

LETOURNEAU UNIVERSITY

*SCHOOL OF GRADUATE
AND PROFESSIONAL STUDIES*



PORTFOLIO DOCUMENTED LEARNING HANDBOOK

REVISED JULY 18, 2006

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**FAITH BRINGS US TOGETHER.
INGENUITY SETS US APART.**

Dear Adult Learner:

LeTourneau University is pleased to offer the opportunity to earn college credit for college-level learning which has taken place outside the traditional classroom setting. Through Portfolio, the documented learning process, which includes proper collection and documentation of prior learning, you may petition for and be awarded college credit toward your degree at LeTourneau University.

The portfolio process is designed to assist you in the attainment of your academic and career goals by validating your professional courses, course work from professionally accredited colleges and schools, licenses and certifications received, and documented language proficiencies.

LeTourneau University adheres to the academic standards established by the Council for Adult and Experiential Learning (CAEL), in the awarding of college credit for documented learning. These standards, along with the quality and careful selection of our faculty evaluators, assure you of the best possible assessment while maintaining the highest standards of academic excellence.

We encourage you to carefully read the *Portfolio - Documented Learning Handbook* and attend one of our portfolio seminars which will assist you in the preparation of your personal portfolio. To become further acquainted with portfolio, please view the information available through www.letu.edu/adultstudentservices. We trust the process will be a positive step toward the attainment of your degree completion options.

Thank you for choosing LeTourneau University. May God's blessings be upon you as you complete your education goals.

Sincerely,

Ebby Childress

Ebby Childress

Portfolio Coordinator

School of Graduate and Professional Studies

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NOTE: The following forms are located beyond the appendixes. The forms may be completed and printed for inclusion in the student's Portfolio:

PORTFOLIO COMPLETION CHECKLIST
CONSENT FOR RELEASE OF PORTFOLIO MATERIAL
STUDENT AGREEMENT
PORTFOLIO ASSESSMENT REQUEST FORM
PETITION FOR CREDIT FOR PROFESSIONAL COURSES
PETITION FOR CREDIT FOR
PROFESSIONALLY ACCREDITED COLLEGES AND SCHOOLS
PETITION FOR CREDIT FOR LICENSES AND CERTIFICATIONS
PETITION FOR CREDIT FOR LANGUAGE PROFICIENCIES

PORTFOLIO – DOCUMENTED LEARNING

INTRODUCTION

Portfolio is a method by which students may earn academic credit for college-level learning completed outside of the traditional classroom setting. It is designed to assist adult learners in attaining their academic and career goal by validating their professional competencies acquired through the following areas:

1.0 PORTFOLIO CATEGORIES

Students may petition for credit through Portfolio in four categories: Professional Courses, Professionally Accredited Colleges and Schools, Licenses and Certifications and Language Proficiencies. Student may petition in one, a combination of any, or all of the categories provided.

1.1 Professional Courses

Course completion, course hours and course content are checked to assure that courses are college level and comply with transfer policies of the Assessment Center. Course content is compared with equivalent or similar course offerings at regionally accredited colleges and universities. Evaluators also check carefully for duplication and overlap of courses. The number of classroom hours spent in the course is needed for verification. If the documentation only states days, weeks or months, it will not meet the portfolio requirements.

If a number of courses were taken at a particular agency or institution in a specific discipline, such as computer science, engineering, administration or management, evaluators may combine them.

Most workshops, conferences and meetings attended are eligible for college-level credit. Please note that credit awarded through portfolio is for classroom hours conducive to a learning environment.

Petition for those courses which are appropriate and which meet the above criteria.

1.2 Professionally Accredited Colleges and Schools

Each course is evaluated individually. Course content and level of work will be verified for each course listed on the transcript. The course must be college-level and must have been passed with a grade of “C” or above to be considered for evaluation. Course content is compared with equivalent or similar course offerings at regionally accredited colleges and universities. Evaluators will also check for duplication and overlap of courses. Therefore, a course description for each course must be provided.

