

SOUTH FLORIDA BIBLE COLLEGE & THEOLOGICAL SEMINARY

EXPERIENTIAL LEARNING CREDIT APPLICATION FORM

Please type or print clearly.

NAME _____ S.S.# _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

PHONE (Day) _____ (Evening) _____

Experiential Learning means "hands-on experience" which you have gained outside the college classroom that results in a high level of competence in a particular skill or knowledge domain for which you believe you should receive college credit. This learning may result from activities such as work experience, volunteer work, community service, in-service training, military service, ministry, self-directed individual study, or a combination of some or all of these.

Please check those areas in which you request consideration for Experiential Learning Credit:

- [] Preaching Experience [] Ministry experience, special study areas and experience, such as:
[] Theological Studies [] Pastoral Care [] Mental Health Work
[] Biblical Studies [] Counseling [] Leadership in Church
[] Cultural and Cross Cultural Experience [] Teaching [] Missions
[] Expressions, such as: Literature, Poetry, Music [] Job Development [] Other experience:
[] Community Work

I am submitting the following exhibits for evaluation review:

- [] Copies of Certificates or Awards [] Brief Personnel Resume, including employment history, job description, and years of experience
[] Letters of Reference [] Other Documentation:
[] Original Writings
[] Published Works

Give a brief explanation of reasons for request for Experiential Learning Recognition: (Write additional information on back.)

Enclosed is my evaluation fee: \$75.00. Once approved, I will be billed \$70.00 per credit hour.

Signature _____ Date: _____

South Florida Bible College and Theological Seminary

Life Learning Portfolio Workbook

Instructions

Dear Student,

This letter of instructions, in conjunction with the Life Learning Portfolio Workbook, will help you prepare a package to submit for Experiential Life Learning Credits. Your submittal will be reviewed by the Assessment Committee.

Prepare your submittal package to document and explain experiential learning that you have acquired over your lifetime. Experiential learning means learning which you have gained by practical “hands-on” experience, outside the college classroom, that results in a high level of competence in a particular skill or knowledge domain for which you believe you should receive college credit. This learning may result from activities such as work experience, volunteer work, community service, in-service training, military service, ministry, self-directed individual study, or a combination of some or all of these.

Prepare your submittal package in three steps: Step #1 Identification, Step #2 Articulation, and Step #3 Documentation. The Life Learning Portfolio Workbook gives a detailed explanation of the three steps. Read it until you have a good understanding of what you need to do for each one. A brief summary of the steps follows. Please note that nothing you do in Step #1 will be turned in. Step #1 is merely to help you identify all of your possible learning. You will turn in only what you do in Steps #2 and #3.

Step #1 Identification

1. To receive credit for courses taught at South Florida Bible College, become familiar with these courses by reading the course descriptions given in our catalog. Gather documents that show you have achieved a level of competency equivalent to a particular course or courses. This may include letters of reference; a personal reading list; copies of certificates and awards; a resume, containing employment history, job description, and years of experience; original writing. Be willing to take a proficiency test on the subject matter.
2. To receive credit for courses that South Florida Bible College would accept as electives, but are not taught at South Florida Bible College, search other college catalogs. Secure copies of these catalogs and mark the pages with the course descriptions and the degree programs of which they are a part. Gather documents that show you have achieved a level of competency equivalent to a particular course or courses. This may include letters of reference; a personal reading list; copies of certificates and awards; a resume, containing employment history, job description, and years of experience; original

writing.
proficiency test on the subject matter.

Be willing to take a

Step #2 Articulation

1. Fill out the Experiential Learning Credit Request Form, one for each course for which you want to receive credit. There is a sample form, plus a completed sample form, in the Workbook. If necessary make more copies of the sample form. If you need more space than the form provides, use blank paper and type your own form using 12 point, Times New Roman. Include the proper headings, the questions, and your answers.
2. For courses taught at other colleges for which you want to receive credit as electives, submit a copy of their catalog. Circle or highlight both the course and the degree program information, or at minimum, submit a copy of the pages on which the course description appears and the degree program of which it is a part. This is required for each course for which you are requesting credit. On the Experiential Learning Credit Request Form, identify the catalog and page number on which the course appears.
3. Fill out the Experiential Credit Request Summary Form. This form summarizes all of the courses for which you are seeking experiential learning credit. If necessary make more copies of this form.

