



School of Business and Leadership

PORTFOLIO HANDBOOK



A Guide for Participants in the
Degree Completion Program leading to the
Bachelor of Science in Organizational Management

Nyack College
Nyack, New York 10960

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OVERVIEW

Students applying for admission to universities today, and specifically in New York, do not necessarily fit the description of the traditional college student. Today's college student is older, frequently attends part-time, and has usually been involved in informal learning experiences since leaving high school.

Colleges and universities are responding to these students by offering programs that recognize their specific learning characteristics. Increasing numbers of colleges and universities are awarding credits for the learning acquired through non-collegiate experiences. This learning, frequently called prior experiential learning, may occur through employment, volunteer work, community services, travel, military duties, and homemaking.

The American Council on Education (ACE) has acknowledged that "American society abounds in resources for learning at the post-secondary level. Associations, businesses, government, industry, and unions sponsor formal instruction. In addition, independent study and reading, work experiences, the mass media, and social interaction contribute to learning and competency."

The Portfolio instructions, established by Nyack College, are designed to assist the student in pursuing their educational goals, and to fulfill the ACE and COPA mandate to "assess extra-institutional learning as part of the credentialing function" of post-secondary educational institutions. In the process, students will also learn about themselves, and be able to assist in the planning of their educational program.

The Portfolio is a compilation of each student's prior learning derived from academic, personal, and professional experiences occurring since high school. Preparing a Portfolio is not an easy process. It requires an investment in time to be done correctly. However, as adults continuing in college, it is important that students have a realistic understanding of their present competency levels. A realistic appraisal of the student's knowledge and abilities will provide information they can use to plan further educational activities leading toward a degree. The Portfolio may also be submitted to prospective employers interested in appraising the student's competence.

The secondary benefits of preparing a Portfolio of prior learning experiences concern the development of the student. As students concentrate on their personal history, present status, and future goals, they will be clarifying their direction in life and highlighting significant achievements that have contributed to their learning. Students will also gain a sense of excitement as they realize that a necessary step is being taken in meeting those educational goals they have established for themselves.

An integral part of Adult and Career Development is the development of a Portfolio of prior learning. The Portfolio is divided into five separate sections, which include:

- Section 1: Résumé
- Section 2: Autobiography
- Section 3: Experiential Essays
- Section 4: Testing
- Section 5: Professional Schools and Training (**Optional**)

The successful completion of the Portfolio partially fulfills the Adult and Career Development Module requirements. The portfolio is graded and processed by the Primary Instructor. Students who have submitted essays or trainings for potential credit will be notified of credit recommendations as faculty evaluations are completed. The steps listed on page 4 details the evaluation procedures for credit for prior learning.

Students should be aware that because of the high standards which guide Portfolio assessment, the evaluation process is usually lengthy.



STUDENT LEARNING GOALS

1. The student will have the opportunity to review his or her life events and experiences to determine what direction their life has been heading.
2. The student, as guided by the instructor, will put together a degree plan to determine any deficient credits and outline how these credits will be obtained.
3. The student will strengthen writing skills necessary for academic writing.
4. The student will begin to read about being an adult student.
5. The student will begin to develop a sense of the broad array of skills, abilities, and talents he or she possesses.
6. The student will start to participate in adult oriented classes.
7. The student will do preparatory work in adult and career development.
8. The student will learn the Kolb model for use in writing learning experience essays for credit.
9. The student will understand the integral components of a learning experience essay.
10. The student will assess his or her learning style.

THE PORTFOLIO PROCESS

1. **Portfolio folder is submitted to the Primary Instructor for grading.**

The Primary Instructor grades the Portfolio folder for content and form. The Portfolio grade is completely separate from the evaluation of credit process. The grade you receive for your Portfolio will be averaged in your grade for the Adult and Career Development course that students are required to take as part of the program.

2. **Portfolio is graded by the Primary Instructor. If the student is not petitioning for credit, the portfolio is returned to the student.**

The Primary Instructor puts a grade sheet in the Portfolio folder and returns it to the student.

3. **Students who are going to petition for credit need to complete all portfolio materials (i.e. essays, documentation, etc.), then submit portfolio to the Assessment office for processing.**

The Assessment Office personnel will send out items to the appropriate Evaluators for credit evaluation. Once the items are returned by the Evaluator, the student will be billed accordingly. If revisions and rewrites are necessary, the student can resubmit the submission to the Assessment Office. The student must provide both the original marked up essay and the rewrite.

4. **Essays, documentation and the original Petition forms for the signed by the Evaluator are returned to the Assessment Office indicating the credits awarded.**

The Assessment office personnel will post awarded credits onto student's transcript in the Registrar's database. Students are notified of credit awards by the Assessment office, and all portfolio materials are retained in the student's file.

ASSIGNMENTS DUE

Session Two:

1. Typed Resume as outlined in Section 1.
2. Typed Autobiography as outlined in Section 2.
3. Read Chapters 1 & 2 in the *Starting to Finish* book.
4. Read Portfolio Handbook Section 3 (including essay).

Session Three:

1. Typed Experiential Learning Essay (submit in eCollege DropBox).
2. Read Chapter 3 & 4 in the *Starting to Finish* book.

Session Four:

1. Completed Portfolio Folder is due for grading.
2. Read Chapters 5 & Conclusion in the *Starting to Finish* book.
3. Read the article “How to Use Your Time Efficiently When Writing”.

Portfolio Due Date:

The Portfolio is due in Session Four of the Principles of Adult Learning course. Students can continue to submit additional experiential learning essays for credit throughout the year based on the student's degree plan.

LATE POLICY FOR PORTFOLIOS

- ◆ **ANY PORTFOLIO THAT IS HANDED IN AFTER THE DUE DATE WILL BE DOWNGRADED BY ONE LETTER GRADE.**

GENERAL GUIDELINES

The following are guidelines for developing the Portfolio. It is necessary to fulfill all of the requirements:

1. The contents of the Portfolio must be affixed in a soft cover, three-hole folder.
2. A pocket on the front inside cover of the folder must be provided for Nyack College documents.
3. The student's name, cohort number, and primary instructor's name must appear on the front cover of the folder.
4. Each section of the Portfolio must be clearly separated and labeled by tab dividers.
5. All student written or constructed materials must be typed on 8 ½" X 11" paper. (See individual sections for specific formats.)
6. Please present originals of all documents and/or certificates along with a copy of each for verification by a Nyack College Faculty member. The copy should be initialed and dated and the original is to be returned to you. **Only the initialed COPY of the document is to be put in the Portfolio Folder.**
7. Each section must include only what is required for that section.
8. All material must be proofread for typographical and grammatical errors.



TITLE PAGE

A title page with the following information is to be placed in the front of the Portfolio Folder.

Student's Name

Cohort Number

Primary Instructor's Name

SECTION 1: RÉSUMÉ

Description: The résumé is an outline of one's employment, military, and educational background. It is considered an introduction to the rest of the Portfolio.

Development: The résumé must be:

- Typewritten
- No more than one page

Résumé Writing

There is no "correct" format for a résumé. Résumé writing is as much an art as it is a science. An individual's résumé is as unique as the individual. If a student has never prepared a resume, it is recommended that they follow one of the two formats as outlined in the following pages.

HEADING

- One's name, address, and telephone number(s) should be centered at the top of the page. Make sure that the prospective employer can leave a message if the telephone number is at a residence and indicate whether the telephone number applies to day or evening hours.
- An alternate telephone number, a fax number, or an e-mail address is also acceptable.

CAREER OBJECTIVE

- A specific rather than a general or vague objective is a good idea because it demonstrates clarity with regard to career direction. Asking for short and long-range goals is a standard interview question.
- So as to not limit career options, the objective can be stated in terms of skills, values, or responsibilities rather than a specific position or field. If you really want to make a positive impression, include the name of the job opening and company.

SUMMARY OF QUALIFICATIONS

- A summary of qualifications, accomplishments, important skills, and personality traits should follow the objective.
- The summary must grab the attention of the employer, make a good impression, and motivate the employer to view the applicant in a favorable way (and thus continue reading).
- The candidate should think of himself or herself as a politician conducting a campaign, a lawyer making a case, or a sales representative marketing a product or service. This is the applicant's 30-second commercial!

EMPLOYMENT BACKGROUND

The main difference between the chronological and the functional résumé format is the Experience section.

1) **Chronological format**

- This format lists information starting with the most recent experience and working backwards.
- Under the heading "PROFESSIONAL EXPERIENCE" or just "EXPERIENCE," list the job title, employer's name and address, and dates of employment for each position held for about the past 15 years.
- Next, give a brief description of the position. This description should be no more than two or three complete but concise sentences.
 - The description should be followed by three to five significant achievements or skills. These results, presented in "bullet" fashion, should be as specific and quantifiable as possible. Numbers catch people's attention and help them understand the scope of your accomplishments. (Note that the terms "accomplishments" and "achievements" are used interchangeably in these instructions.) Recruiters have made it very clear that they are far more interested in *what candidates have actually done specifically* than in just reading a job description. Some examples of accomplishments that can be quantified include:

<i>Sales revenue</i>	<i>Dollars saved</i>
<i>Budget administered</i>	<i>Seminars taught</i>
<i>Productivity increases</i>	<i>Increased quality</i>
<i>Customers or clients served</i>	<i>States covered by your region</i>
<i>Reduction in plant accidents</i>	<i>Reduction in employee turnover</i>
<i>Widgets produced</i>	<i>Funds raised</i>

- Use action verbs to begin each achievement. Action verbs add sizzle and punch to your résumé. Some examples of action verbs are as follows:

<i>Administered</i>	<i>Designed</i>	<i>Negotiated</i>
<i>Advised</i>	<i>Developed</i>	<i>Organized</i>
<i>Analyzed</i>	<i>Directed</i>	<i>Persuaded</i>
<i>Appraised</i>	<i>Edited</i>	<i>Planned</i>
<i>Budgeted</i>	<i>Estimated</i>	<i>Recruited</i>
<i>Coached</i>	<i>Explained</i>	<i>Researched</i>
<i>Collaborated</i>	<i>Facilitated</i>	<i>Reviewed</i>
<i>Cooperated</i>	<i>Instructed</i>	<i>Supervised</i>
<i>Coordinated</i>	<i>Investigated</i>	<i>Updated</i>
<i>Counseled</i>	<i>Led</i>	<i>Wrote</i>

- The reverse-chronological format is commonly used for individuals with a solid background in their chosen field.

2) **Functional format**

- This format emphasizes skills and accomplishments, rather than actual job titles and dates.
- Under the heading "ACHIEVEMENTS" or "ACCOMPLISHMENTS" identify several specific, quantifiable achievements and skills such as the ones described under the chronological format. As stated with the chronological format above, this should not be merely a job description! These accomplishments should also be as specific and quantifiable as possible. Remember that numbers catch people's attention and help them understand the scope of a candidate's accomplishments.
- Next, group achievements and skills into clusters of functional activities. Some examples of functional categories are as follows:

<i>Sales Management</i>	<i>Fund-raising</i>	<i>Event Planning</i>
<i>Financial Management</i>	<i>Consulting</i>	<i>Human Resources</i>
<i>Project Management</i>	<i>Training</i>	<i>Public Relations</i>
<i>Program Development</i>	<i>Coaching</i>	<i>Customer Service</i>
<i>Production Planning</i>	<i>Counseling</i>	<i>Public Speaking</i>
<i>Quality Management</i>	<i>Supervision</i>	<i>Troubleshooting</i>

- Next, under the heading "WORK HISTORY," the candidate should list in three distinct columns years of employment, employers' names, and job titles. Use reverse-chronological order.
- This format is particularly useful when seeking a career change or when there are gaps in the employment record. This format is also useful if a person has held several similar positions and desires to consolidate similar functions and accomplishments.

EDUCATION

- The highest degree earned (or in progress) should be listed first and can be written out (Bachelor of Science) or abbreviated (B.S.). List in reverse-chronological order.
- Next, specify the date the degree was earned or the expected date of completion, as well as the degree-granting institution's name, city, and state.
- The major should follow on the next line.
- Note that it is not appropriate to list schools that one has attended but did not graduate from when a degree is cited. High school information is also not appropriate.

LICENSES/CERTIFICATIONS

- If these are relevant to the career objective they should be mentioned up front in the Summary of Qualifications.
- Neatly list licenses held or certificates earned. In the case of certificate programs, it is desirable to follow the format outlined for education above.
- Note that if you have acquired several certificates, it is best to only list the ones most relevant to the position desired. Avoid cluttering your resume.
- You are not required to use this heading and should only do so if relevant.

COMPUTER SKILLS

- This is the information technology age and prospective employers want to know candidates' qualifications in this area. List all computer languages, applications, software, and hardware in which you are proficient.