1.3 Licenses and Certifications

Government regulated licenses and certifications will be evaluated under the category of Licenses and Certifications. The following documentation is required:

- A copy of the license or certification;
- An official summary of the requirements for obtaining a license or certification (not required if license is pre-assessed).

You may petition for credit for the preparation course work for a license or certification under the Professional Courses section.

Some licenses and certifications have been pre-assessed and approved for recommended college credit by LeTourneau University. If the license or certification has been approved, only a copy of the license or certification is required for documentation. Refer to Appendix 1 for a complete listing of Approved Licenses and Certifications.

1.4 Language Proficiency

The Language Proficiency category is provided for students who are proficient in a foreign language. For language proficiencies, credit up to 12 semester hours may be awarded for college-level documented learning. A student may take courses and successfully complete examinations at a LeTourneau University approved institution, in which case, documentation from the approved agency verifying the student's proficiency will provide proper validation. Alternatively, documentation for this category is based on letters of recommendation from employers or agencies for whom a student translates in the regular course of business.

2.0 DOCUMENTATION

Professional courses, professionally accredited colleges and schools, and licenses and certifications must be accompanied by documentation which verifies completion, hours, and content. Documentation of language proficiencies will consist of an evaluation report, or a letter from the student's employer or an administrative agency authorized by the Assessment Center. Documentation cannot be student generated.

2.1 Completion

Completion is evidence of learning for which you are petitioning. It should include one of the following:

- A signed certificate of completion
- An official transcript from the institution
- A signed Letter of Completion from an employer or sponsoring entity

2.2 Classroom Hours/Lab Hours/Continuing Education Units (CEU's)

Hours are necessary to formulate the number of credits a student will receive for the class/seminar.

Formulas for awarding credit are as follows:

20 classroom hours	= 1 semester hour of credit
30 lab hours	= 1 semester hour of credit
2 continuing education units	= 1 semester hour of credit

A certificate of completion or classroom hour verification referring to units of measure other than continuing education units will be treated as classroom hours.

One of the following verifications of classroom hours is needed for each course:

- A signed certificate of completion which specifies classroom hours, lab hours or continuing education units.
- An official transcript from the institution offering the course which specifies classroom hours, lab hours, or continuing education units.
- A course description from a college catalog or equivalent which specifies classroom hours, lab hours, or continuing education units;

- A Letter of Completion from an employer or sponsoring entity specifying the number of classroom hours, lab hours, or continuing education units.

2.3 Course Content

The description of the course content provided enables the evaluator to determine the whether the course is college level. Information on the course content will include the following:

- Goal(s) of the course
- Topic(s) covered in the course
- Table of contents from resources used
- Copy of the syllabus

A combination of any of the above documents can be used to verify course content.

2.4 Letter of Completion

In lieu of items listed in 2.1, 2.2 and 2.3, documentation will be considered complete with a signed letter, written on company letterhead, from (a) the employer, with which a student was employed at the time the classes were taken; or (b) the sponsoring entity from which the courses were taken, specifying the following:

- Date of course
- Name of course
- Number of classroom hours, lab hours, or continuing education units; and,
- A brief description of the course.

Letters of Completion must be written in third person with specific reference to the person for whom the training is documented. Please see Appendix 2 for an example of a Letter of Completion.

Certificates received at the completion of a course or seminar should not be confused with Certifications a person holds in order to perform a certain task or duty. Certificates of Completion and Letters of Completion are petitioned for credit through the Petition for Credit for Professional Courses Form.

Certifications are petitioned for credit through the Petition for Credit for Licenses and Certifications Forms. If coursework was necessary to acquire a certification

or license, the coursework should be petitioned for credit through the Petition for Credit for Professional Courses Form and the certification/license should be petitioned for credit through the Petition for Credit for Licenses and Certifications Form.

If an approved license or certification is listed on the list of Approved Licenses and Certificates shown as Appendix 1, the license or certification should be listed on the Petition for Credit for Licenses and Certification Form. In this case, a copy of the license or certificate will meet the documentation requirement in this category.