Step #3 Documentation

1. Read thoroughly this section of the Workbook. It delineates all the possibilities for documenting your learning.
2. The finished product of Step #3 should be an extensive personal portfolio documenting your life's accomplishments.

When you have completed your package, please email it to: registar@sfbc.edu

If you have any questions during the process, please feel free to call the Dean of Admissions at 954.637.2268.

I would like to wish you the best as you complete this process.

Sincerely yours in Christ,

Dr. Mary Drabik
President

LIFE LEARNING PORTFOLIO WORKBOOK

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GENERAL INFORMATION

Introduction

A growing number of institutions of higher learning are giving credits for experiential learning, that is, practical “hands-on experience,” gained outside the classroom, that results in a high level of competence in a particular skill or knowledge domain that is equivalent to taking a college course. This learning may result from activities such as work experience, volunteer work, community service, in-service training, military service, ministry, self-directed individual study, or a combination of some or all of these.

Rationale

The rationale for the assessment of experiential learning is quite clear and simple. Many people have felt for a long time that some of their non-classroom experiences are equivalent to what is taught in the classroom, and that they should receive credit for those experiences toward a credible degree. They believe that a school should be willing to recognize and award appropriate credit for what people know and can do as a result of non-classroom experience. South Florida Bible College agrees with this rationale and seeks to implement it.

Objective

The objective of the assessment of experiential learning is to move students from where they are according to transcribed credits, to where they should be according to documented learning that they have acquired through experience.

Criteria

The criteria for earning experiential credit must be clearly understood. Credit is not awarded simply for years of experience. Rather, students must demonstrate the high level of knowledge, skills, and competencies they have attained as a result of their experiences. Experiential learning should meet certain criteria, which include, but are not limited to, the following:

- (1) The learning should be publicly verifiable. Students should be able to demonstrate to an expert in the field that they possess the learning claimed, and such an expert should be able to measure and evaluate the learning which has occurred.

- (2) The learning must be equivalent to degree work in terms of quality. Experiential learning must be related directly to courses in the catalogs of accredited institutions.
- (3) The learning should have a subject matter or knowledge base. Students should not expect credit for a manual skill or a narrowly prescribed routine or procedure. They should understand why they are able to do what they do.
- (4) The learning should have a general applicability outside of the specific situation in which it was acquired.
- (5) Students should be able to demonstrate that they know the relationship between what they have learned and other related subjects.

Requirements

Credit will not be awarded simply for years of experience. Students will be requested to demonstrate by a credible documentable examination (oral testing on audio tape; written examination; documentation and written materials; etc.) the level of knowledge, skills, and competency they have attained as a result of their experiences. South Florida Bible College and Theological Seminary will keep all submitted information and documented evidence of assessments for any Life Learning Credits given. All such documentation will become part of the student file.

The Experiential Learning Model

Perhaps you have heard it said, "Experience is the best teacher." This is a universally accepted axiom in modern education. However, few who make this statement explain that there are three components of experience: They are cognitive (intellectual), affective (value-oriented), and conative (doing). These components are found in the four-step experiential learning model which follows and which you should understand as you seek to reflect on your own experiential learning.

- (1) You must have a concrete experience through which you have passed, or are now passing.
- (2) You must think about, reflect upon, and analyze the practical experience, and make some observations concerning it.
- (3) You must formulate in your mind, if not on paper, some abstract generalizations and concepts resulting from your reflection on the practical experience.

- (4) Finally, you must test the implications of the concepts in new and different situations.

Learning Dimensions

The four-step experiential learning model results in four kinds of learning:

- (1) Divergent (different) learning
- (2) Assimilative (integrative) learning
- (3) Convergent (counterpart) learning
- (4) Accommodative (applicable) learning

STEP #1: IDENTIFICATION

Context

Starting at high school graduation, list by blocks of years, all your significant experiences and activities for which you have not received credit. At this point, you should not be concerned about specifying what you learned, but simply list those experiences in your life that are important to you because you:

1. Think you learned a lot.
2. Are pleased with what you were able to achieve.
3. Received appreciation and/or recognition from other people.
4. Expended considerable time, energy or money.
5. Found experiences very enjoyable.
6. Found the experiences very painful.