Miscellaneous Guidelines

- Allow enough white space for the reader's ease. Make sure margins are wide enough so the résumé does not look crowded and leave a line of space between main headings and the elements below them. It is just as important, however, to avoid too much white space.
- Use a larger font to distinguish main headings. Using bold, capital letters, italics, or a different font helps to distinguish also.
- Use bullets instead of long complicated paragraphs to emphasize key points.
- Use bold, underlining, and italics to emphasize sub-headings (but do not use bold and underlining on the same item).
- Use a computer and a laser printer to print your résumé.
- Be neat and error-free. Proofread carefully for spelling, grammar, punctuation and format. Mistakes on a resume are unacceptable.
- Choose an easy to read typeface.
- Use white or lightly colored paper. Use matching stationery for the cover letter and mailing envelope.
- Write in the past tense, except for the job(s) you currently hold.
- Use action verbs and nouns to describe your job titles, accomplishments, and skills. Action verbs give the reader a sense that you are a person who gets things done. Nouns are necessary if you are sending your resume to a large organization where it is likely that your resume will be scanned electronically. In today's job market, it is not unusual for a company to receive hundreds of resumes for one advertised position. One way they eliminate prospects from the qualified pool of applicants is to do a search by keywords (which will be nouns) in their industry.
- Give your résumé the “20-second test.” You should say the most important, most marketable things on the first half of the page. If not, it needs more work.
- Omit negative information about a previous employer.
- Do not use humor. Chances are it will hurt you more than it will help you.
- Avoid offering personal data. It can only be used against you.

The preceding guidelines have been extracted from several current publications on this topic. The three most noteworthy are *Trash Proof Resumes* (The Princeton Review, 1995), *Resumes* (National Business Employment Weekly, 1994), and *The Perfect Resume* (Jackson, 1990). For additional information you may wish to refer to these publications. The following pages contain examples of both a chronological and a functional résumé.

SAMPLE CHRONOLOGICAL RESUME

Susan Miller
 10 Main St.
 Nyack, New York 10960
 (212) 987-6543

OBJECTIVE

A challenging position in sales management where my leadership experience and skills can be fully utilized to achieve profitable results.

EXPERIENCE

Wilcox Technology, Carlisle, NY 1983-present

Vice President of Sales 1990-present

- Develop, implement, and control strategic marketing plans.
- Direct the activities of 8 Regional Sales Managers and over 100 nationwide Sales Representatives.
- Analyze sales reports and statistics; control sales expenses; coordinate marketing research.

Achievements:

- Played an instrumental role in increasing sales from \$50 thousand to \$3.6 million.
- Reduced employee turnover by 40% in three years.

National Sales Manager 1988-1990

- Managed nationwide sales activities including Regional Sales Managers and Sales Representatives.
- Recruited and trained new employees.

Achievements:

- Recognized as #1 Employment Manager by Company.
- Recognized as #1 motivation speaker in training and sales seminar

Regional Sales Manager 1984-1988

- Managed 12-15 sales representatives in their daily activities.
- Developed a character profile to help other sales managers find successful sales people.

Achievements:

- Generated over \$500K in new business.
- Developed the #1 sales producing regional office for the years 1986-1988/

Sales Representative 1983-1984

Achievements:

- Generated over \$100K in new business.
- Recognized by colleagues as #1 Sales Representative and Field Sales Trainer.

EDUCATION

Bachelor of Science, 2003 (expected), Nyack College, Nyack, NY
 Major: Organizational Management

Associate of Applied Science, 1983, Rockland Community College, Suffern, NY
 Major: Business Administration

COMPUTER SKILLS

Languages: C, Turbo, Pascal, Cobol, Fortran

Software: DOS 5.0, Windows95, Lotus 1-2-3, Excel, Quattro Pro, Pagemaker, Harvard Graphics, WordPerfect 5.1, dBase 3 Plus, Paradox.

SAMPLE FUNCTIONAL RÉSUMÉ

Susan R. Miller
 10 Main St.
 Nyack, New York 10960
 (212) 987-6543 (day)
 (914) 123-4567 (evening)

OBJECTIVE

To supervise, organize, and participate in the daily activities of the pharmacy and surgical areas of a pharmaceutical company.

ACCOMPLISHMENTS**EMPLOYEE SUPERVISION**

- Supervise four veterinary technologists in areas of pharmacy and surgery.
- Oversee the technical training and professional development of team members.
- Manage the pharmacy that services entire Laboratory Animal Resource Department.

OFFICE ADMINISTRATION

- Procure from outside vendors with a budget of approximately \$500,000.
- Maintain computerized inventory system.
- Order medications, equipment, and supplies.

EXPERIMENTAL METHODS AND RESEARCH

- Perform surgical activities assigned by protocol or required by experimental design.
- Administer experimental compounds by injection.

TECHNICAL/SCIENTIFIC

- Perform laboratory work including CBC's, blood chemistries, urinalyses, and fecal and heartworm tests.
- Oversee the surgical preparation, recovery, and treatment of animals.

WORK HISTORY

1991 - present	American Cynamid	Senior Supervisor
1990 - 1991	American Cynamid	Team Supervisor
1989 - 1990	American Cynamid	Pharmacy Coordinator
1987 - 1989	American Cynamid	Laboratory Animal Technician
1980 - 1987	County Animal Clinic	Animal Health Technician

EDUCATION

Bachelor of Science, 1998 (expected), Nyack College, Nyack, NY
 Major: Organizational Management

Associate in Science, 1980, State University of New York, Delhi, NY
 Major: Math and Science
 Second Major: Computer Languages with Business Applications

LICENSES AND CERTIFICATES

New York State Licensed Animal Health Technician
 AALAS Certified Laboratory Animal Technologist

SECTION 2: AUTOBIOGRAPHY

Writing the Autobiography

An autobiography is a story, and for this assignment students become storytellers narrating to readers the significant experiences of their lives. As storytellers, students will be reflecting on the important experiences that they have had and will attempt to discover how those experiences influenced their lives. According to James E. Birren, when one writes an autobiography ". . . life becomes a tapestry, and the actions of the past seem to form a pattern". As the students look at the "tapestry" of their lives, they will be seeking a "pattern," or theme, and when that theme has been discovered, it will become the thesis for their autobiographies.

Two basic rhetorical patterns of organization are used in an autobiography: narration and description. Because the autobiography will consist of a series of events or experiences that the student relates to the readers, narration is the most logical way of presenting that material. Narration, or storytelling, relates the information in chronological order. The following are suggestions to consider in writing narratives:

- Be sure to give the reader a clear time order. This sequence will be chronological; however the "flashback technique" may be used also.
- If the autobiography contains descriptions of action, it will help the readers feel what happened - let them live through it. The more immediate the details and the more descriptive the scenes, the more readers will feel a part of what is occurring.
- Be very selective in the details chosen. Do not give the readers a lot of information they do not need to know. Stick to details that are directly related to the purpose and thesis.

While the overall form of the autobiography will be a narration in chronological order, description may also be used to convey information about a place or person to help the readers understand the subject. Usually some type of spatial arrangement is used in writing description, for example, from top to bottom or from left to right. The following are hints that will help in writing good descriptive prose:

- Appeal to all the readers' senses: sight, smell, touch, hearing, and taste. Be very specific.
- Select only those details to include in the description that reflect a point of view and the main impression of the scene or person.

Writing the Autobiography for the Portfolio

The autobiography for the Portfolio must be at least seven (7) typewritten, double-spaced pages and should be a narrative of significant experiences or events that have led to growth and development in the student's adult life. Generally, the narrative is in chronological order beginning with childhood and progressing to the present. The purpose of the autobiography is to introduce the student to the people in the program and, through the process of analyzing significant experience, to help the student identify possible topics for the Learning Experience essays.

Weaving the "Tapestry"

- Make a list of especially memorable events in your life from childhood to the present. Include achievements, defeats, surprises, accidents, discoveries, etc.
- Make a list in which there were significant changes in your life. Include changes in beliefs, interests, jobs, etc.
- Make a list of significant people in your life. (Someone who was a role model, had authority over you, taught you something valuable, etc.)
- Consider how these events and people are related to areas of your life, such as: your profession, community service, education, military service, marriage, family, hobbies, etc.
- Look at the "tapestry" that is developing. Can you find relationships between the lists? Is there a pattern of significance emerging that reflects your growth and development during these years?
- Try integrating events and people into one chronological list for which you can write the thesis for your autobiography.
- Use this list as an outline to write your paper. View the autobiography as a way of introducing yourself. In other words: "This is my life", or "this is what has happened to me", or "this is why I am the person I am".

Reprinted from "The Best of All Stories" by James E. Birren. *Psychology Today*, May 1987, pp. 91-92.
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THE BEST OF ALL STORIES

Autobiography gives new meaning to our present lives by helping us understand the past more fully.

"Life can only be understood backwards; but it must be lived forwards." I use this quotation from Kierkegaard in my classes to emphasize the idea that people gain understanding by looking backward through autobiography.

As I like to tell my classes, you don't know where you are going unless you know where you have been. In moving on from school into our later lives—career, career changes, marriage, divorce, retirement—we wonder, "Who am I?" We search for self, an identity that is more than the membership and credit cards we carry with us. In the hurrying and often bruising experiences of life, our uniqueness can get squeezed out like toothpaste from a tube, making us feel empty and discarded.

In more than 40 years of studying adult development and aging, I have found that writing about our own life experiences and sharing them with others is one of the best ways we have of giving new meaning to our present lives by understanding our past more fully. For the past 11 years I have been teaching about the process and values of autobiography in universities and in workshops at gerontology meetings and conferences in this country and abroad.

Writing an autobiography puts the contradictions, paradoxes and ambivalence of life into perspective. It restores our sense of self-sufficiency and personal identity that has been shaped by the crosscurrents and tides of life. I remember the sense of freedom that Marcus had when he wrote and later told the group, "I come from a family of slobs. Even my father's brother cheated him." In such comments the listener grasps the meaning of being part of such a background, as well as what it means to rise above it.

Carole wrote that when she was in high school her father told her that she was so smart that if she had been a boy he would have sent her to medical school. Now, in retirement, she accepts the dual reality—of being a woman and being smart—that in her earlier life had made her uncertain and ambivalent.

A tornado blew away the house in which Margaret lived with her family as a child. "I had to go to work when I was 12," she wrote. "It didn't help matters that my father had a great temper and kept losing his job." Writing an autobiography, at age 75, helped her find peace in her life.

My interests in autobiography began in a summer class I taught at the University of Hawaii 11 years ago. Every day I assigned a paper on some topic in the field of adult development and aging. One day, as a change of pace, I gave my students an unusual assignment: Write two or three pages telling about your life as if it were a tree and describing its major branching points. Or think of your life as a river and tell how it flowed, taking a new path here and being dammed up there, narrowing and widening with events.

The next day's class was startling. The students all wanted to talk at once. Somehow I had pressed a button and the class was alive in a way that I had rarely seen.

The excitement made me think of how autobiography has been neglected in psychology. After working with a group of graduate students for a year to explore autobiography, I introduced a course, Psychological Development through Guided Autobiography, for graduate students, advanced undergraduates, professionals and retired persons. We met three hours a day for two weeks. The participants became so engrossed that many of them didn't want to stop writing their autobiographies when the course ended. On the last day of class they brought food for lunch and exchanged addresses and promises to remain in touch. Some members of this and later groups have had reunions to update their autobiographies.

After helping hundreds of people write their autobiographies, the most important thing I have learned confirms Hemingway's observation that "the world breaks everyone and afterward many are strong at the broken places." I tell each of my classes, "You are all survivors. Tell us your story and we will tell you ours." I don't tell them how strong I think they are, since that is part of the process of individual discovery. In reviewing the details of their lives people become impressed with all the problems they have survived, and the many ways they have been tested by events and by people.

You too will be amazed at the amount of detail you remember when you write an autobiography and share it with others. As the names of places and people come bubbling up, along with the events of yesterday—your first crush, your first job—they take on a new complexion and order. Your life becomes a tapestry, and the actions of the past seem to form a pattern.

The autobiographical process doesn't stop with the recalling and writing. You understand your life better if you share it piece by piece with other people. That is why I always have a class break up into small groups of three to six each. Everybody reads aloud the two pages or so they have written on a particular theme, such as the role of money in their lives or their work histories.

Something happens during the reading that goes beyond what is achieved by the writing alone. Paradoxically, some things that seem difficult to write about alone are easily expressed in a group. New associations arise from the group discussion. The facts and the feelings take on a living quality for both readers and listeners as each new session builds on previous sessions. Other people's experiences become reminders of feelings and events that we have set aside and thought we had forgotten.

Autobiography is most useful when it is guided. A good guide is like the old fisherman who always seemed to catch fish when others, with good equipment and the right bait, came back empty-handed. Asked why, he said, "I know where the fish are." One good fishing spot for significant autobiographical materials is family history. But there are others, such as the history of our health and body, how we got into our life's work, our experiences with death, our loves and our hates. Merely mentioning these topics can set off a train of rich associations.

Along with the emotional recall of an early loss or a broken love relationship, there are often humorous recollections. Humor in an autobiography is an indication that the writer has mastered a problem. As people become more experienced with the autobiographical process, humor becomes more frequent. Its use suggests that the person has moved from seeing life as a series of problems to greater insight and mastery.

An apt metaphor is also useful in understanding one's life. "Trade in and trade up the old metaphors that you use to characterize yourselves," I tell the class. "I have been a pussycat all of my life, but now I am becoming a tigress," one woman said with a smile, and the group smiled with her. The important can be made funny and acceptable and the complex can be grasped through the right metaphor.