3.0 LEARNING OUTCOME STATEMENTS

Each student petitioning for Portfolio Documented Learning credit is required to submit a Learning Outcome Statement for each topic area in the portfolio. The Learning Outcome Statements are provided in addition to, and separate from, other portfolio documentation. The statement must be a minimum of 1 ½ - 2 pages in length, explaining the outcome of the students learning in each topic for which credit is being sought. The essay should include:

- What the student learned and how it has been applied in the student's work environment; or,
- What the student learned and how it has been applied in the student's life.

An example of a Learning Outcome Statement is provided as Appendix 3. Please note that the essays are provided per topic and not per course. One outcome statement may be used to cover a broad range of training if all training occurred through one employer.

4.0 EVALUATION AND PROCEDURES

LeTourneau University adheres to the academic standards established by its governing body, the Southern Association of Colleges and Schools and guidelines set forth by the Council for Adult and Experiential Learning (CAEL) in the method by which portfolios are evaluated and the procedures established for the evaluation process.

4.1. Criteria for Evaluation

The following criteria provide basic guidelines used by evaluators:

- Credit should be awarded only for learning, and not for experience acquired through daily job training. On-the-job training is defined as daily training for a specific job or duty where the training takes place during the course of a person's regular/routine job. On-the-job training does not qualify for portfolio credit.
- College credit should be awarded only for college-level learning.
- Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
- The determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts.
- Credit should be appropriate to the academic context in which it is accepted.
- Student generated documentation will not be evaluated.

4.2 Evaluators

Evaluators are selected by the Portfolio Committee from LeTourneau University faculty or outside consultants with advanced degrees. They are chosen for their expertise and professional experience.

Evaluators adhere to the guidelines established by the Academic Services office, based on the guidelines developed by the Council for Adult and Experiential Learning (CAEL), the American Council on Education (ACE), and the National Program on Non-Collegiate Sponsored Instruction (PONSI).

4.3 Awarding of Credit

Evaluators will review the documentation provided to determine authenticity and whether college-level learning has occurred. The maximum amount of credit awarded through the portfolio process is 30 credits.

4.4 Transcription of Credit

In order for Portfolio credit to be placed onto a student's transcript, the application process must have been completed through the Academic Services office. After the evaluation process is completed and portfolio fees are paid in full, the credits awarded are entered onto the LeTourneau University transcript contingent on the student's registration in the bachelor's degree program. Payment in full of all appropriate fees must be made prior to hours being placed onto a student's transcript.

4.5 Portfolio Assessment Fees

Portfolio processing fees are as follows:

- Processing Fee \$75.00/per submission
- Assessed Credit Fee \$50.00/credit awarded

Assessment fees are due within thirty (30) days of receiving the Credit by Portfolio Assessment Registrar/Student Report. (Refer to Appendix 4 for an example of the Registrar/Student Report). The report itemizes a student's credit. Payment is due within 30 days of receipt of this report. Failure to submit payment may result in forfeiture of credit. Payment for portfolio hours may be made at www.letu.edu/studentpayment.

Payment of all portfolio credit must be made in full. Partial payment is not accepted.

4.6 Submission Deadline

Once submitted, approximately 4 to 6 weeks should be allowed for the portfolio evaluation process. It is imperative that each student understands the necessity for timely portfolio submission. Timely submission of portfolios would include any of the following:

- At least 60 days prior to completing Course Sequence 1 or Course Sequence 2
- No later than one year after entering Course Sequence 3 (core program)

A student must be enrolled in the adult program at LeTourneau University for portfolio consideration.

LeTourneau University is not responsible to any student who does not receive credit the student assumes will be received as credit through portfolio, and, who subsequently fails to meet degree requirements. Therefore, it is strongly recommended that students submit portfolios within one year of beginning an undergraduate program at LeTourneau University.