The purpose of this activity is simply to place on paper an outline of your significant life experiences.

It is not essential that you list experiences in chronological order, but rather to place themes and series of important events together to identify both the short and long term experiences that have been of significance to you.

Categories

To help you identify which experiences should be included on your list, you might find it useful to consider the following categories of significant life experiences which apply to adult activities:

1. Work would include any activity which you carried out for which you were paid, including military service.
2. Ministry would include those activities related to developing a vital, viable Christian activity which builds up the body of Christ.
3. Volunteer experiences would include non-pay internships or apprenticeships, community activities, church activities, service organizations, non-paying elective offices held, volunteer work in social service agencies, time contributed to supervising youth organizations, etc.

4. Non-credit courses and seminars would include in-service training, workshops, clinics, conferences, non-credit discussion groups, community service courses, evening courses, lecture series, television or radio courses, (for which academic credit was given).
5. Travel would include study tours, living for extended times in various parts of the country or abroad, participating as a worker or volunteer in an American subculture setting, etc.
6. Independent Reading, Viewing, and Listening would include what books, newspapers, and magazines you have read related to categories one through five above. Also list other reading which you have done since graduating from high school which is not directly related to credit courses you have taken. Particularly note any subject areas in which you have done extensive reading for which you have not received credit.
7. Conversations with Experts. List and describe significant conversations you have had with experts in fields related to the subjects described in items one through six. Also, list and describe other extensive and intensive conversations with experts which you have had since graduating from high school and which were not related to any credit-bearing activities.

Potential Areas

More specifically, the following list of potential areas for experiential learning should help you as you reflect on your adult experiences.

1. Spiritual/Church-related Areas
 - a. Appreciating Jewish-Christian heritage
 - b. Acquiring Bible knowledge
 - c. Developing ministry skills
 - d. Leading volunteer groups
 - e. Developing interpersonal skills
 - f. Interpreting the Christian faith
 - g. Guiding public worship
 - h. Delivering Bible sermons/lessons
 - i. Providing caring ministries
 - j. Administering church work
 - k. Leading in evangelism
 - l. Guiding church educational programs
 - m. Leading in mission support and involvement
 - n. Growing as a Christian person

2. Personal Experiential Areas

- a. Increasing communication skills
- b. Strengthening personal identity
- c. Maintaining health and physical fitness
- d. Clarifying personal values
- e. Enlarging self-awareness
- f. Improving learning skills
- g. Strengthening interpersonal relationships

3. Community Experiential Areas

- a. Analyzing community issues
- b. Using community resources
- c. Coping with bureaucracies
- d. Influencing political decisions
- e. Recognizing community needs
- f. Participating in voluntary activities
- g. Participating in community decision making

4. Leisure/Cultural Experiential Areas

- a. Appreciating ethnic cultures
- b. Exploring alternative value systems
- c. Developing avocational skills (non-sport)
- d. Enhancing aesthetic appreciation
- e. Analyzing cultural value system
- f. Acquiring historical perspectives
- g. Developing recreational skills (sports)

5. Family Experiential Areas

- a. Clarifying role expectations
- b. Understand family planning
- c. Planning for economic security
- d. Dealing with family crisis
- e. Understanding alternative family patterns
- f. Comprehending developmental stages
- g. Strengthening family interaction

6. Career Experiential Areas

- a. Evaluating employment opportunities
- b. Acquiring career competencies
- c. Analyzing career opportunities
- d. Engaging in career self-appraisal
- e. Planning for retirement
- f. Acquiring “job-getting” capacities
- g. Adjusting to promotion

7. Consumer Experiential Areas

- a. Engaging in comparative shopping
- b. Understanding legal rights
- c. Analyzing interest rates
- d. Using consumer assistance resources
- e. Analyzing advertising claims
- f. Understanding tax advantages
- g. Evaluating quality and quantity of goods

Competencies

Through its various courses and degree programs, South Florida Bible College seeks to help students develop cognitive, affective, and conative competencies, that is, we help you identify what you know, what you believe, and what you can do.