I am constantly impressed by the durability of memories. The clarity with which many 80-year-olds describe early life events can be awesome. The hidden pranks and sibling rivalries of 50 years ago are recalled with the freshness of yesterday. Long-term memories don't seem to fade or become lost; they are there awaiting our attention. Sensitizing ourselves to finding the old memories is one of the advantages of doing guided autobiography in a group.

It is surprising that while we spend so much money and effort on cemeteries for dead bodies, we have so little interest in archives for living autobiographies. But the current popularity of biographies and autobiographies shows there is a rising interest in a search for the meaning of our lives amid the ambiguities of the transition from an industrial society to the information age, from the pencil and typewriter to the computer and the nuclear age.

Why not start tomorrow to tell yourself and others the story of your life, and "understand it backwards"? It may help to join a local adult-education class on autobiography or get a "how-to-do-it" book from the library to guide you. Having a friend who will write and share as you go along will keep the process moving.

I've found that we feel stronger and more hopeful after writing and sharing our autobiographies. We see that we must have been good travelers to get this far. Sharing with others the autobiographical road map of your life, its potholes, rest areas, vistas and flat tires, leads to new bonds, ones that often are surprisingly durable. Many of my former students tell me doing their autobiographies was one of the most significant experiences of their lives. Let us get on with the telling of the best stories of all, our own stories.

***** End of reprint *****

SAMPLE AUTOBIOGRAPHY

Recently, I was asked "who are you?" Simple question? Not really. After I gave my name, I sat and thought about that for a little while. Was I just a 38-year-old, African-American female? No. I am also a daughter, sister, sister-in-law, aunt, co-worker, and student. I am a loner, shy, independent, and a fighter. My siblings feel that I am "spoiled." I will never admit that this is a fact that very well might be true.

I am the eldest of six, four girls and two boys. I was born with an underdeveloped left eye, which was later removed when I was 14 months old. I will not say that the loss of the eye didn't cause me pain sometimes. Children can be very cruel. My family never treated me differently because of this, but I was told not to discuss it with others. As I look back now I believe that this was to get me to act as normally as possible. This condition was nothing to be ashamed of, it just was something that everyone didn't need to know. Once when I was in kindergarten I was rubbing my face when the prosthesis fell out. I was devastated, I recall that no one paid any attention to me, but I still felt as if the entire class was staring at me. To this day I cannot stand for people to stare in my face. I always wonder what they see when they look at me.

I had asthma as a child and this caused more problems. I was not allowed outside in the cold; so during recess, while the other students played, I had to sit inside with one of the nuns. I learned to play well by myself. My father used to drive me to school because I could not breathe the cold air. We could not have pets because the animal fur sent me to the hospital. I had pneumonia three times. By the time I got to high school the asthma was under control. Every teacher in high school said the same thing to my parents on open school night, "Yvonne is very bright, but she doesn't speak." This was true; I would break out in a cold sweat if forced to stand and face a group of people. Shyness

has been a problem of mine since grade school.

My difficulty started when I started to stutter. My stuttering was so bad that even to receive praise I couldn't stand up in class. I was in my social studies class and we had been given a test. The teacher had us mark our own papers; I got a perfect score. She then asked all those who got all of the answers correct to please stand. She had done this because the test was very difficult and she wanted all those who deserved it to be acknowledged. I never left my chair. My high school years were not all bad; there were many wonderful moments. I joined the glee club and the singing helped my stuttering. I was on both the basketball and volleyball teams, and I was double dutch champ.

High school was during the sixties. This was a time of "I'm black and I'm proud." At the time I thought everything seemed fine, but as I look back now I can see that there was plenty of room for improvement. I rarely saw African-Americans on television. African-American dolls were nonexistent. I became aware of the "KKK." In the twelfth grade I was in the co-op program (this is a program for high school seniors, where you work one week and attend school the next). I worked at Metropolitan Life Insurance Company. One day as I read the paper I noticed one of my co-worker's pictures. He had been arrested for setting fire to a black neighbor's house. He "didn't want to live next to a bunch of blacks." This was a man to whom I spoke every morning. He and I interacted; he always seemed so pleasant. This was such a shock to me. After that, I began to read about the "KKK" in many articles in the newspapers. I realized that my father had been right about a lot of things. When I told him this he just smiled and said, "Wait. It'll get much worse before it gets any better." I remember thinking that was a very scary thought.

I didn't go to college right after graduation. I wanted to work and make lots of money. I am smiling as I type this because I am still working and haven't made lots of money yet. My first job

after high school was working in a school district office. I started as a clerk. My duties consisted of filing, answering the phone, and light typing. It was during this time that I learned the dynamics of group process. I was encouraged to always smile. I smiled even when I knew that I was dealing with someone that I didn't particularly care for. I will confess that I did this for only a short time before the real me came to the surface. I didn't care who you were; I was to be spoken to in a respectful manner at all times or you heard about it. This was a throwback to my elementary years. All those years of not speaking up were coming to a head. I would take but so much; then I would strike. I would strike hard and fast. This made people look up and take notice. I was not the meek little girl that they thought. I had a lot of fight in me. I took no nonsense from anyone. I noticed that the longer I worked, the more outspoken I became. My parents began to constantly remind me to "Watch your mouth." Even my stuttering was under control as I made my heated points known. I became so sure of myself that I refused to go to the store for one of the "bigwigs" in the office. She wanted me to go out in the snow to get her some cream for her coffee. I couldn't believe it. I said "send your secretary." She didn't send her, but I didn't go out either. After that she started speaking to me every morning. She ended up recommending me for a "higher" position in the office. I became the assistant to the vice-president in charge of pupil personnel. This was really just a fancy clerk, but I loved the idea of signing my name to papers.

After three years at the district office I took advantage of an opportunity to work at Clara Barton High School. I worked as a "Health Aide." I assisted the school nurse in running the medical room. I learned to give eye and hearing exams. I was responsible for keeping the students' health records up-to-date. I met many wonderful students in this position. I was then placed in the computer room as a "Data Operator." Here I worked on the students' attendance. I kept detailed records of their

absences and tardiness. I was also the one who promoted them. The students always wanted to be my friend—thinking that I made the final decision on the promotion. They rarely stopped to think that it was their grades and not me that made the difference.

I was "promoted" again. This time as "Attendance Coordinator." In this position, I worked with both the parents and students. I could have written a book about some of the problems I had to deal with at this time. My life was simple compared to some of my students. My parents were always very loving and wanted all of us to succeed. There was never a time when either of them was not available to help my siblings or me. My father especially encouraged us to strive for the very best in life. He taught me never to accept the notion that I couldn't be the best. "Try. Prove that the stereotypes that people have about us are wrong." His motto was "You are just as good, if not better, than everyone you meet." This was the message I would stress to the students who came into my office. I feel that I reached a few students if only for the glitter in their eyes as they walked away.

My father died four years ago. He was a man who loved his children dearly. He talked about us to everyone on his job. He was proud of everything that I did. He would look into my face and tell me how beautiful he thought I was. No one had ever done that before. When my father died I changed my outlook on life. Here was a man who had worked hard all his life. He wanted to retire to the house in upstate New York that he and my mother built. He saved his money, he rarely traveled. These things were to be done "later." Later never came for him. He was 57 years old. Twenty years ago I would have thought that to be old. Today I realize that he was much too young to die. After seeing him suffer with his illness for many years, I came to realize, that while you are able, it is best to live life to the fullest. No more waiting until tomorrow for me. There are so many things that I haven't done, things my father wanted me to do. He wanted me to marry, which I

haven't done yet but would like to. He wanted me to be happy with my life. He wanted me to graduate from college, which I am in the process of completing now.

My grandmother and my aunt's deaths touched me in different ways. When my aunt died, I felt I had lost my best friend. I missed sitting in her room, going through her purse, and talking about the day's events. With my grandmother's death, I felt the family lost a great link to its past through her stories and family ties. I also missed both of their "spoiling." My grandmother loved to tell people that I was her first grandchild. I was in my twenties when she died, and in my teens for my aunt's death.

Last year, there was another death that made an impression on me. I had a neighbor who was murdered outside of her door. My sisters and I heard her screams and by the time we got outside she was dead. There was a great commotion on the block for about two weeks; after that, nothing. It saddened me to think that, that was all this lady's life was—two weeks of talk and then nothing. I never saw any of her family. No one came for her belongings. I felt that there had to be more to her than just two weeks of notoriety. Her death made me realize that one cannot just drift through life, one has to get out there and make others notice you.

There have been many people who have had a profound impact on my life, but there is one who still influences me: my mom. Mom has always been there for me. There have been times in my life that had she not been there I don't know where I would be today. She has an inner strength that I have always admired. She can be both tough and soft. During a recent bout with an illness, it was she who I turned to the most. Two years ago my illness caused me to have a toe amputated and I needed my mom. I needed her as all sick children need their mothers. Everywhere there were people telling me that this was not so bad. They told me that I should be glad that I could still walk.

I didn't want to hear this at that time. I needed a shoulder to cry on and Mom was there with the tissues. It was hard for her because she is the first to admit that she cannot stand for anything to happen to me. She feels this way about all her children but says that there is something about me. Mom knew I needed her and she came through with flying colors.

As I reflect on my autobiography, I look back on my life and realize that my childhood and adolescent experiences helped me to become the intelligent, sensitive, and insightful adult I am today. My experiences have also taught me how to meet life's many challenges head on and with a strong determination to succeed.

SECTION 3: EXPERIENTIAL LEARNING ESSAYS

Overview of Prior Learning Assessment

Experiential learning includes any prior learning that has resulted from an individual's participation in post-secondary school activities not sponsored by a college or university, and which occurred prior to a student's enrollment in the Organizational Management Program. Learning which occurs outside the traditional classroom is often equivalent to college level work and is recognized wherever it has occurred.

Prior Learning Assessment (PLA) involves acknowledging and assessing the adult student's prior experience and learning. The assessment of prior learning requires the determination of the amount of credit students may receive for their prior learning. By writing essays on various life experiences, students can petition for and may receive college credit. When the completed Portfolio is submitted, essays are removed and sent to evaluators to determine if credit is rewarded.

A learning essay is much more than the narration of an experience. The essay must follow the Kolb Model of Experiential Learning, requiring the students to:

1. Discuss their direct experience.
2. Make observations and reflections about their learning.
3. Form abstract concepts about their learning.
4. Show some type of application to a new situation.

Written guidelines are provided to the student to assist in the completion of the Portfolio. Prior to faculty evaluations, a Primary Instructor will provide feedback on whether the student has met the requirements for a learning essay. The Faculty Evaluator then issues the credit award for the essay. After an evaluation has been completed, the evaluator returns the essay to the Primary Instructor. A copy of the Petition form with the evaluator's credit assessment is then mailed to the student along with a bill based on the assessment fee.

The Portfolio process is an exciting and integral part of the Organizational Management Program, benefiting the student in several ways. Also, the assessment of past experiences and learning may help students set future short and long-term goals.

The Experiential Learning Essay

ESSAY REQUIREMENTS

There are several things evaluators look for in an essay. Each essay must include:

1. The learning obtained from the experience.
2. How knowledge was acquired from the experience.
3. How knowledge was applied and used.
4. Description of the learning outcome(s).
5. Evidence of processing knowledge.
6. Evidence of generalization and conceptualization.

Evaluators will be examining essays from these factors. These components are **REQUIRED** in all essays regardless of the particular subject being discussed. By utilizing these six (6) components, students will clearly demonstrate and convey knowledge to the evaluator.

The evaluators will not award credit for experience alone and they cannot assume what the student knows based on a given experience. The evaluators evaluate only the knowledge presented in the essay. The use of documentation generally verifies only the experience from which the knowledge was acquired. Documentation alone cannot explain the knowledge. Products such as poetry, painting, photographs and technical manuals cannot be evaluated for credit alone, thus an essay presenting the knowledge and experience related to the subject must accompany it. In other words, the subject **MUST** be presented in the same manner and meet the same criterion as any other course for which credit is earned. The following sections provide an additional discussion of these requirements.



KNOWLEDGE AND EXPERIENCE:

The evaluators will examine the content of the essay for both knowledge and experience. Experience provides a frame of reference for the knowledge however; the essay **MUST** go beyond how the experience was acquired. There must be an obvious relationship in the essay between knowledge and experience. For example, it is not acceptable to write about experience as a supervisor followed by a term paper on theories of supervision. There would be no obvious connection between the student's experience as supervisor and those theories.

It is important to explain **HOW** the knowledge was acquired. The evaluators will be looking for what the individual has read about the specific topic as well as how the reading was selected and how the knowledge was used. The student will need to blend experience with the thoughts, reflections, and concepts learned from these experiences. It is also recommended that students use examples from experience to illustrate the learning outcomes. One must make a connection between knowledge and experience by discussing how the knowledge was applied.