In compliance with current policies, and as stated in the LeTourneau University's School of Graduate and Professional Studies Catalog, Undergraduate Section, portfolios submitted for credit to meet graduation requirements must be received by these deadlines:

- December graduates: August 15th
- May graduates: December 15th
- August graduates: April 15th

Portfolios may be hand delivered to the educational site's Portfolio Facilitator. If you prefer, you may mail your portfolio with a tracking record to the site where you attend class:

**Longview/Tyler/Austin
Students:**

LeTourneau University
Longview Hall
Attn.: Portfolio Facilitator
2100 S. Mobberly Avenue
Longview, TX 75602-3564

Dallas/Bedford Students:

LeTourneau University
5710 LBJ Freeway
Suite 150
Attn: Portfolio Facilitator
Dallas, TX 75240-6324

**Houston/
Westchase Students:**

LeTourneau University
133 W. Loop South
Suite 900
Attn: Portfolio Facilitator
Houston, TX 77027

In accordance with policies and guidelines established by the Office of Academic Records Services/Registrar's Office payments for portfolio credit must be received on or before:

- October 1st for December graduates
- February 1st for May graduates
- June 1st for August graduates

4.7 Addendum

An addendum to a portfolio previously evaluated may be submitted. The format for submitting a portfolio addendum should follow the same format for submitting the original portfolio. The original portfolio is resubmitted. Include the following in the addendum:

- Additional Assessment Request Form
- Necessary Petition for Credit Form/s
- Addendum documentation showing completion, hours and content
- Appropriate Learning Outcomes Statement/s relating to the addendum

Insert each into a sheet protector and place in the front pocket of the original portfolio binder (along with the processing fee) leaving the original portfolio documentation intact. A cover sheet marked “Addendum” should be used as the first sheet for the addendum.

Addendums may be submitted as often as desired for the maximum of 30 credits earned through portfolio. The processing fee for each submission is \$75.00.

5.0 FORMAT

Portfolios are compiled and submitted in a specific format. The format is the method by which the portfolio can be best organized and evaluated as a documentation of prior learning experience.

5.1 Binder

The portfolio must be contained in a sturdy, three-ring binder with a pocket on the front inside cover. The front of the binder should provide access for insertion of a cover sheet. Your name and student identification number must be affixed to the binder spine.

5.2 Protective Covers

All materials, except the front pocket contents, must be placed in plastic protective covers. Both sides of the protective covers may be used.

5.3 Dividers

Each section of the portfolio must be labeled by a tabbed divider. The tabbed dividers are:

- Table of Contents
- Resume
- Portfolio Assessment Request Form
- Petition for Credit Form/s
- Documentation
- Learning Outcome Statements

5.4 Page Format

All written material must be in English, typed or printed and double-spaced. The typed or printed material must be on one side, of white eight and one-half by eleven inch paper. Except for titled pages, one inch margins should be used throughout the portfolio. With the exception of divider pages, all pages of the portfolio must be numbered consecutively at the bottom center of each page.

The American Psychological Association (APA) style manual may be used for additional format considerations.

5.5 Documents

All documents such as licenses and certifications should be copies rather than originals. The originals, however, must be available if requested by the Assessment Center.

5.6 Pocket Contents

The front pocket of the binder should contain the following:

- The Consent for Release of Portfolio Materials Form
- The Portfolio Completion Checklist Form
- Student Agreement
- A check made payable to LeTourneau University for the Portfolio processing fee. The processing fee may also be made at www.letu.edu/studentpayments.

5.7 Cover Sheet

A cover sheet must be provided in two places:

- On the front of the binder, under a clear cover
- At the very beginning of the portfolio (The first page you see as the binder is opened.)

The word *Portfolio* should be centered at the top of the page. Underneath that heading, center name, class number, student I.D. number, the submission date, and the words *LeTourneau University*. Please see Appendix 5 for an example of a cover sheet.

5.8 Table of Contents

The Table of Contents of the portfolio should be arranged in the order given in Appendix 6. Please refer to Appendix 6 for an example of a correctly formatted Table of Contents. The accuracy of numbering pages is essential. If documentation cannot be located from the Petition for Credit Forms and the Table of Contents, credit may not be awarded. Page numbers must correlate on the Table of Contents and Petition for Credit Forms.