One problem you will encounter as you identify your competencies is associated with your ego. Most of us tend to be overly modest. We have been taught not to boast or brag about ourselves. For purposes of receiving credit for experiential learning, however, you simply must put aside such thoughts and list as many competencies as possible. In this way, you stand to maximize the amount of credit you may receive.

You are doubtless conscious of some of your competencies, that is, you are able to list what you know, what you believe, and what you can do. List them and you will discover a great benefit. Additional competencies of which you were initially unaware will come into your mind. If you are having difficulty identifying your competencies, simply start writing, in random fashion, a list of things you know, and ideas will begin flowing. Then you can review what you have written and group together related competencies.

If you are struggling to find words to describe your competencies, you may find it helpful to review course descriptions in several catalogs. These course descriptions may not only provide you with the terms you need, but may also suggest areas of learning you have not considered.

Catalog Search

Begin with the South Florida Bible College Catalog. Review the courses in the degree program in which you are enrolled, or for which you are qualified. Concentrate on course content as expressed in course descriptions. Then review courses in other degree programs. For example, if you are seeking credits in the Religious Education degree program, also look at the courses in Biblical Studies, Pastoral Ministry, etc.

If you are looking for courses that South Florida Bible College might accept as electives in your program of study, that are not taught at South Florida Bible College, expand your search to include catalogs of many different colleges. The rationale for this procedure is that no one school can offer all possible pertinent courses in the fields of religion and ministry. For each course for which you receive credit, you will be required to include, along with your submittal package, a copy of the school's catalog in which the course appears, or at minimum, a copy of the pages on which the course description appears, and the degree program of which it is a part.

Do not seek credit for courses listed on your transcript for you already received credit. The reason is obvious—you have already received credit for these courses. Double credit is unthinkable.

STEP #2: ARTICULATION

Seven Aspects of Learning

Now that you have outlined your experiences and competencies, it is time to articulate those in terms of these seven aspects:

- | | |
|------------------------------------|---------------------------------------|
| (1) What you learned (content) | (5) How you learned it (methodology) |
| (2) When you learned it (time) | (6) How it has helped you (value) |
| (3) Where you learned it (place) | (7) Recognition you received (reward) |
| (4) Why you learned it (rationale) | |

What to Submit

Your submittal for assessment should include:

1. A Credit Request Form for each course for which you are seeking credit. If necessary make more copies of the form. If you need more space than the form provides, use blank paper and type your own form using 12 point, Times New Roman. Include the proper headings, the questions, and your answers.
2. A copy of the school's catalog in which the course appears or at minimum, a copy of the pages on which the course description appears, and the degree program of which it is a part. This is required for each course for which you are requesting credit. On the Experiential Learning Credit Request Form, identify the catalog and page number on which the course appears.
3. A completed Credit Summary Form. This form summarizes all of the courses for which you are seeking experiential learning credit. If necessary make more copies of this form.

CREDIT REQUEST FORM

Page 2

4. Why did you learn it (rationale)? This deals with voluntary or involuntary reasons.

5. How did you learn it (methodology)? This deals with usage or utilization.

6. How has it helped you (value)? This deals with practical application.

7. What recognition did you receive (reward)?

SAMPLE CREDIT REQUEST FORM

John Doe
Your Name

The Teaching Program of the Church TEP 541
Course Name and Number

6/10/99
Date

Trinity School of Theology
Institution

1. What did you learn (content)? This deals with your ability to articulate.
Describe the content of what you have learned. If possible, line up this content with a course and number listed in the South Florida Bible College and Theological Seminary catalog.
2. When did you learn it (date and time spent)? This deals with temporal identification.
List the dates and instructional hours spent in learning the content for requested credits.
3. Where did you learn it (locale)? This deals with sites or locations.
Name the place, i.e., church, school, seminar, training session, "on-the-job training," or other. Did this study require homework, or a practicum? Was this taught by an instructor, or was it independent study?
4. Why did you learn it (rationale)? This deals with voluntary or involuntary reasons.
Explain what prompted you to learn this topic. Was this a required or a voluntary study?
5. How did you learn it (methodology)? This deals with usage or utilization.
 - A. Books and Workbooks (List the Title, Author, Publisher, and Pages of books read)
 - B. Resource or Visual Aids
 - C. Lectures (hours)
 - D. Papers written (pages)
6. How has it helped you (value)? This deals with practical application.
How have you applied what you have learned? To whom has your ministry or service been directed? How many hours have you spent in this application. What new growth has been spurred from the application of this topic?
7. What recognition did you receive (reward)?
Did you receive a certificate, diploma, or continuing education units? Do you have a grade card or transcript? have you received any special recognition for this course of study? Please supply any of the above with your request for credit.