EVIDENCE AND COMPREHENSION AND MENTAL PROCESSING:

Evaluators look for evidence of comprehension. It is not sufficient to just present a fact or principle. The evaluators want to know if the student understands what the fact means. Are they able to explain it? The evaluators are looking for evidence that the writer has **INTERACTED** with the knowledge and, in doing so, gained an understanding of it. This interaction or evidence of mental processing may take the form of the ability to explain the subject, break it down, critique it, rearrange it, or combine it with other knowledge on the subject. These intellectual skills and abilities reflect thinking processes and must be evident in the essay. **DEMONSTRATION** of knowledge in the subject is critical to the essay.

GENERALIZATION AND CONCEPTUALIZATION:

Evaluators also assess the student's ability to generalize. To generalize one must derive or formulate a general concept or principle from a particular experience. The evaluator will look for the ability to generalize from the situation the elements that would apply or hold true in other settings. The ability to form concepts and generalizations also includes asking questions such as: "What ideas or insights have I had?" "Have any rules, laws, theories or principles formed?" "What theories, principles and concepts do I know from other sources that apply to this type of situation?"

COLLEGE EQUIVALENT KNOWLEDGE:

The evaluator is looking for college equivalent knowledge that includes generalizations and concepts as well as the specific experiences from which it was gained and the specific applications of that knowledge. Nyack College recognizes experiential learning that reflects learning outcomes of courses listed in the Nyack College catalog.

APPROPRIATE DOCUMENTATION:

Students must provide documentation with learning experience essays. Documentation is the verification of a specific learning experience. The amount and type of documentation will vary based on the subject matter of the essay. The following guidelines give suggestions for this documentation.

1. **Documenting Professional Experience:** employment records; awards; letters of commendation; letters of corroboration from supervisors, peers, or clients; congratulations on high performances; promotion evaluations; evidence of promotion; evidence of suggestions adopted; samples of work produced; membership in professional or trade organizations; scores on licensing exams; bills of sale; rating forms; and work samples.

Not acceptable as documentation, but useful in clarification: explanation of ranking, rating or classification system in company or organization; performance standards; membership requirements; and job descriptions.

2. **Documenting Community Service Activities:** commendations; awards; newspaper and magazine clippings; letters of corroboration from co-volunteers, clients served, or supervisors.
3. **Documenting Special Accomplishments:** books published, pictures painted, music written, patents obtained, mementos from countries lived in and traveled to, speeches given, programs from performances, writing samples, auditorium presentations and proposals written. Useful as further insight into the learning process are the lists of books read and consultations with experts. Students are required to have a References page included with all essays submitted. Works of art should be submitted in an appropriate visual form.
4. **Using Letters as Documentation:** letters can be used for verifying learning outcomes. When students ask someone to write a letter of verification, the person from whom the letter is requested, should be given explicit instructions as to what the letter should contain.

Students should use the following guidelines in writing for letters of verification:

- a. The individual writing the letter must know the student and have first-hand knowledge of the experiential activity which the student has cited in the Portfolio.
- b. The author of the letter should state clearly the nature of the relationship with the student.
- c. The letter should be written on the official letterhead stationery of the company or organization with which the author is associated with.
- d. The content of the letter should focus on the duties, responsibilities, tasks or activities which were inherent in the experience under consideration. In addition, the letter should tell the context of the experience—the who, what, when, where, why, and for how long.
- e. A special accomplishment resulting in a product requires documentation in the form of one or more letters of verification authored by persons who observed the student while developing the product.
- f. The student should make it clear to the author that the letter to be written is one of verification, not recommendation.

How Many Essays to Write and Length Requirement

All students are required to write one experiential Learning Essay as part of the Portfolio requirement regardless of the number of credits needed. The experiential Learning Essay must contain a minimum of nine - twelve pages of written text in order to be submitted for evaluation. The Reference page is not counted in the nine - twelve pages. A Reference page is required with your essay.

Students have the option of writing as many essays as needed only for General Elective credits (see Student Handbook). Students can also submit relevant certificates of training or licenses as documentation with a learning essay to be evaluated for potential college elective credits equivalent to course subjects offered in the Nyack College catalog. Every student is required to develop a degree plan in Principles of Adult Learning with the Primary Instructor. (See Appendix G) The purpose of developing a Degree Plan is to outline any deficient credits that need to be obtained by the students prior to graduation.

Choosing an Essay Topic

Several approaches can be used to identify learning topics such as knowledge, competencies, and/or experience. The autobiography for Section 2 may have identified particular knowledge areas or significant learning experiences. Sometimes a body of knowledge will be associated with a single learning experience, and thinking about that experience will help to identify the knowledge area (e.g., knowledge of Mayan Culture from an extended trip to Mexico). There may be other instances however, where a given experience may be associated with several knowledge areas. For example, a financial manager may have acquired knowledge in supervision, budgeting, and technical writing. It may be helpful to think of certain jobs or accomplishments and identify the skills and knowledge required for each.

Knowledge in some areas may have been acquired from many experiences over a period of time rather than being associated with a single experience. Identify some knowledge areas first, and then think about the experiences associated with them. Reviewing the topic ideas in this Module might help to identify areas of knowledge.

Another approach is to make a list of competencies. Begin each statement with "I know . . ." or "I can . . ." This approach is useful in further identifying knowledge and skills within a given course area; e.g., "Regarding supervision, I know . . ." or "I can . . ." Then discuss each knowledge area or skill in more detail.

Do not limit exploration to work-related learning when identifying knowledge areas. Much college-equivalent learning can be gained from non-work related experiences; e.g., hobbies (art, music, drama), travel (foreign cultures), reading (literature, psychology), and community and church-related work (youth leadership, government, church leadership).



Suggested Topics for Experiential Learning Essays:

**** IMPORTANT Note: Credits awarded for Experiential Learning Essays can only be applied toward elective credits. Topics must be pre-approved by the Assessment Office personnel and must align with course subjects offered in the Nyack College Catalog.**

Business

Principles of Accounting, Principles of Marketing, Market Research, Retail Management, Human Resource Management, Public Relations, Personal Finance, Global Business, Advertising and Sales Promotion, Project Management, Consumer Behavior

Education

Teaching and Learning Strategies, Teaching in a Cross-Cultural Environment, The Christian Teacher, Educating a Diverse Society, Infant Toddler Development and Environments, Childhood Health, Safety and Nutrition

Health and Physical Education

Exercise Physiology, Personal Health Strategies, Sports Management, Principles of Coaching

Natural Science

Ecology, Principles of Nutrition, Anatomy and Physiology, Human Biology

Political Science

American Government, International Law, Comparative Politics

Psychology

Child Psychology, Adolescent Psychology, Abnormal Psychology, Psychopharmacology of Drug Abuse, Addictions Theory and Counseling

Religion

World Religions, Islam, History of Judaism, Biblical Doctrine, The Holy Spirit and His Gifts, Pastoral Counseling, Women in Ministry, Personal Spiritual Formation, Developing the Woman's Gifts and Calling, Leading Worship Ministry in the Local Church, Church Planting, Youth Ministry, Youth Outreach

Sociology/Social Work

Marriage and Family, The Asian American Experience, Women in Society, Work and Family, American Youth Cultures, Latinos in the United States, The African-American Family, Community Development, Cross-Cultural Adjustment, Police and Society

Duplication of Credit

In choosing the topics for the learning experience essays, avoid topics that duplicate credit already earned through previous college courses.

The Structure of the Essay

Assessing personal learning from experience can be a difficult yet rewarding endeavor. It requires examination and introspection of various life activities that occurred and discovery of how knowledge and learning was obtained from the experience.

Kolb's model of the learning cycle has been adopted by many educational institutions as a useful tool for identifying and assessing prior learning. Using the Kolb Model is one technique for assessing prior learning. It is a systematic format designed using Kolb's entire learning process to help students organize their thoughts and to help identify what has been learned from an event.

The Kolb Model used in the learning essay is simply a tool to help guide students through the learning cycle, in order to understand fully what has been learned from the particular experience.

A common error in assessing learning is merely listing factual knowledge without defining or demonstrating its meaning. The goal of learning assessment is to show evidence of mental or intellectual processing. The student's writing must demonstrate that they applied analysis techniques to the knowledge by explaining its significance, discussing how it works, identifying strengths and weaknesses, and comparing it to other ideas. These are critical thinking techniques and they are important to use to demonstrate that a complex idea has been learned and internalized.

One way for students to demonstrate the learning from their experiences is to describe it in terms of a learning cycle using Kolb's Model of Experiential Learning. In the Kolb Model, knowledge is acquired through concrete experiences, analyzed through reflection, summarized in an operating theory through research, and applied in real life to different situations.

The Kolb Model Process includes:

1. Concrete Experience (CE) which is personal involvement in a specific, direct experience with this topic. Who, what, why, how long?
2. Reflection and Observation (RO) on this experience is important. What did I think? What did I notice? What worked/didn't work? Will I do something differently now as a result of this experience?
3. Abstract Conceptualizations (AC) are the logical conclusions drawn from the reflection. This is the brainwork. What did I learn? Did I see a trend or pattern? Think beyond the situation - would this work for others? This is the place to interact with the theories of others. Cite theories from books or article sources that have been read about this subject.
4. Active Experimentation (AE) is the application of knowledge in a new situation. Think about how the learning can be used in other situations.

A student has an experience that is significant and meaningful to him in which they learn something about the self, about life, about people and how they interact, about institutions, about nature, etc.

After the event is complete, the student examines it to determine what was learned from it; analyzed what it meant, how he or she felt about it, or why things happened the way they did.

The student researches more about what was experienced to learn more about the subject in relation to what is already known.

The student applies the knowledge acquired to other situations.

The cycle of learning is continuous and ongoing. Kolb's process for learning is not just an academic exercise that only occurs in the classroom. Individuals are constantly having experiences and events in everyday life that they learn from whether it is from work, human interactions, political connections, nature, or varied interests. In addition, individuals are constantly having to reassess what they have already learned in light of new information that is regularly happening in the person's environment.

In Kolb's Model, learning can begin at two points, either at the point of the experience (CE) or with the research and study (AC). Essentially, this is the difference between traditional college learning and adult non-traditional learning. Most eighteen-year old college students begin at the Abstract Conceptualization, since a large part of learning comes from classes and textbooks, rather than hands-on learning. Later in life, they will connect formal learning (AC) to personal experience (CE).

However, adult students already have a great deal of experience to draw upon. As they embark on formal learning (AC), they will compare formal theories and test them against what they already know to be true from their own experiences.

The Format of the Essay

Begin with a topic paragraph. The topic paragraph should serve as a guide for the rest of the essay. Use it to introduce the body of the essay. Include a sentence or two about the concrete experience and then summarize the areas discussed in the remainder of the essay. It is important that the student includes a sentence stating the learning outcomes that will be discussed in the body of the essay. For example, a student petitioning for credit in Small Business Management might begin the essay like this:

Since 1976, I have been the owner-manager of the ABC Tool Company. I have been responsible for all aspects of running a small business. I have learned a great deal about advertising, supervision of personnel, inventory, pricing, and the legal aspects of business. I have also learned how to assess the local market and to purchase raw materials at reasonable prices.

The body of the learning experience essay format is divided into sections representing each of Kolb's four processes.

In the first section, designated as the Concrete Experience (CE), the writer begins with a description/narration of a real life event. The writer explains in this section what happened. The writer does his or her best to recreate the event exactly as it happened and what she experienced in that time and place. This explanation sets up the context and type of environment that the learning took place. The personal experience is explained and described telling the story of WHAT happened.

In the second section, designated as the Reflection and Observations (RO), the writer looks back on the experiences that happened in the (CE) section and discusses the occurrences from his or her current perspective and makes observations about the results and consequences. The writer analyzes WHY things happened the way they did and explains why various courses of action were taken while the situation was occurring.

In the third section, designated as the Abstract Conceptualization (AC), the writer wants to use theories or guiding principles that he or she researches to validate the learning outcome conclusions that were drawn from the experience. The (AC) is a researched discussion that uses expert opinion to explain why events occurred the way they did. This is the section where the voice of the writer changes and the perspective of the writing comes from the academic sources that the student obtains either from the library or academic sources from the Internet. Students must cite from sources frequently in this section to back up and validate their learning from experience.

Finally, in the fourth section, designated as the Active Experimentation (AE), the writer tests concepts learned in new situations. The writer can explain how they have used the knowledge acquired in new situations in the real life event or how they would use the

knowledge obtained in similar situations that may occur in the future through hypothetical examples. Testing the acquired knowledge in a new situation leads to a new Concrete Experience (CE), and the cycle begins again. Kolb's Model can be pictured as a spiral since the process is cycled through repeatedly, but on a more refined and sophisticated level each time.

Example of the Kolb Process:

Consider the following example with two cycles of learning. (Abbreviations correspond to the steps in the Kolb Model).

CE - Harold supervises Sam and Jill. He is especially pleased with their performance and tells them so.

RO - Harold notices Sam and Jill work harder and produce more after he has praised them.

AC - Harold makes a generalization: people will work harder when their efforts are praised. Harold goes further: he thinks this is related to a human need for recognition.

AE - Harold decides to praise his daughter's schoolwork to see if praise is always followed by increased performance.

Notice how Harold's actual experience is followed by reflection. This reflective analysis results in certain conclusions from which Harold can develop a more general concept or theory. Finally, Harold attempts to test his conclusions by actually applying the concept. This will lead to a new experience...

