionally assembling your Prior Learning Portfolio. It has been carefully assessed with the evaluation listed on the attached Assessment Award Notice. In some cases, several related courses may have been combined to reach a credit award with titles selected that describe the college-level theory contained in your learning. If a course has not been awarded credit on its own or combined with related learning experiences, you will see it listed on a Courses Not Awarded sheet along with a reason code for non-award.

To accept these credits and post them on your permanent record:

1. Sign and date the award form.
2. If you determine not to accept an award listed, circle the course title and its credit value. **Please Note:** The application of academic quality standards requires that students accept or not accept each award as listed by the evaluator. Portions of award values may not be dropped upon acceptance.
3. Complete the fee statement portion of the award form.
4. Send payment in the amount of \$25 per credit accepted, plus \$175 submission fee (if applicable).
5. Make check or money order payable to Cardinal Stritch University or complete the credit charge portion of the fee statement.
6. Return one signed award copy of award form, with payment, to the Credit for Prior Learning office. A return envelope is enclosed. The additional copy is for your records.

Your portfolio will be returned to you upon our receipt of your award acceptance form and fees. Appeals of rejected courses must be made within three months of the date of this letter. See the portfolio handbook at <http://www.stritch.edu/cpl> or contact our office at 414-410-4092 for specific instructions about appeals and resubmission.

To be applicable for May graduation CPL credits must be posted on your transcript by March 1st; for August graduation, August 1st, and for December graduation, October 1st.

Best wishes for continued success as you complete your degree at Cardinal Stritch University.

Best regards,

Chris Head
Director, Prior Learning Assessment



Name: Sample, Adam
 Address: 123 Anywhere Avenue
 City, State, Zip: Milwaukee, WI 53207

Date: August 14, 2012
 Program: BSM 1
 Student ID No: XXXXXXXX

Prior Learning Assessment Award Notice

Credit Award	Type	Course Title	Stritch Duplicate
1.0	X	Fundamentals of Personnel Management	
2.0	X	Principles of Insurance	
3.0	X	Communications and Human Relations	

6.0 Total Credits Awarded

Notes:

Type Key: H: Humanities W: Written Communication P: Physical Education (Limit 3 cr.)
 M: Math C: Oral Communication T: Technical (Limit 32 cr.)
 S: Social Science I: Natural Science X: Elective

Student: I have crossed out any credit award **NOT** accepted and included payment of \$25 per credit accepted for posting fees on Line A in the Fee Statement below.

*Please sign and return one copy of this notice with payment to:
 Credit for Prior Learning, Cardinal Stritch University, 6801 N Yates Rd, Milwaukee WI 53217*

Student Signature (required) _____
Date

Please complete the Fee Statement below:

A) _____ credits accepted @ \$25 per credit = _____ pd 7/15/12
 B) Assessment fee due (for first time submissions) = \$175.00 ck# 2345
 C) Total amount due: (A+B) = _____

Submit check, money order, or credit card payment to Cardinal Stritch University for total amount with this completed form.

For credit card payments provide:

Exact Name on Card: _____ Card No: _____

Expiration Date: _____ Amount: \$ _____

Student Signature (required)

Office Use Only:

 Approval _____
 Payment Number _____
 Date Received

Name: Adam Sample
Student ID: 0000000
Date: 8/14/2012

COURSES NOT AWARDED IN THIS ASSESSMENT

<u>Title of Course Submitted</u>	<u>Reason</u>
Heat Treatment: Metallurgy and Application	3

Reason Code	Description
1	Course completion validation not evident or adequate
2	Course duration (instructional hours) validation not evident or adequate
3	Course content/learning objective validation not evident or adequate
4	Identified learning not related to college-level theory or principles
5	Validated learning duplicated—already identified/posted on student record
6	Course duration too brief for learning to be measured
7	Other as stated

Additional documentation that may respond to a listed deficiency must be submitted within three months of the award letter date. Please contact Prior Learning Assessment at 414-410-4092 or chead@stritch.edu for appeal procedures.

PORTFOLIO ASSESSMENT REQUEST AND RELEASE FORM

Name: _____

Date: _____

(Last) (First)

Mailing Address: _____

ID#: _____

(Street)

(City) (State) (Zip)

Email: _____

Phone: _____

Status: Currently Attending CSU Classes:

Yes

No

If "Yes",

Major and/or Group#: _____

Anticipated Graduation Date: _____

Academic Advisor: _____

If "No",

Anticipated Major/Program: _____

Expected Start Date: _____

Admissions Counselor: _____

I am requesting that my portfolio be evaluated for possible credit award.

I certify that all documents are true photocopies of originals in my name and are presented without alterations or forgery.

I understand that falsification of any kind in this portfolio will result in the loss of ALL PORTFOLIO CREDITS AWARDED and may result in denial or dismissal from the university.

I hereby grant Cardinal Stritch University permission to verify any and all documents contained herein.

I understand that if my portfolio is submitted in an unacceptable form it may be returned to me without evaluation.

Signature Date

PETITION FOR CREDIT

CERTIFIED LEARNING

STUDENT'S NAME	MAJOR and/or GROUP NUMBER
----------------	---------------------------

PAGES	EXACT COURSE TITLE	SPONSOR
CLOCK HOURS		
EVALUATOR COMMENTS		COMPLETION DATE

College Use Only:	
Completion	
Hours	
Syllabus	
Units Awarded	
Evaluator	
Date	

PAGES	EXACT COURSE TITLE	SPONSOR
CLOCK HOURS		
EVALUATOR COMMENTS		COMPLETION DATE

College Use Only:	
Completion	
Hours	
Syllabus	
Units Awarded	
Evaluator	
Date	

PAGES	EXACT COURSE TITLE	SPONSOR
CLOCK HOURS		
EVALUATOR COMMENTS		COMPLETION DATE

College Use Only:	
Completion	
Hours	
Syllabus	
Units Awarded	
Evaluator	
Date	

PAGES	EXACT COURSE TITLE	SPONSOR
CLOCK HOURS		
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College Use Only:	
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Hours	
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CLOCK HOURS		
EVALUATOR COMMENTS		COMPLETION DATE

College Use Only:	
Completion	
Hours	
Syllabus	
Units Awarded	
Evaluator	
Date	

STUDENT BACKGROUND DATA

Personal Data

<u>Name</u>	
<u>Address</u>	
<u>Phone</u>	
<u>Stritch E-mail</u>	

Education

<u>Years Attended</u>	
<u>Name of School</u>	
<u>Location</u>	
<u>Diploma/Program Information</u>	

<u>Years Attended</u>	
<u>Name of School</u>	
<u>Location</u>	
<u>Diploma/Program Information</u>	

<u>Years Attended</u>	
<u>Name of School</u>	
<u>Location</u>	
<u>Diploma/Program Information</u>	

Military Service

<u>Years of Service</u>	
<u>Branch/Rank</u>	
<u>Responsibilities</u>	
<u>Accomplishments</u>	
<u>Training</u>	

Employment Record

<u>Years</u>	
<u>Company/Job Title</u>	
<u>Responsibilities</u>	
<u>Accomplishments</u>	
<u>Training</u>	

<u>Years</u>	
<u>Company/Job Title</u>	
<u>Responsibilities</u>	
<u>Accomplishments</u>	
<u>Training</u>	

<u>Years</u>	
<u>Company/Job Title</u>	
<u>Responsibilities</u>	
<u>Accomplishments</u>	
<u>Training</u>	

<u>Years</u>	
<u>Company/Job Title</u>	
<u>Responsibilities</u>	
<u>Accomplishments</u>	
<u>Training</u>	