CREDIT REQUEST SUMMARY FORM

Your Name

Date

On this page, please summarize all courses for which you are seeking credit. Please include the course name, number, the degree program of which it is a part, and the institution which offers the course.

1.

2.

3.

4.

5.

SAMPLE CREDIT REQUEST SUMMARY FORM

Your Name _____

Date _____

On this page, please summarize all courses for which you are seeking credit. Please include the course name, number, the degree program of which it is a part, and the institution which offers the course.

1. *The Teaching Program of the Church, TEP, 541, Trinity School of Theology, Bachelor of Arts in Religious Education.*

2. *Any course, ABC 101, any school, Bachelor of Arts in Education*

3. *Etc.*

4. *Etc.*

5. *Etc.*

NOTE: Use other sheets if necessary.

STEP #3: DOCUMENTATION

Purpose

The purpose of documentation is to provide evidence that you have actually done what you claim to have done. In gathering and organizing your documents, keep the following in mind:

- (1) Providing many documents for the same experience is not necessary and may serve to frustrate the assessors.
- (2) Samples of material produced and submitted should be labeled, signed, and dated.
- (3) Even if you attempt to trim down the amount of documentation, some individual specimens may be quite long. You should underline or highlight those parts of the document relevant to the claimed learning.
- (4) Copies, not originals, or any valuable documents such as licenses, certificates, letters, or commendations should be used.

Ideas

1. Work Experience

- | | |
|---|---|
| A. Job descriptions | I. Licenses |
| B. Awards | J. Performance stands for acquiring licenses |
| C. Letters of commendation | K. Membership requirements for professional organizations |
| D. Letters of corroboration from superiors, peers, etc. | L. Scores in licensing exams |
| E. Congratulations on high performance | M. Rating forms |
| F. Promotion evaluations | N. Military records |
| G. Evidence of suggestions adopted | O. Work samples |
| H. Explanation of tasks performed | |

2. Community Service Activities

- A. Commendations
- B. Awards
- C. Newspaper and magazine clippings
- D. Letters of corroboration from co-volunteers, people served, supervisors, etc.

3. Non-Credit Courses and Training

- | | |
|--|---|
| A. Transcripts or grade slips | G. Course description(s) outline(s), etc. |
| B. Amount of assignments | H. Number of didactic hours |
| C. Amount of time spent on outside assignments | I. Number of clinical or practicum hours |
| D. Letter attesting student was enrolled | J. Diplomas |
| E. Syllabi of courses taken | |
| F. Evidence of completion | |

4. Special Accomplishments

- | | |
|--|-------------------------------|
| A. Books published | F. Programs from performances |
| B. List of books and number of pages read | G. Audiovisual presentations |
| C. List of countries lived in or traveled to | H. Proposals written |
| D. Photographs of famous landmarks visited | I. Conversations with experts |
| E. Speeches given | |

Letters of Verification

A common form of documentation appearing in a portfolio are letters of verification. If someone is furnishing a written statement to verify your experience, the following guidelines should be observed.

- (1) The person preparing the statement should have directly observed you during the experience and not simply know about your experience second or third hand.

EXAMPLE: If Jim wished to verify the experience which he has as a Pastor, this should be done by someone at the church where he serves who has observed him during his eleven years in the ministry, and not someone who has read his articles or who simply knows by second hand information that Jim has been involved in the ministry.

- (2) One person may verify more than one of your experiences. However, any written statement provided by that person should comment directly, separately, and clearly on each experience.

EXAMPLE: One person who has worked closely with Tina may be able to verify that she has been a member of all the organizations she claims. But, such a person, in writing a letter of verification should refer specifically to each of the organizations and the quality and quantity of experience which Tina was observed to have had.

- (3) A statement of verification should be reasonably accurate and complete. In a general way, the statement should cover all the points in the description which you wrote in response to the instructions.