CE - Harold praises his daughter Sally's grade of B that she earned on a paper in her high school English class.

RO - Harold notices no change in her performance on subsequent papers written for this course and wonders why this is so. How is Sally different from Sam and Jill?

AC - Harold revised his generalization: some people will produce more when their efforts are praised, and some will not. This is because some people value recognition, while others are motivated by other things. He goes further: the concept of motivation is important for high effort; the motivation for each person must be identified.

AE - Harold decides to praise his daughter's efforts by taking her to her favorite restaurant when she receives high grades. He will also identify motivators for the different employees he supervises.

The four sections of the learning essay using the Kolb Model processes have their own

unique and vital purpose. Each section represents a different cognitive task. Together, these sections help us to organize our thinking in order to demonstrate our learning.

The Concrete Experience (CE) represents the individual learning event itself, the learner's experience that ultimately makes him or her start to think or act differently. The Abstract Conceptualization (AC) represents the general principles or learning outcomes that were drawn from the experience. Neither of these would be acceptable alone in analysis of learning. Describing only the event does not show what was learned, only how it was learned; discussing only abstract theories would show the thoughts of others, but not how the learner discovered the learning through his or her own application. Further, (CE) and (AC) alone do not fully illustrate the relationship between the two. This is why steps (RO) and (AE) in Kolb's Model are important; they are the stages in which the learner processes the learning and explores its significance in the real world, i.e. how this knowledge can be useful to others. The universal value of this knowledge must be shown in the learning essay. This is called transferability and is a key concept in the model and in prior learning assessment.

Resources

The student is required to cite a minimum of three (3) academic or professional sources relating directly to the learning described in the essay. Draw connections between your sources and your learning throughout your essay. Use references to verify and support your learning. Please be sure to use the APA style of referencing and correct citation format. Refer to *Rules for Writers* for APA guidelines.

ANALYZING LEARNING

Before beginning to write, think about learning. It is probably fair to say that more time will go into exploring and identifying your knowledge than into the physical writing of the essay.

In fact, after reviewing knowledge in a given area, it is usually easier to write about it. There is an old saying, "If you don't know where you are going, you will very likely wind up somewhere else." The information on the following pages has been included to stimulate thinking about knowledge, to help identify what knowledge is, and to explore it to its fullest extent.

A common error in students' essays is an inability to distinguish between experience and knowledge and an inability to generalize knowledge from a specific experience. Both of these problems can lead to an award of no credit. Careful attention to Kolb's "Model of Experiential Learning" and the example included from a student's essay will help to avoid these problems.

Another common error is merely stating factual knowledge without demonstrating comprehension of it through discussion. Remember, one of the factors the evaluators will be looking for is evidence of mental or intellectual processing. The amount of credit awarded is directly related to the extent of knowledge and comprehension presented in each essay.

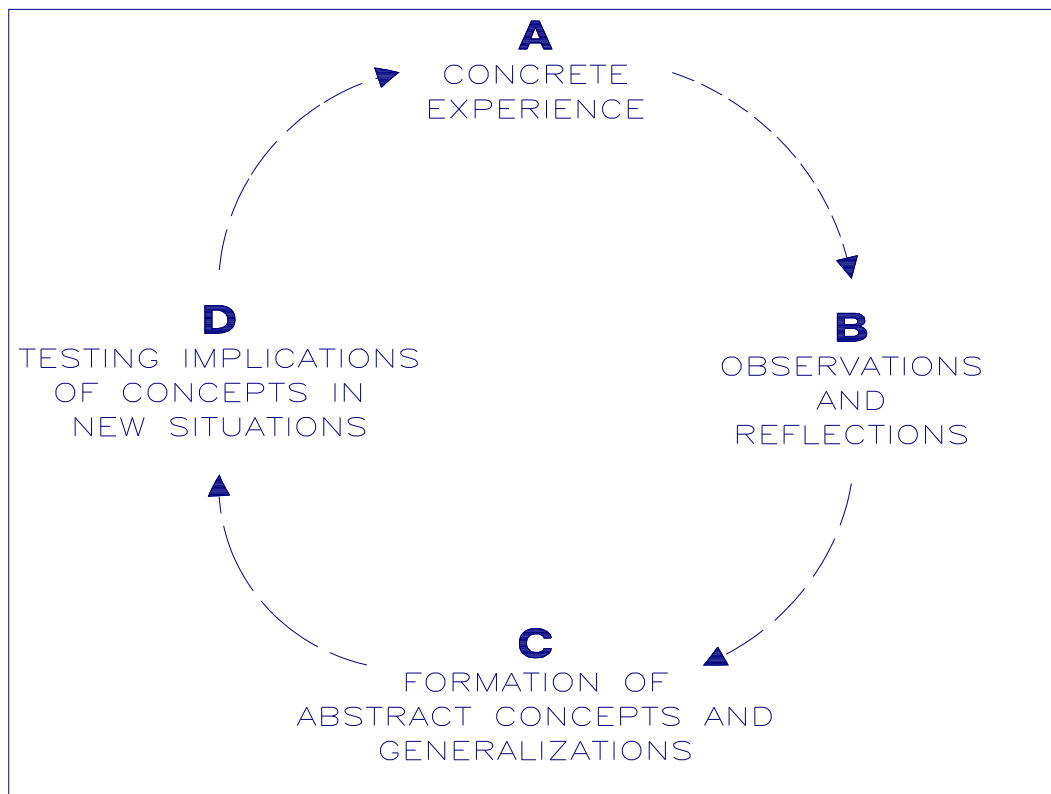
Think about experiences and the knowledge gained from them, or think about knowledge in an area and the experiences that produced it. Then focus on the knowledge itself and explore it. Only after analyzing the learning, will you be prepared to begin writing.

For organizational purposes, it is very important to develop an outline before writing the essay. It has been proven that the students who develop outlines for their essays usually receive full credit and are often able to avoid rewriting the essay. Different outline methods are discussed during the Principles of Adult Learning course.



THE RELATIONSHIP BETWEEN LEARNING AND EXPERIENCE:

KOLB'S MODEL OF EXPERIENTIAL LEARNING



(Basic Model from D. A. Kolb and R. Fry, "Toward an Applied Theory of Experiential Learning," Cary Cooper, ed. *Theories of Group Processes*, Lond/News; John Wiley and Sons, 1975.)

A. Concrete Experience

- What did I do? Where? When? For how long? Why?
- How many other people were involved? Is my role, responsibility, and contribution clear from that of the group or committee?
- What was the extent of my involvement?
- What techniques, methods, or procedures did I use? Why?
- What were my goals and objectives? How did they influence my approach?
- Am I able to obtain documentation to verify my participation in this experience?
- What resources did I use?

B. Observations and Reflections

- What was my thought process? What were the considerations, decisions, and rationale?
- What did I notice? Trends? Patterns? Differences? Similarities?
- What was important, significant, different, unique?
- What worked and what didn't work?
- What things am I doing differently as a result of my observations?
- What can I say upon reflection?
- What relationships have I noticed?

C. Formation of Abstract Concepts and Generalizations

- What ideas, insights have I had?
- What hypotheses, rules, laws, theories, and principles have I formed to explain why this is, why this happens, why this works, or doesn't work, why this is the same or different, why this trend, pattern, or relationship exists?
- What theories, principles, and concepts do I know from other sources that apply to this type of situation?
- Is this explanation or theory appropriate for more than one situation?
- What would also be true or relevant for other persons or situations? How can this be applied?
- Can I look at my learning experience from a broader perspective and make generalizations from it?

D. Testing or Applying Concepts in New Situations

- Would my knowledge be useful in other situations? How?
- Based on this knowledge, what have I done, or what would I do?
- What are the implications of my knowledge?
- Can I make predictions based on my knowledge?
- Have I tested my ideas, concepts, or those of others that I have learned? If not, can I make a guess as to what would happen? Why?
- How does my knowledge affect or apply to other situations? Is it relevant or significant?

Introduction to Urban Ministry

In this paper, I will discuss my experience and learning as it relates to urban ministry. I have worked as an outreach minister and church planter for over 5 years in an urban setting, primarily among homeless youth. Through this experience, I have gained insight into the fundamental concepts of urban ministry. I have learned how to analyze an urban community from a sociological perspective. I have also learned how to recognize the problems and opportunities for evangelism in an urban setting. I have assessed the needs of an urban community and determined ministry methods to meet those needs. Finally, I have learned how to implement a ministry strategy to effectively reach an urban community. These concepts have prepared me for work in church planting in the city.

Concrete Experience

My engagement in urban ministry began as a volunteer at a church in Portland, Oregon. I had recently started attending the church, and became aware of an outreach ministry of the church that targeted homeless youth in the downtown area. I was interested in this type of work because of my prior experience as a youth pastor. I had no prior experience working with homeless youth, and I soon found that ministering in an urban environment would be a much greater challenge than I had initially anticipated.

I approached the ministry with excitement and some trepidation. Most of my assumptions about the work and about the homeless community were based on perceptions gained through the media, not through direct experience. For example, I assumed that most homeless youth were runaways and were living on the streets due to substance abuse or mental disorders. Although I wanted to help them, I was also quick to judge. I made the assumption, like many Christians, that

simply giving them items that they needed would be help enough.

As I spent more time on the streets with the outreach team, I began to build closer relationships with many of the youth. I began to participate, to some extent, in the interactions and social scene of the youth. It quickly became apparent to me that these youth were a separate culture from the mainstream, and that even within their subculture there existed many different, smaller subcultures. If I was to understand my new friends and truly help them, I would need to gain a perspective of the larger issues that affected their lives. I took it upon myself to research the social and cultural circumstances that create youth homelessness in the first place.

Working with youth on the streets also gave me insight into the problems and opportunities that they faced on a daily basis. As a result, I was able to work with my fellow volunteers and other leaders in the ministry in addressing the ways we could meet their needs and stay faithful to the Gospel. I observed a variety of serious issues present in the lives of these youth, including the failure of the foster care system, the criminalization of homelessness, drug abuse, and the destructive power of a negative self-image. I also found that despite these challenges, homeless youth in Portland possessed an almost innate sense of community and a willingness for self-sacrifice seldom seen in mainstream culture.

When the opportunity came to plant a church entirely aimed at our young friends, I jumped at the chance. I joined a small core team from our mother church tasked with designing and implementing the programs and launching the new work in downtown Portland. This process was, of course, fraught with challenges. We were severely limited by budget and personnel. We were forced to engage in a very concise and detailed needs assessment, to determine what our target population really needed, and to design our program around our

findings. I discovered that we often project our own needs onto those we intend to serve without realizing it. I had assumed that certain programs were necessary, when in fact they were not. For example, we assumed that we would need a building, or at least an indoor meeting space, to be successful. As it turned out, this was not necessary at all and we saved a great deal of money by meeting outside for several months. It was a humbling but valuable experience. One of the most valuable experiences was the incorporation of youth that we knew from the outreach ministry into our core team. They provided us with a perspective that we could never have gained, and their input ensured that our initial launch would be well-received.

Our church launched successfully, albeit in a very unorthodox manner. We decided to conduct our services outdoors in order to reach our target population more effectively. Our model of ministry was also unconventional; we functioned as both a church and a non-profit organization, with the non-profit set up to handle the relief work while the church functioned as a spiritual community. We found that this model helped us to build relationships with both local churches and other non-profit organizations that provided homeless services. Our organization continued to face challenges as we attracted different social groups. However, our approach of always including those we served in the decision-making process ensured that we were able to adapt to the challenges.

I left the church eventually to plant a new missionary work in New York City with a similar focus on homeless youth. The challenges I faced in this new setting were both similar and different than the ones I faced in Portland. The lessons I learned while working in Portland were invaluable to me as a leader and I could not have gone on without them. I learned how to implement an urban ministry strategy effectively, and I carry these lessons with me even today.

Reflective Observation

In retrospect, I can say that the initial lessons of urban ministry are the hardest ones to grasp. Someone coming from a middle-class background has many unspoken and unexamined assumptions about the urban poor, and these assumptions affect every action that is taken in ministry. Overcoming these assumptions is paramount for effective ministry to take place. To do this, I had to learn to take a sociological approach in my analysis of the community.

I noticed, first and foremost, that the homeless were not a homogeneous community as I had believed. People found their way to the streets for a variety of reasons, and they formed groups based on a variety of circumstances. I discovered that many different social forces come to play in the formation of homeless subcultures. For example, young people who had been the victims of abuse tended to stay in shelters and were generally younger. Youth who slept outside were not always victims of sexual abuse and tended to be older. Such circumstances led to very different cultural norms for each of the different groups. I was only able to discern this after making some mistakes in the way that I spoke to and interacted with youth from the different subcultures.

Through building relationships, I was able to find out more about the backgrounds of the youth I served and what had brought them to the streets. I discovered that most youth had dysfunctional relationships in the homes, but the younger youth in the shelters more frequently came from foster homes. This led the younger youth to form “street families,” most likely as a replacement for the parental nurturing that they had never received. This required a very different approach in ministry for the younger youth as opposed to the older ones. I also found out that many youth did not utilize social services because they had “aged out” of the youth

system at age 21 and were afraid to access the adult system. This shattered my perception that homeless youth were just too lazy or antisocial to access the services they needed. Once again, it forced a significant change in my ministry approach.