5.9 Resumé

The objective of the Resumé is to provide an introduction and outline of your experiences for the evaluator to reference when reviewing other sections of the portfolio. Include a current copy of your resume which should be no longer than two pages. The Resumé for the portfolio should include educational training, work experience, background and professional and community activities if appropriate.

6.0 FORMS

The following forms must be completed and included in the front binder of the portfolio:

- The Portfolio Completion Checklist Form
- Consent for Release of Portfolio Material Form
- Student Agreement Form.

The following form must be completed and placed in a clear plastic cover behind a tab labeled *Portfolio Assessment Request Form*. The form confirms the student's demographic information and must be signed to indicate the student is requesting an assessment of prior learning based on documentation submitted in portfolio format.

- Portfolio Assessment Request Form

The following form(s) must be completed and placed into a clear plastic cover behind a tab labeled *Petition for Credit Forms*.

- Petition for Credit Form(s)

The forms show the exact location of the documentation in the portfolio. Please be precise when completing the petition forms.

Forms are located in the back of this handbook for duplicating purposes. The forms are also available at www.letu.edu/adultstudentservices.

7.0 ORDER OF CONTENTS

Portfolios must be assembled in the following order:

- Cover Sheet
- Table of Contents
- Resumé
- Portfolio Assessment Request Form
- Petition for Credit Form/s in the following order as applicable:
 - *Professional Courses
 - *Professionally Accredited Colleges and Schools
 - *Licenses and Certifications
 - *Language Proficiencies
- Documentation showing completion, hours, and content for each course should be inserted in the same order as listed on the Petition for Credit form/s as follows:
 - *Professional Courses
Documentation showing completion, hours and content
 - *Professionally Accredited Colleges and Schools
Documentation showing completion, hours and content
 - *Licenses and Certifications
Documentation showing completion, hours and content
 - *Language Proficiencies
Documentation showing completion, hours and content
- Learning Outcomes Statement/s

Frequently Asked Questions

While it is a privilege to talk with each student who is interested in submitting a portfolio, as well as those who have a portfolio pending, many questions are generic by nature and are answered in this FAQ section. Please take time to read the following questions and answers.

#1: How many hours can I earn through portfolio?

Answer: A maximum of 30 hours may be earned through portfolio.

#2: How do I know when my portfolio is received?

Answer: You will receive a Letter of Acknowledgement stating the date the portfolio was received. It takes approximately 5 days from date of receipt of the portfolio for the letter to be mailed.

#3: Why do I have to go to the expense of including a tracking record on my portfolio?

Answer: The tracking record is for the student's benefit. A portfolio has never been lost, but it has been necessary to track a portfolio, from time to time, to determine why it didn't reach its destination.

#4: How long does the portfolio process take?

Answer: Please allow 4 to 6 weeks from the date we receive your portfolio until the hours awarded can be placed onto your transcript.

#5: Can I receive general education credit (i.e. math, science, humanities, Bible, history, literature, etc.) through portfolio?

Answer: Approximately 95% of all credit awarded through portfolio is general elective credit. Math credit must be calculus level; science credit cannot be nutrition based. Bible credit is not awarded through portfolio. It is up to the discretion of each evaluator to award general education credit when proper criteria are presented for evaluation.

#6: What if I receive more credits than I actually need to fulfill my elective requirements?

Answer: If you receive more credits than you need, plan to pay for only those credits which you need.

#7: How do I know how many hours of electives I need?

Answer: Please view your personal degree audit online. Or, contact your Student Services Department at the site where you attend class.

#8: I've had several emergency situations which made it impossible to submit my portfolio until the time when I have submitted it. I know it's outside the timeframe required in order that I may graduate with my class. Can you please make an exception to the policy for submission time requirements?