EXAMPLE: If someone were to verify Jim's experience of starting a youth ministry, the person writing the letter of verification should touch upon all the significant aspects of the ministry, including the fact that under Jim's direction the ministry has grown, that it currently has 25 youth involved, and that Jim is still the leader.

- (4) The writer of the verification statement should describe only the activities he directly observed.

EXAMPLE: If someone were to furnish a written letter of verification for Sue and were to provide information about Sue's experience in counseling, the person writing the letter should indicate that he/she has actually observed Sue counseling.

- (5) The person writing the letter of verification should identify his or her relationship to you (supervisor, peer, subordinate, etc.), as well as his or her qualifications for commenting on your experience.

EXAMPLE: Bill is claiming to have knowledge of Greek and Hebrew. The person who is attempting to verify this experience should be qualified to use Greek and Hebrew as tools for study and sermon preparation.

- (6) The letter should be written on the official letterhead stationery of the organization with which the author is associated.

- (7) Most of all, you should make it clear to the author that the letter to be written is one of verification, not recommendation.

SAMPLE VERIFICATION LETTER

Date:

Registrar
South Florida Bible College and Theological Seminary
2200 Southwest 10th Street
Deerfield Beach, FL 33442

Re: (Student Name)

Dear Sir:

This is to verify that I observed _____ (student) for a period of _____ in the area of _____ (field or subject).

My relationship to the student was that of _____ (supervisor, peer, subordinate, etc.).

This section should delineate in detail what experience was observed as well as indicating the writer's qualifications to comment on this experience.

I would rate this person's skill in the area indicated above on a scale of 1-10 as follows: (1 = very low; 10 = very high) (Circle one.) 1 2 3 4 5 6 7 8 9 10.

If you wish to discuss this matter further, please contact me.

Sincerely,

Signature

Printed Name

Street Address

City, State, Zip

() _____
Area code Telephone

SOUTH FLORIDA BIBLE COLLEGE LIFE EXPERIENCE STANDARDS

The following guidelines have been established as a maximum allowable credit for life experience toward the following degrees:

Baccalaureate Degree: Twenty-five percent (25%) of the required credit hours of study.

LICENSES, CERTIFICATES, AND EXPERIENCES HONORED

South Florida Bible College's Academic Counsel has approved the following list of professional licenses, certificates, and life experiences for college credit. Students who have earned credit in one or more of these professions must submit a notarized copy of the license, certificate, transcript, or proof of successful completion of the required experience. To determine the amount of credit SFBC will consider, add the total credits in each category. Example: Kris holds the followings licenses and ratings:

FAA Private Pilot	6
FAA Commercial Pilot	6
FAA Airline Transport Pilot	6
FAA Instrument Rating	6
FAA Multi-Engine Rating	3
FAA Flight Instructor	3
Total Credits	30

Add up all the credits in each field to determine the total credit SFBC will consider for that experience. Each student's past work will be evaluated on an item by item basis. In some cases, the student may receive further credit for additional experience in the same field after submitting the corresponding documentation. SFBC may determine that less credit will be assigned for past work based on a level of training, time in rank, and testing. If a student holds or has held a license, certificate, or proof of past experience not listed here, he is encouraged to submit the documentation to the Office of the Registrar for evaluation. SFBC reserves the right to change or suspend any or all policies concerning credit for past experience without notice.

Aviation Licenses and Certificates	
FAA Private Pilot License	6
FAA Commercial Pilot License	6
FAA Airline Transport Pilot License	6
FAA Instrument Rating	6
FAA Multi-Engine Rating	3
FAA Rotor/Sail/Balloon/Sea/Airship/Other	3
FAA Flight Instructor	3
FAA Flight Engineer/Dispatcher/Navigator	6
FAA Mechanic Airframe	24
FAA Mechanic Power Plant	24
FAA Mechanic Inspector Authorized	10
FAA Traffic Control Specialist	40