Through examining the issues that the youth faced, I was able to gain a new perspective on the problems and opportunities for ministry. I initially believed that the main purpose of homeless ministry was to provide for physical needs (food, clothing) and to share the gospel. While this is true, the actual issues facing homeless youth are extremely complex and cannot be solved by simply handing out services and preaching. I discovered, first of all, that building relationships and a sense of trust in the youth was absolutely essential before any type of communication could take place. Once the trust relationship was established, I was able to determine more feasible strategies for reaching the youth and attending to their needs.

When it came to assessing needs, we found that close scrutiny of our motives and personalities yielded a great deal of helpful information. I discovered that certain needs that I perceived in the youth were actually unfulfilled needs of my own. I also began to notice the tendency of those involved in serving ministries to attempt too much – to try to be more of a savior than humanly possible. Again, the incorporation of the youth into our planning discussions bore much fruit as we gained new perspectives. We found that our assumptions were often incorrect regarding the needs of the community we were trying to serve. Before we utilized this strategy, we often faced frustration as we tried to implement various programs that did not work or were poorly received by the homeless community.

I believe that our greatest level of success came in our actual implementation of our model of ministry. This came to particular fruition with the idea to plant the church outdoors, at

least temporarily. I noticed that by doing this, we were able to serve our community while incorporating ourselves into the community life. Instead of imposing ourselves upon the youth population, we met them where they were. Instead of requiring them to come to us, we came to them. The level of cultural sensitivity in our model served as a powerful witness to the unconditional love of Christ and the power of the Incarnation.

I also found that holding our services outdoors broke down the potential walls that can exist between communities in an urban environment. In doing outreach, even though we were sensitive to cultural differences and built trust relationships, we still came across with an “us and them” mentality. When we started the church outside, I noticed a significant change in this situation. Both the housed and the homeless were serving and worshipping alongside each other. We were having meals and fellowship together, instead of simply coming downtown and serving. I believe that this approach helped to overcome the unequal power relationships that often accompany service ministries and evangelism. Of course there were still barriers to overcome, but the selection and implementation of our model was a good first step in a positive direction.

Abstract Concepts

Reflecting on my experience in the church in Portland has allowed me to draw out several key concepts that are applicable to the theory and practice of urban ministry. I have added to this critical reflection by doing extensive research on ministry topics. I believe that these concepts can be applied in a variety of situations and are important knowledge for anyone seeking to do effective ministry in an urban environment.

One of the first steps in developing a methodology for doing ministry in the city is

ensuring that we approach the city from the proper perspective. It is here that a sociological analysis of the city and the specific community in which we minister yields a great deal of information. From the limited perspective of our own experience, we can often fail to see the complexity of the systems that make up a city and an urban environment.

Van Engen (1994) observed that while cities can be viewed from a variety of models, one of the most illustrative is that of a rose. The petals of a rose are distinct from each other, but at the same time are interconnected and dependent on one another for their existence (p. 254). In the same way, the various cultures and sub-cultures of the city affect each other, whether they realize this or not. The homeless, for example, affect the communities around them and are affected by them in turn. Therefore, simplistic solutions such as removing the homeless from the city do not take into account the complexity of the various systems involved in the whole picture.

Sociological analysis also reveals the unspoken assumptions and biases that the middle-class may have regarding the homeless. The homeless are often thought of as lazy or irresponsible. It is assumed that if their moral character were better, they would not be homeless (Myers, 1999, p. 64). Social norms and customs are thus translated into laws and practices that further serve to marginalize the homeless. For example, public spaces are often designed or retrofitted to make their use by the homeless more difficult (Wacholz, 2005, p. 144). These perceptions, in turn, affect the approach taken by those in social services. Program design becomes focused on getting the homeless into housing and off the street. This “out of sight, out of mind” approach may deal with the obvious symptoms of homelessness, but does little to address the root causes.

Another underlying assumption of those unfamiliar with street culture is that homeless youth are a homogeneous group. Research has shown that this is not the case, and that homeless youth become part of many different sub cultural groups based on a variety of factors (Kipke, Unger, O'Connor, Palmer, & LaFrance, 1997, p. 656). These different groups have radically different social norms and socialization processes. This leads to a great challenge for those involved in ministry to homeless youth. Not only must we deal with the biases of society in general toward the homeless, but we must also deal with the prejudices and conflicts that occur between different groups of youth. Without a thorough sociological analysis, we would not be able to gain these perspectives and the effectiveness of our ministry would suffer greatly.

The problems and opportunities for urban ministry with homeless youth are many, but two main concepts rise to the forefront when conducting analysis. The first is the lack of healthy and redeeming relationships in the lives of the youth. Christian (1994) described poverty as a sense of powerlessness that results from broken relationships to self, others, and society (p. 208). This means that for successful ministry to take place, it must be undertaken in a relational manner (p.215). In our ministry, restoring relationships was one of our most important concepts and actions. I came to see that no change can ever take place in the life of an individual without relationships being forged and worked out on a constant basis.

This concepts runs counter to the prevailing methodology of many institutions that try to serve the poor. Unfortunately, these institutions have only served to perpetuate the problems that they are trying to fix. The poor learn from institutions only how to be dependent upon them, and their identity becomes based on the things that they lack and their need of services (Tiersma, 1994, p. 23). The church can overcome this structure by being a mediator; by stepping in and

forming empowering and redemptive relationships with the poor. This type of action answers the call of Christ to be a neighbor to those around us, and to share the gospel using both words and actions.

Assessing the needs of the community we serve, and allowing the community itself to have a voice in the process, allows us to move from a deficiency focus to an empowerment focus. This focus creates a transformational development process that is sustainable over time, instead of simply providing easy answers to problems. It also allows the community to realize that they are not dependent on us for their success (Myers, 1999, p. 132). However, a ministry organization must also always point beyond itself to the Kingdom of God. We must give glory to Him alone, so that the communities we serve are made aware that both we and they are dependent on His grace for redemption (p. 133).

The tendency of urban ministry workers to project their needs onto others rather than really listen to the community must be addressed. Tiersma (1994) stated that the needs we perceive are not necessarily the ministry to which we are called. In addition, the amount of pain and suffering we witness in urban environments, particularly among homeless youth, can lead us to try to solve every problem we encounter. We must ensure the integrity of our own relationship to God in order to properly discern our calling. We may seek to follow in the footsteps of Christ, but we cannot play the role of Messiah in our cities (p. 15).

This realization leads to valuable principles in the implementation of our methodology for ministry. The most important Biblical principle for urban mission is that of the Incarnation: as Christ became human and came to us, so we must also go to the poor and disenfranchised in the city. Tiersma (1994) warned us to be cautious in this approach. Our models for ministry must

take into account both the needs of our target population and our own capabilities. But a proper perspective, along with the patience to learn about the cultures we serve from within, can reduce the paternalistic attitude that can be present in some ministries (p. 16). One significant test of our ministries is to what extent they overcome the barrier of “us versus them” that inevitably exists in urban settings.

Tiersma (1994) discussed three different approaches that churches can take to the city. They can be a church in, to, or with the city. The church in the city has no relationship to those around it, and seeks only self-preservation. The church to the city takes the paternalistic approach mentioned previously. The truly effective and incarnational church will be the church with the city, seeking to work alongside of the poor instead of just providing services (p.23). I have seen first-hand the effectiveness of this approach. I believe that this methodology will lead to sustainable growth and a flourishing ministry that will give birth to many other ministries. Of course, none of this is possible without the grace of God, so the guidance of the Holy Spirit must be continually sought out throughout the planning and implementation processes.

Active Experimentation

My experience on the streets of Portland prepared me well for the challenges I would face later as a missionary and church planter in New York City. Although the context changed, many of the problems and issues remained the same. The concepts that I learned through my experience in Portland proved applicable to the new work and I believe that they will continue to provide insight to the future challenges I may face in urban ministry.

Before coming to New York City, I was certain to engage in detailed research about the sociological factors present in the city. This involved learning about the history of the city and

the marginalized groups within it. I came to an understanding of the complexity of the social situation on the Lower East Side and the social role that homeless youth have played there over the years. This helped me to forge relationships with service providers and churches who had been doing work there for many years. My analysis gave me a good picture of the needs and resources of the community, and the role that my new ministry could play in the community. In the future, I would not consider starting a new mission work without doing extensive sociological research to gain a “big picture” understanding of the various actors in the great drama of the city.

In analyzing the city and recognizing the problems and opportunities for ministry, I have learned to rely on the power of relationships. I have seen that many urban problems are widespread, but each city has its own unique set of circumstances and possible solutions to the problems. In New York, my team’s first priority was to get out “on the ground” and start forming relationships. I realized through experience that we must spend a significant amount of time getting to know the people that we are going to serve before designing programs. This approach has proved valuable and effective. I will continue to use this strategy in the future to build partnerships in the community and to keep myself and my ministry grounded in the reality of the situation.

Needs assessment is of course a vital part of urban ministry. However, I have learned that the motives of those involved in ministry need to be checked at all times. Even in the new work in New York, I have recognized the tendency to assume needs without verifying them. This process involves much discernment and honesty; it is a process of self-searching as well as prayer and the guidance of the Holy Spirit. I believe that I am much better equipped to handle

this situation in the future now that I am aware of it. As a leader, I make sure that my teams are prepared to stop frequently and examine themselves, to make sure they are not projecting their needs onto others and starting unnecessary programs as a result.

Finally, in the implementation of a ministry strategy I have learned to empower others. As a leader, I have seen the contributions that others can make when a leader lets them take charge of their own projects. I feel that I have grown as a leader since my time in Portland. In New York, I try to delegate more often and always hear the voices of everyone on the team. Also, I have seen the value of the incarnational mentality in both leadership and in strategy. Our New York mission has created leaders from within, in an attempt to be a church “of” the city instead of a church “to” the city.

I believe that experience is the best teacher, and I am thankful for the wealth of knowledge that I have been able to gain from working in Portland. These lessons have prepared me well for the challenges I now face leading my own ministry in New York. I know that I will continue to build upon these concepts in a spirit of humility as I seek God’s heart for the city.

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ESSAY CHECKLIST

Essay Checklist
for Essay on _____

Rate the essay using this scale:

Weak

Strong

1 2 3 4 5

Introduction

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 1. Is the experience with the subject summarized? | () | () | () | () | () |
| 2. Are the main learning outcomes stated? | () | () | () | () | () |

Body

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 1. Are the learning outcomes supported by examples and from personal experience? | () | () | () | () | () |
| 2. Is it clear how the knowledge was acquired? | () | () | () | () | () |
| 3. Are sources clear and relevant to the knowledge presented? | () | () | () | () | () |
| 4. Do you demonstrate knowledge of specifics or ways and means of dealing with specifics? | () | () | () | () | () |
| 5. Do you demonstrate knowledge of abstract concepts (e.g., principles and theories)? | () | () | () | () | () |
| 6. Do you demonstrate application of knowledge? | () | () | () | () | () |

	Weak				Strong
	1	2	3	4	5
<u>Body (continued)</u>					
7. Do you demonstrate intellectual skills and abilities (comprehension, analysis, synthesis, and evaluation)?	()	()	()	()	()
8. Is the knowledge content demonstrated in sufficient extent and detail?	()	()	()	()	()
<u>Conclusion</u>					
1. Do you apply your learning to new or different situations?	()	()	()	()	()
<u>Technical Aspects</u>					
1. Is the grammar, punctuation, and spelling correct?	()	()	()	()	()
2. Did you use a normal font and one inch margins?	()	()	()	()	()
3. Is the essay length appropriate?	()	()	()	()	()
4. Do the citations and reference page follow the correct APA format?	()	()	()	()	()
5. Do you avoid writing in the second person "You" and avoid using contractions?	()	()	()	()	()

PETITIONING FOR CREDIT

A petition sheet must accompany each essay that you want evaluated for credit. Attach the original petition sheet to the front of the essay you are submitting.

Instructions

PLEASE FILL OUT THE FORM COMPLETELY. Incomplete petitions will be returned and delay the evaluation of the Portfolio.

Cohort Number - For example, Cohort 416.

Course Title - The essay title chosen and approved by the Assessment faculty

Credit Requested - A course is generally 3 semester hours of credit and each essay can be petitioned for 3 credits maximum. If the learning outcomes cover more than one college course, it is better to develop two essays and write two petitions.

Course Description: Place in this section the course description from the Nyack College catalog.

Learning Outcomes Demonstrated – Students are to list the learning outcomes that they identified from their experience. Petitions should be clear and concise regarding the learning outcomes similar to the Nyack College course. The petitions will be filed in the School of Business and Leadership office after the evaluation of the learning experience. It should not contain cleverness, humor, "hard-sell," or statements that misrepresent the content of essays.

Be sure to highlight all areas discussed. If writing this description is difficult, re-evaluate the essay because it may be unfocused or not strong enough.