Answer: While every effort is made to have each portfolio evaluated as soon as possible, portfolio submissions increase in order to meet graduation requirements for May, August and December. (Please see Pgs.8 and 9 of the *Portfolio Handbook* for submission deadline information.) Portfolios are evaluated in the order in which they are received. Deadlines cannot be extended.

#9: I need 9 hours to graduate. I only received 8 through portfolio. What can I do?

Answer: Submission deadlines (Pg. 8) are in place in order to assist the student with meeting graduation requirements. Because of the volume of portfolios, we are not in a position to re-evaluate your portfolio for additional credit, or work with each student individually in order that additional information can be submitted to earn the extra credits needed just weeks prior to graduation. Once a portfolio is submitted and an evaluation returned, an Addendum to the portfolio is required to re-process it for re-evaluation. The \$75.00 Addendum processing fee applies.

#10: Where can I get the forms I need to complete the portfolio process?

Answer: Forms are available in back portion of the hard copy of the *Portfolio Handbook* for copying purposes. The forms are also located beyond the appendixes in this web publication of the *Portfolio Handbook*. Additionally, forms are also available online at www.letu.edu/adultstudentservices at the portfolio tree.

#11: How do I pay for my portfolio?

Answer: Credit card and EFT payments may be made on line. Please visit the student account link at www.letu.edu/studentpayments to make payment for portfolio credit.

#12: I don't have funds available to pay for my portfolio in full. May I make partial payments?

Answer: Partial payment of portfolio credit is not an option. If you are unable to pay for your portfolio credit within the 30 day timeframe required, please contact the Portfolio Facilitator at the site where you attend class to make to make payment arrangements.

#13: What if I have an expired license or certification? Can it still be used in portfolio?

Answer: Yes. As with all certifications or licenses, if it is pre-assessed, a copy of the license or certification is the only piece of documentation needed. (Learning Outcome Statements are separate from documentation and must be included with any license or certification.) If not pre-assessed, please provide information as to the courses taken or other training necessary to receive certification or to become licensed in the specific area.

#14: Can you tell me how the portfolio process works?

Answer:

(1) Portfolios are routinely received each day. Each portfolio is reviewed for proper documentation, forms, inclusion of processing fee, and Learning Outcome Statements. Upon review, each portfolio is entered into a data base, an evaluator is assigned and a Letter of Acknowledgement is printed and mailed to the student.

(2) Portfolios are placed in an area marked for pickup by evaluators.

(3) Evaluators pick up portfolios twice weekly.

(4) Evaluators return portfolios twice weekly.

(5) Upon return of the portfolio, a Registrar's Report is prepared reflecting the hours. This report is mailed to the student.

(6) Upon receipt of the Registrar's Report, the student pays for the hours.

(7) The hours are processed to be placed onto the student's transcript.

(8) The student receives a letter, along with an updated degree audit, indicating the transfer
of hours to the student's transcript.

(9) The portfolio is returned to the student via certified mail, return receipt requested.

The entire process takes 4 to 6 weeks.

Appendix 1

APPROVED LICENSES, CERTIFICATES AND CERTIFICATIONS

NOTE: These credits apply provided they do not duplicate hours previously evaluated and placed onto the student's transcript.

Federal Aviation Administration Courses and Certificates

Credit is based on the highest earned certificate. Credits are not cumulative from certificate to certificate. Additional course work required to maintain a license or certification may be petitioned through Petition for Professional Courses. Requirements are identical for Private & Commercial Licenses.