Business Certificates and Experience	
Associate Computer Professional (ACF)	16
Certified Computer Programmer (CCP)	18
Certified Data Processor (CDP)	18
Certified Systems Professional (CSP)	18
Certified Payroll Professional (CPP)	10
Certified Professional Secretary (CPS)	30
Certified Public Accountant (CPA)	36
Certified Financial Planner (CFP)	15
Certified Employee Benefit Specialist (CEBS)	30
Certified Purchasing Manager (CPM)	9
Certified /Licensed Real Estate Agent/Broker	4
Chartered Life Underwriter (CLU)	24
Chartered Financial Consultant (ChFC)	24
Chartered P/C Underwriter (CPCU)	24
Small Business Owner/Manager (3 years experience)	6

Health-Related Certificates and Experience	
ACLS/PALS/NALS/CCRN/CRN/Other	2
Cardiovascular Registry (CCI/NBCVT)	10
Certified Cardiographic Technician (CCI/CCT)	6
Emergency Medical Technician (EMT)	6
Emergency Medical Tech Intermediate (EMTI)	6
Emergency Medical Tech Paramedic (EMTP)	10
Histotechnology (ASCP-HT)	3
Nuclear Medicine Tech (ARRT-RT[- NMTCB])	30

Health-Related Certificates and Experience (Contd.)	
Nurse Licensed Practical/Vocational (LPN/LVN)	24
Nurse Registered (RN) (non-degree)	60
Radiation/Radiologic Therapy Tech	32
Respiratory Therapy Tech/Therapist	24

Public Service and Armed Forces	
Armed Forces Service (1 credit per year)	1
Navy Basic Nuclear Power School	40
Certified Corrections Officer	9
Certified Emergency Medical Dispatcher (NAEMD)	3
Certified FBI Schools	3
Certified Fire Fighter	14
Certified Police Officer	12
National Sheriffs' Assoc. Jail Officers' CTP	6
National Sheriffs' Assoc. 1 st /2 nd Line Officers' CTP	6
Public Service Volunteer (1 credit per year Limit 9 credits)	1
Public Service Elected (1 credit per year Limit 20 credits)	1

Other Licenses – Certificate and Experience	
Automotive Service (NIASE) Automobile	16
Automotive Service (NIASE) Body	10
Automotive Service (NIASE) Heavy Trucks	20
Barber/Beautician Licensed	11
Carpenter Licensed (5 years on the job)	9
Child Care Provider Licensed	3
Commercial Driver (3 years experience)	3
Counselor Licensed	12
Counselor Pastoral (1 year Clinical Supervision)	9
Court Reporter Registered	21
Electrician Certified/Licenses	20
Evelyn Wood Reading Course	2
Media Reporter Editor (3 years experience)	3
Nuclear Reactor Operator	30
Plumber Licensed	20
Ordained Minister (3 yrs per year Full-time limit 15 yrs)	3
Scuba Diver Certified	3
Scuba Diver Instructor	3
Social Worker Licensed (LWS)	12
Water Treatment Certified/Licensed	16

BIBLIOGRAPHY

The construct developed in these materials is based upon research produced in the field by numerous scholars and practitioners, and by Cooperative Assessment of Experiential Learning (CAEL). The following publications are recommended to those wishing to do extensive study in the field.

CAEL Publications

1. *Assessing Prior Learning – A CAEL Student Guide*;
Forest 2. *The Assessor – A CAEL Syllabus for Professionals*; Knapp
3. *The Educational Value of Portfolio and Learning Contract Development*; Warren and Breen
4. *Expert Assessment of Experiential Learning – A CAEL Handbook*;
Richard Reilly, ed.
5. *Field Experience Education: A Casebook*; Duley and Associates
6. *Setting Standards for Assessment Experiential Learning*; Knapp and Jacobs
7. *Teaching and Assessing Interpersonal Competence – A CAEL Handbook*;
Breen, Donion, Whitaker

Acropolis Books Ltd.

Earn College Credit for What You Know; Simosko

Jossey-Bass Publications

1. *Combining Career Development with Experiential Learning*; Van Aalst, ed.
2. *Cost Effective Assessment of Prior Learning*; Mactaggart, ed.
3. *Defining and Assuring Quality in Experiential Learning*; Keeton, ed.
4. *Defining and Measuring Competence*; Pottinger and Goldsmith, ed.
5. *Learning by Experience – What, Why, How*; Keeton, Tate, ed.
6. *New Partnerships: Higher Education and the Non-profit Sector*; Greenberg, ed.