**Nyack College School of Business and Leadership
Organizational Management Program
PETITION FOR ACADEMIC CREDIT FOR EXPERIENTIAL LEARNING
EXAMPLE**

Name: John Smith

Cohort Number: C100

Address: 1111 Broadway, New York, NY 10001

Phone: (home) 212-555-5555 (work) 212-555-2222

Course Title: PMN435 Introduction to Urban Ministry

Credit Requested: 3 (Maximum allowed is 3 credits)

Course Description:

This course will provide the student with a study in urbanization and its significance for missions aimed at developing a strategy for church ministry in an urban setting. Emphasis will be given to the characteristics of cities from a sociological perspective, goals and methods of ministry and the problem and opportunities for evangelism in the cities of the world.

Learning Outcomes Demonstrated:

1. Analyze an urban community from a sociological perspective
2. Recognize the problems and opportunities for evangelism in an urban setting
3. Assess the needs of an urban community and develop appropriate ministry methods to meet those needs
4. Implement a ministry strategy to effectively reach an urban community

Nyack College School of Business and Leadership
Organizational Management Program
PETITION FOR ACADEMIC CREDIT FOR EXPERIENTIAL LEARNING

Name: _____ Cohort Number: _____

Address: _____

Phone: (home) _____ (work) _____

Course Title:

Credit Requested: _____ (Maximum 3 credits)

Course Description:

Learning Outcomes Demonstrated:

THE EVALUATION PROCESS

The following is an overview of the steps involved in the evaluation process.

1. **Portfolios, including essays and documentation are submitted to the Assessment Office.**

Students should not submit a portfolio for evaluation until they have compiled all the necessary materials for each topic for which they are petitioning for credit. For each topic chosen, the student should have a completed essay along with documentation.

2. **Learning Experience Essays**

The essays are checked for appropriate formatting and title selection as outlined in Section Three of the Portfolio Handbook. The learning from experience must be appropriate and equivalent to the learning outcomes listed in a specific course description from the Nyack College catalog. Experiences that describe only what the student has done or ones that discuss only principles will be returned to the student. In order to receive credit, students should follow the Kolb Method for organizing and describing their learning in the essay. In some cases, Evaluators may ask the students to expand the essay.

3. **Faculty evaluation of Portfolios**

Learning Experience Essays and documentation that meet the basic standards are sent by assessment office personnel to the faculty of that discipline for evaluation. The evaluators review the essays and documentation submitted and contact the student for an interview if necessary. Following the evaluation, the evaluators recommend the credit requested, recommend more than the credit requested, recommend partial credit with additional development and/or verification requested, or deny credit. In the latter two cases, the evaluator explains the additional work requested or the basis for denial.

THE EVALUATION PROCESS cont'd

4. Recording of credit and notification of student by Assessment Office

Portfolios are returned to the SBL office so it can be recorded. If credit is recommended, a copy of the petition sheet is sent to the student. The learning experience essays that need additional work are returned to the student.

5. Rewriting the Learning Essay

If a student is not awarded the full three credits for an essay, the student may rewrite the returned essay as per the Evaluator's feedback. Primary Instructors send the rewritten essay to the SBL office along with the original essay that was previously reviewed. Assessment personnel will send the essay back to the Evaluator for a final review.

6. Disputed credits

If the student disputes the rewrite decision after the process is completed by the Evaluator, the dispute will be mediated by the Director of Learning Assessment who will review all written student materials and help resolve the matter.

7. Updated credits

When an evaluation of an essay is completed by the Evaluator, the credits awarded are recorded in the Registrar's database on the student's transcript. The student will receive a copy of the Petition form indicating the number of credits awarded and the official petition form, along with the portfolio materials, is placed in the student's file.

SECTION 4: TESTING

Description: The Learning Style Inventory (LSI) is a self-descriptive instrument designed by David Kolb that assesses an individual's preferred learning style. Learning style is indicated by how a person deals with ideas, new information, and day-to-day situations. The self-administered, self-scored, self-interpreted instrument helps learners identify their learning style. This profile gives learners information about their:

- Strengths and weaknesses in accomplishing tasks
- Strengths and weaknesses in solving problems
- Strengths and weaknesses in relating to and managing others
- Natural preferences that lead to "natural" career choices

After taking the LSI, Nyack College students discover their learning is shaped by many factors, among them are:

- Personality type or disposition
- Academic training
- Career choice
- Current job and task

Students discover that a learning style is not a fixed trait, but a current state of mind. Awareness and appreciation of difference in learning styles provides for an enriched learning experience.

APPENDICES



APPENDIX A

GUIDELINES FOR WRITING AND USAGE

The following guidelines are provided to assist you in writing Learning Experience Essays and Summary Papers.

Because written expression lacks the added information of gestures, facial expression, and tone of voice, words must be more carefully selected and combined to convey precise meaning.

1. Avoid using slang expressions. "Water over the dam" fails to reflect the writer's individual style.
2. Write in the first person singular, I or me, or in the more formal third person, he or she. You, the second person, is not appropriate in expository writing. A learning experience refers to the writer, first person, not the reader, second person.
3. Frequent use of then indicates an additive structure or a retelling of events. Proofread to find too many "thens" and reevaluate the organization and focus of ideas. "He then cancelled the order" might end a story, but the action must support an aspect of learning.
4. Use words and phrases to help the reader make the transition from one idea to another. Do not substitute frequent paragraphing for careful organization of ideas. One-, two-, or three-sentence paragraphs will not explain an idea adequately. A double-spaced page should have no more than three paragraphs.
5. Avoid vague references, such as different or many. Carefully selected examples will eliminate the need for a comprehensive, vague reference; examples take the place of lists. "Different factors affect production" is less precise than "human factors affect production."

6. Use past or present tense throughout the paper; do not shift tense from past to present. Avoid the use of would when the simple past tense expresses the same meaning. Choose action verbs and avoid relying too often on get, got, and forms of the verb to be (am, is, are, was, were).
- Incorrect: The manager stops payment and ordered from another source.
- Correct: The manager stopped payment and ordered from another source.
7. Pronouns must have clear antecedents.
- Unclear: He studies them carefully.
- Clear: The detective carefully studied the charred remains.
8. Be sure to make different parts of the same sentence parallel in structure.
- Unclear: Correcting pronunciation and selection examples enhance composition.
- Clear: Correcting pronunciation and selecting examples enhances composition.
9. Good describes people or things. Well describes action
- She is a good mathematician; her calculations worked well.
10. Spell out all numbers through one hundred and all round numbers that can be expressed in two words.
- Twenty credits may be earned.
11. A lot is always two words and might be avoided as a vague expression.
- "Alot" is a common misspelling.
12. The reflexive pronouns, myself, herself, themselves, can only be used when the person is in the preceding part of the same sentence.
- I bought a useful gadget for myself.
13. Different is used with the preposition from.
- Her final thesis was different from the original idea.

The following words are frequently used incorrectly.

- | | |
|--|---|
| <p>1. <u>Affect</u> is usually a verb.
 <u>Effect</u> as a noun means the result of some action.
 <u>Effect</u> can be used as a verb.</p> | <p>Research <u>affects</u> our daily lives.
 The <u>effects</u> of inflation are widespread.
 Changes <u>were effected</u> by a new administration.</p> |
| <p>2. <u>Accept</u> is a verb; it means to receive
 <u>Except</u> is usually a preposition.</p> <p>Sometimes <u>except</u> is a verb meaning to exclude from the rule.</p> | <p>He <u>accepts</u> the appointment.
 The project is complete <u>except</u> for documentation.</p> <p>The policy <u>excepts</u> freshman students.</p> |
| <p>3. <u>Between</u> is used to discuss two things or people; <u>among</u> is used for three or more objects or people.</p> | <p>Students must decide <u>between</u> two and choose <u>among</u> many sources of information.</p> |
| <p>4. <u>Fewer</u> refers to things that can be counted separately; <u>less</u> refers to a total amount.</p> | <p>I want <u>fewer</u> bills to come in my mail, and I prefer <u>less</u> interaction with my creditors.</p> |
| <p>5. <u>Its</u> indicates possession; <u>it's</u> is a contraction for <u>it is</u>, and contractions are best avoided in expository composition.</p> | <p><u>Its</u> motor ceased to function, but <u>it's</u> possible to repair the car.</p> |
| <p>6. <u>There</u> designates a place or can be used to begin a sentence.
 <u>They're</u> is a contraction for <u>they are</u>.
 <u>Their</u> indicates ownership.</p> | <p>She placed the folder <u>there</u> on the table, but nothing <u>is there</u> now.
 <u>They're</u> searching for <u>their</u> papers.</p> |
| <p>7. <u>To</u> is a preposition or part of a verb.
 <u>Too</u> means also or too much.
 <u>Two</u> is a number.</p> | <p>Send the paper <u>to</u> me, and you may expect <u>to</u> receive a response. The quarter is complete, but it is not <u>too</u> late to submit <u>two</u> additional essays.</p> |
| <p>8. <u>Lie</u> (to recline) is lying, lay, (have) lain.
 <u>Lay</u> (to put) is laying, laid, (have) laid.</p> | <p>Before he <u>lay</u> down, he <u>laid</u> the book aside.</p> |

The following punctuation rules apply to commonly used sentence structures

1. A conjunction such as and, but, or, nor, or for, which joins two complete thoughts, two subjects and two verbs, should be preceded by a comma. In expository composition, "you" is inappropriate usage, but "I" is acceptable.
2. Use a comma after an introductory clause. When a cliché appears in expository writing, it must be removed.
3. Subordinate the less important idea by using an introductory clause followed by a comma. Although "get" is an acceptable verb, other verbs express ideas more precisely.
4. A semicolon is a weak period and is useful in joining two closely related ideas. Sentence constructions that begin with there or there are often are ineffective; instead use the subject to begin a sentence.
5. A colon should not follow the verb or preposition in a sentence. Incorrect: Several examples follow:
Correct: Following are several examples:
6. Dashes and exclamation points are seldom appropriate in expository writing.
7. Parentheses detract from main ideas; if information is relevant, include it as a phrase or sentence of explanation. Incorrect: Some pronouns are singular or plural (depending on sentence meaning). Correct: Depending on sentence meaning, some pronouns are singular or plural: some, any, none, all, most. Always singular: each, either, neither, one, no one, everyone, anyone, somebody, anybody, everybody. Plural: several, few, both, many.

APPENDIX B

CITATIONS

1. When a reference listed in the References page is cited in the text of the report, the author's surname and the year of publication should be inserted at an appropriate place in the text:

Jones (1986) studied the effects of stress...

In a recent study on stress (Jones, 1986)...

As indicated in the first example, if the author's name occurs in the discussion, only the year of publication is given in parentheses. The second example indicates the manner in which the citation should appear whenever the author's name is not used in the discussion. Note that a comma separates the surname and the year.

2. Within a paragraph, you need not include the year in subsequent references to a study as long as the study cannot be confused with other studies cited in the text:

In a recent study on stress in the workplace, Jones (1986) described the effects of...Jones also found...

3. If the References page includes references by two or more authors with the same surname, use their surnames and initials in the citations to avoid confusion:

(Jones, C.L., 1989)

(Jones, K.M., 1986)

4. If there are three or more authors and their names occur in the text, the names are joined by "and"; if the names are placed in parentheses, the names are joined by an ampersand (the "&" symbol).

Jones, Smith and Lofton (1990) recently found...

In a recent study (Jones, Smith, & Lofton, 1990)...

5. If there are three or more authors, cite all authors the first time you use the reference; subsequent citations need only the name of the first author followed by *et al.* and the year of publication:

Jones *et al.* (1990) also indicated...

It was also discovered (Jones *et al.*, 1990)...

6. If the author is a long corporate name, the citation in parentheses may be abbreviated unless the complete name adds to the understanding of the text:

(APA, 1987) for American Psychological Association

Unfamiliar corporate names should be spelled out in the first citation and abbreviated thereafter:

First text citation: (National Institute of Mental Health [NIMH], 1981)

Subsequent text citations: (NIMH, 1981)

7. When a work has no author, cite in the text the first two or three words of the title and the year. Use double quotation marks around the title of an article or chapter and underline the title of a periodical or book:

...on free care ("Study finds," 1982)

...in the book College Bound Seniors (1979)

8. Multiple citations in parentheses follow the same rules as the listing of references on the References page. Therefore, multiple citations by the same author are arranged chronologically and separated by commas; the surname is not repeated. If different authors are cited, the citations are arranged alphabetically, and the citations of different authors are separated by semicolons:

Recent studies (Jones, 1979, 1980a, 1980b, 1990) indicated...

Recent studies (Bales & Sears, 1990; Jones, 1979, 1980a, 1980b, 1990; Lofton, Jones & Baily, 1987; Roberts, 1990) have shown...

9. If the citation refers to information obtained in a personal communication (letters, memos, telephone conversations, interviews, etc.), the citation reads:

Jones, (personal communication, May 11, 1992)...

(Jones, personal communication, June 14, 1992)...

10. If the citation refers to materials *directly quoted from the author(s)*, quotation marks **must** be used around direct quote and the page number(s) **must** be included at the end of the quotation followed by a period:

Jones, Smith, and Lofton (1990) said, "it is best to be sure about company policy and procedures before following the wrong course of action" (p.12).