1. Private Pilot (no credit without license)

- | | |
|---|-----------------|
| a) License (40 hrs flight time minimum) | 5 SH |
| b) Airplane Single Engine – Land | 1 SH Additional |
| c) Airplane Single Engine – Sea | 1 SH Additional |
| d) Airplane Multi-Engine – Land | 1 SH Additional |
| e) Airplane Multi-Engine – Sea | 1 SH Additional |
| f) Instrument Airplane Rating | 2 SH Additional |

2. Commercial Pilot (no credit without license)

- | | |
|---|--------------------|
| a) License (250 hrs flight time minimum) | 6 SH |
| b) Airplane Single Engine – Land | 1 SH Additional |
| c) Airplane Single Engine – Sea | 1 SH Additional |
| d) Airplane Multi-Engine – Land | 1 SH Additional |
| e) Airplane Multi-Engine – Sea | 1 SH Additional |
| f) Instrument Airplane Rating | 2 SH Additional |
| g) Type Ratings (ea.) i.e. 727, 747, A320, etc. | 1 SH Additional/ea |

3. Airplane Transport Pilot (no credit without license)

- | | |
|---|--------------------|
| a) License (1500 hrs flight time minimum) | 8 SH |
| b) Airplane Single Engine – Land | 1 SH Additional |
| c) Airplane Single Engine – Sea | 1 SH Additional |
| d) Airplane Multi-Engine – Land | 1 SH Additional |
| e) Airplane Multi-Engine – Sea | 1 SH Additional |
| f) Instrument Airplane Rating | 3 SH Additional |
| g) Type Ratings (ea.) i.e. 727, 747, A320, etc. | 1 SH Additional/ea |

4. Ground Instructor Certificate
(must have appropriate Pilot's license also)

- | | |
|---|-------|
| a) Basic License | 1 SH |
| b) Advanced License | 2 SH |
| c) Instrument Rating | 3 SH |
| [Not cumulative. Award credits for (a) <u>or</u> (b) <u>or</u> (c).] | |
| 5. <u>Flight Instructor Certificate</u>
(must have appropriate Pilot's license also) | |
| a) Airplane Single Engine | 1 SH |
| b) Airplane Multi-Engine | 2 SH |
| c) Instrument Airplane (CFII)
(CFII – Certified Flight Instrument Instructor) | 3 SH |
| [Not cumulative. Award credits for (a) <u>or</u> (b); however, CFII license is additional, i.e., add (c) to (a) <u>or</u> (b).] | |
| 6. <u>Flight Engineer Certificate</u> | |
| a) Propeller Powered | 3 SH |
| b) Turbo propeller Powered | 4 SH |
| c) Jet Powered | 6 SH |
| [Not cumulative. Award credits for (a) <u>or</u> (b) <u>or</u> (c).] | |
| 7. <u>Control Tower Operator's Certificate</u>

(Submit course syllabi for evaluation.) | |
| 8. <u>Pilot's Indoctrination or Refresher or Transition Courses</u>

(Duplicates other certificates; not transferable.) | |
| 9. <u>FAA Airframe Certificate</u> | 15 SH |
| 10. <u>FAA Power plant Certificate</u> | 15 SH |
| 11. <u>Inspection Authorization</u> | 3 SH |

FEDERAL COMMUNICATIONS COMMISSION CERTIFICATES

- | | |
|---|-------|
| 1. <u>Commercial</u> (Not cumulative) | |
| a) FCC General Radiotelephone
Operator License (new) | 3 SH |
| With radar endorsement | +1 SH |
| b) FCC First Class Radiotelephone License (old) | 3SH |
| With radar endorsement | +1SH |

- | | |
|---|------|
| c) FCC Second Class Radiotelephone
Operator License (old) | 1 SH |
| d) FCC Third Class Radiotelephone
Operator License (old) | -0- |
| 2. <u>Amateur</u> (Not cumulative) | |
| a) FCC Novice Class (Telegraphy) | -0- |
| b) FCC Technician Class (Telegraphy) | -0- |
| c) FCC General Class (Telegraphy and Telephony) | 1 SH |
| d) FCC Advanced Class (Telegraphy, Telephony,
Teletype & TV) | 3 SH |
| e) FCC Amateur Extra Class | 4 SH |

No credit awarded for FCC permits.