APPENDIX C

REFERENCES

The following is a list of the most common entries used when preparing a References page. The School of Adult and Distance Education requires the American Psychological Association guidelines for developing a References page. Students who need further help with APA reference formatting may refer to the *Publication Manual of the American Psychological Association*.

1. SINGLE AUTHOR OF A BOOK

Maslow, A.H. (1954). *Motivation and personality*. New York: Harper and Row.

2. MULTIPLE AUTHORS OF AN EDITED BOOK OR ARTICLE

Baker, F., McEwan, P.J.M., & Sheldon, A. (Eds.) (1969). *Industrial organizations and health: Vol 1. Selected readings*. London: Tavistock Publications.

3. BOOK WITH NO AUTHOR OR EDITOR

College bound seniors. (1979). Princeton, NJ: College Board Publications.

4. CORPORATE AUTHOR

Educational Testing Service. (1970). *The development of forms EE and XX on the tests of general educational development*. Princeton, NJ: Educational Testing Service.

5. PERSONAL COMMUNICATION

Jones, C. (1992, May 11). Personal communication (letter).

Jones, C. (1992, June 14). Personal communication (interview).

6. ARTICLE IN AN EDITED BOOK

Fitts, P.M. (1992). Factors in complex skill training. In R. Glaser (ed.), *Training research and education*. Pittsburgh: University of Pittsburgh Press.

7. MAGAZINE ARTICLE

Schiro, J.B. (1999). Leadership: Past, present, and future. *Futurics*, 23(4), 67-73.

8. NEWSPAPER ARTICLE

Stevens, M. (1993, October 21). Teamwork in workplace needs nurturing.

New York Post, Business section, 40.

9. NEWSPAPER ARTICLE WITH NO AUTHOR

Study finds free care used more. (1982, April). *APA MONITOR*. 14.

10. JOURNAL ENTRY

Maginnis, C. (1993, July). A winning philosophy. *Food Processing*, 54, 44-47.

GENERAL REFERENCE PAGE GUIDELINES:

- Begin each entry at the left margin.
- If the entry is more than one line, subsequent lines should be indented.
- Double-space each entry; double-space between entries.
- Alphabetize each entry by the author's last name.
- Do not number entries.
- All titles should be italicized.
- All works cited in the text must appear on the References page.
- Works read (and any other sources) but not cited in the text and sources recommended for further research may be included.
- Include page number(s) for magazines and newspapers only. Use "p." for one page and "pp." for more than one page. Do not include "p." or "pp." for journals; just list the actual number(s).
- Refer to the Rules for Writers Handbook for items that do not appear on these abbreviated instructions.



APPENDIX D

CREDIT BY EXAMINATION

Nyack College accepts various kinds of credit by examination toward the B.S. Degree. Any credit granted by examination will be recorded on your Nyack College transcript. Any credit granted by examination would be in addition to credit you may receive through your Portfolio.

You will find below the instructions and pertinent addresses for securing documentation of the tests you may have already taken.

The standardized tests which the College accepts are College Level Examination Program (CLEP), General Education Development (GED), and Proficiency Examination Program (PEP), USAFI/DANTES tests, and institutional examinations administered by Nyack College faculty.

Check with the Primary Instructor to be sure that the credit is transferable, not duplicated, and in the required area.

DSST/DANTES TESTS

Description: DSST(Dantes Subject Standardized Test) a.k.a. DANTES (Defense Activity for Non-Traditional Educational Support) is the standardized test administered by the Chauncey Group. These tests were previously offered to only military personnel but are now offered to civilians as well. <http://www.getcollegecredit.com/resources.htm>

When you sign up to take a test, use the Nyack College Institution Code number **9732** for DSST exams.

Credit: Credit is based on successful completion of the tests administered (i.e., S=Satisfactory). The tests must be COLLEGE LEVEL (not high school level) to be of credit value.

If you took a USAFI test before June 30, 1974, you may obtain a copy of the results by writing to:

DANTES Contractor Representative (Transcripts)
Box 2879
Princeton, NJ 08541
(800) 257-9484

Include the following information in your letter of request:

Old military service number
Branch of service
Social Security Number
Approximate date and place test was taken
Place(s) to be sent

Your signature must appear on your request. There will be no charge for this request. If you were in the service after June 30, 1974, it is unlikely that you took a USAFI test, since USAFI was discontinued at that time. It is probable that any test you took in the military after that time would be either CLEP or DANTES. See next section for procedure.

CLEP TESTS

CLEP (College Level Examination Program) tests cover a variety of subject areas and are administered to determine proficiency in these areas.

<http://www.collegeboard.com/student/testing/clep/exams.html>

When you sign up to take a test, use the Nyack College Institution Code number **7660** for CLEP exams.

If you took a CLEP test before June 30, 1974 in the military, you may obtain the results by writing to the address of the DANTES Contractor Representative indicated above. Identify the type of test taken, along with the information listed above. If you took a military CLEP test after July 1, 1974, or a civilian CLEP test at any time, you may obtain a copy of the results by writing to:

Educational Testing Services—CLEP Department
Post Office Box 2819
Princeton, NJ 08540
(800) 257-9558

Be sure to include in the letter of request the location, month, and year you took the test. All tests taken appear on one transcript.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Nyack College grants credits for the College Level Examination Program (CLEP) of the Educational Testing Service. ETS is an independent agency that has achieved scientifically reliable evaluation procedures for assessing mastery of knowledge in both broad and general fields, as well as in specific academic areas.

There are two types of exams offered through the CLEP Program, General and Subject, and both are acceptable for Nyack College credit. The General exams measure familiarity with broad subject areas normally taught at the freshman and sophomore level. These tests do not reflect any one viewpoint or curriculum, but sample the content of what is generally expected to be known. The General testing areas include Humanities, Math, Natural Sciences, Social Sciences and History, and English Composition. These tests give the adult learner an indication of preparation for college study.

Subject exams are intended for people who have acquired college level learning for which no college credit has been earned. Each individual test correlates with a specific course in a typical college curriculum.

The Official Study Guide for the CLEP Examinations is helpful if you are considering taking some of these tests. It provides suggestions for preparation and sample questions and answers. It may be ordered from College Board Publications, Box #886, New York, NY, 10101-0886, and is numbered 002938. Credit card customers (Visa or MasterCard) may order by calling toll free in the U.S.: (800) 323-7155, Monday through Thursday, 8 a.m. to 12 midnight; Friday 8 a.m. to 11:00 p.m., EST. **www.collegeboard.org/clep**

Local Community Colleges can give you specific information about the tests, but it may be helpful to know that from one to five General tests or up to four Subject exams may be taken on any one-day. The tests are ninety minutes long and are multiple choice.

Minimum scores on Subject and General examinations must be earned to receive credit at Nyack College. The credits are recorded upon receipt of an official transcript as transfer credit. **Please check with your Primary Instructor before taking any CLEP exam** to determine if it will fulfill your degree requirements based on your Degree Plan.

THOMAS EDISON STATE COLLEGE

Thomas A. Edison State College in Trenton, New Jersey, offers more than 400 examinations for students to earn credits for prior knowledge. The examinations cover content areas commonly found in college level courses which students receive college credit by earning a satisfactory score. This is to prove that they have the skill and knowledge equivalent to what is learned in the university classroom.

The program is called The Thomas Edison College Examination Program (TECEP), or credit-by-examination. The general information for Thomas Edison College is:

TECEP
101 State Street
CN 545
Trenton, NJ 08625
609-984-1100

APPENDIX E

COMPLETION CHECKLIST FOR PAL PORTFOLIO

As an aid to completion of the Portfolio folder requirements, use the following checklist:

- General:**
- () 3-hole folder with a pocket inside the cover
 - () Student's name, cohort number, and primary instructor on front of the folder.
 - () All materials should be typed.
 - () Students should have a duplicate copy of all pages submitted.
 - () Title Page. This should list the student's name, cohort number, and primary instructor.
- Section 1:**
Resume
- () One page in length.
- Section 2:**
Autobiography
- () Typewritten and minimum of seven pages.
- Section 3:**
Experiential Learning Essays
- () One learning essay is required (minimum of nine - twelve pages).
 - () If using Section 3 to earn credit: Attach completed Petition for Credit form to essay before submitting for evaluation.
- Section 4:**
Testing
- () Kolb's *Learning Style Inventory* has been included.

APPENDIX F

DEFINITION OF TERMS

ADULT LEARNER: One who is older than the traditional college student (25+); one who is living away from parents and/or is self-supporting; one whose primary role is other than learner (such as worker, parent, spouse, or retiree).

AMERICAN COUNCIL ON EDUCATION: ACE has published a *Guide to Educational Programs in Non-Collegiate Organization* that helps educational institutions correlate a specific number of academic credits for courses given by non-collegiate organizations, such as major industries that provide "in-house" classes for employees.

ACCREDITATION: The recognition of educational quality serving as the basic indicator that an institution meets the standards set by a recognized accrediting body. Nyack College is accredited by the Middle States Association of Schools and Colleges.

ASSESSMENT: The procedure used by college faculty and others to recommend the credit that may be awarded through the Portfolio process.

BACHELOR'S DEGREE: The degree obtained after completion of a prescribed program at a college or university consisting of a minimum of 120 semester credits.

CAEL: The Council for Adult and Experiential Learning—a national association of collegiate institutions and colleagues dedicated to fostering quality experiential learning and the valid, reliable assessment of its outcomes.

CAREER DEVELOPMENT: An experiential learning process which helps learners understand their past experiences and use this understanding to choose new experiences. In this process, learners achieve greater insight into their own interests, values, and abilities. They can build on these insights as they further develop their knowledge and skills and make more informed career choices.

COLLEGE CREDIT: Recognition by a college that a student has fulfilled an academic requirement. Most courses are either 3 semester credits or 5 quarter credits.

DISTANCE LEARNING: A method for students who cannot attend classes regularly to learn through independent study, television, computers, video hookups to classes, etc. Schools with

distance learning programs appeal to adults who have the ability to work well on their own. Contact with the instructor may be maintained through correspondence, telephone, computer, or other electronic means.

DOCUMENTATION: Materials gathered to verify prior, non-collegiate learning.

EXPERIENTIAL LEARNING: Learning acquired from professional or personal experiences.

EXTERNAL DEGREE PROGRAMS: An academic degree program that enables students to complete their studies without necessarily attending class. Sometimes called "colleges without walls," external degree programs are especially designed for the adult part-time learner who needs flexibility and who can work independently.

EXTRAINSTITUTIONAL LEARNING: Learning that is attained outside of the sponsorship of legally authorized and accredited post-secondary educational institutions. The term applies to learning acquired from work and life experiences, independent reading and study, the mass media, and participation in formal courses sponsored by associations, business, government, industry, the military, and unions.

LEARNING EXPERIENCE ESSAYS: The student essays combining knowledge, concepts, applications, and reflections gained from life experiences using Kolb Model.

NARRATIVE: The written account of your learning experiences and learning outcomes.

PORTFOLIO: A collection of materials written and documented in support of one's request for college credit for prior extra-collegiate learning. It is submitted to the college for faculty assessment, translation to academic credit, and transcription on a college transcript.

PRIOR LEARNING: Academic credit awarded for proven competencies acquired through life experience, work experience, or self-directed non-collegiate learning.

REGISTRAR: The college official responsible for students' transcripts.

TIME LINE: An outline of events in your life with dates explaining when events occurred.

TRANSCRIPT: The permanent college record of courses receiving credit.

TRANSCRIPTION: The process of adding course and credit information to a transcript.

**NYACK COLLEGE – School of Business and Leadership
DEGREE PLANNING SHEET**

STUDENT: _____ COHORT #: _____ DATE: _____

	CREDITS			PROJECTED COMPLETION DATES		
	NEEDED (A)	OBTAINED (B)	TOTAL	ENROLLMENT	STUDY/TAKE EXAM	COMPLETION
TRANSCRIPTS _____ _____ _____ _____				N/A	N/A	N/A
TRANSFER CREDITS <u>Core Requirements</u> ENGLISH: _____ SOCIAL SCIENCE: _____ FINE ARTS: _____ WORLD CIVILIZATION: _____ WESTERN CIVILIZATION: _____ AMERICAN HISTORY: _____ LIBERAL ARTS: _____ MATH: _____ SCIENCE: _____						
GENERAL ELECTIVE CREDITS <u>ESSAY TITLES</u> _____ _____ _____ _____						
ADDITIONAL COURSES _____ _____ _____ _____						
PROF. SCHOOL/TRAINING CERTIFICATES _____ _____ _____ _____						
TOTAL CREDITS (A + B)			88			

Student: _____ Date: _____

Faculty Advisor: _____ Date: _____

THIS DEGREE PLAN DOCUMENTS THE POTENTIAL FOR 88 CREDITS. ALL CHANGES MUST BE APPROVED THROUGH THE ASSESSMENT OFFICE AND MUST CONFORM TO THE ORGANIZATIONAL MANAGEMENT GUIDELINES.

WHITE – FILE COPY CANARY – FACULTY COPY PINK – STUDENT COPY