PROFESSIONAL ENGINEER CERTIFICATES

- | | |
|--|------|
| 1. <u>Professional Engineer</u> (Registered) | 9 SH |
| 2. <u>Professional Engineer</u> (In training) | 6 SH |
| 3. <u>Quality Engineer</u>
(Certified by American Society of Quality) | 6 SH |
| 4. <u>Quality Auditor</u> | 3 SH |
| 5. <u>Quality Technician</u>
(Certified by American Society of Quality) | 6 SH |
| 6. <u>Certified Manufacturing Engineer-General Manufacturing</u>
(Certified by the Society
of Manufacturing Engineers) | 9 SH |
| 7. <u>Certified Cost Engineer</u>
(Certified by the American
Association of Cost Engineers) | 6 SH |
| 8. <u>Certified Systems Integrator</u>
(Certified by the Institute of Industrial Engineers) | 9 SH |

SECURITIES LICENSES

NASD – NATIONAL ASSOCIATION OF SECURITIES DEALERS

- | | |
|--------------|--------|
| 1. Series 3 | 3 SH |
| 2. Series 4 | 1 SH |
| 3. Series 6 | 1.5 SH |
| 4. Series 7 | 3 SH |
| 5. Series 22 | 2 SH |
| 6. Series 24 | 3 SH |
| 7. Series 27 | 3 SH |
| 8. Series 39 | 1.5 SH |

9. Series 52	2 SH
10. Series 63	1.5 SH
11. Series 65	1.5 SH
12. Series 66	3 SH

**REAL ESTATE, INSURANCE, AND CONTRACTOR'S LICENSE
(Credits awarded even if license has lapsed)**

1. <u>Real Estate Sales License</u> (Texas Only Due to Extended Course Work)	5 SH
2. <u>Real Estate Sales License</u> (Other States)	4 SH
3. <u>Real Estate Broker's License</u> (without course work documentation)	3 SH
4. <u>Certified Real Estate Appraiser (CREA)</u> Society of Real Estate Appraisers (CREA Certificate required)	1 SH
5. <u>Insurance License</u> (Life and disability, or property and casualty, Group I or II)	2 SH
6. <u>Claims Adjuster</u>	3 SH
7. <u>General Contractor's Licensing Course</u> (without license)	1 SH
8. <u>General Contractor's License</u>	3 SH

H & R BLOCK COURSES

1. <u>Basic Tax Course</u>	3 SH
2. <u>Intermediate Tax Course</u>	1.5 SH
3. <u>Level I Tax Course</u>	1.5 SH
4. <u>Level II Tax Course</u>	1.5 SH
5. <u>Level III Tax Course</u>	1.5 SH
6. <u>U.S. Returns International Applications</u>	1.5 SH
7. <u>Farm Business</u>	-0-
8. <u>Treasury Card Exam Preparation</u>	1.5 SH
9. <u>Advanced Income Tax</u> (before 1981)	4 SH

BASIC PEACE OFFICERS LICENSE FROM TEXAS

1. Basic License (before 9/1/85) 16 SH
2. Basic License (after 9/1/85) 20 SH

All additional course work approved by Texas Commission on Law Enforcement Standards must be petitioned individually. This work cannot duplicate courses taken to receive the Basic License.

OTHER LICENSES AND CERTIFICATIONS

1. Cosmetology License 20 SH
(post-high school only)
2. Facial Esthetician 20 SH
3. National Association of Legal Assistants 3 SH
(without course work)
4. Emergency Medical Technician 10 SH
5. Emergency Care Attendant 2 SH
6. American Management Association (with course work) 6 SH



Appendix 2

P.O. Drawer 632340 403
Industrial Drive Nacogdoches, Texas
75963-2340 936-560-8900 1936-560-
8998 (fax)

August 10, 2005

Ebby Childress, Portfolio Coordinator
LeTourneau University
2100 S. Mobberly Avenue
Longview, TX 75602

Dear Ms. Childress:

Please accept this letter as confirmation that Steven Kristopher (Kris) Kolb has completed the training courses and programs outlined in the portfolio summary below. Kris had worked for JM Clipper since August of 1994 and began as a press operator working on a late shift. He has held many positions and advanced rapidly in the organization as his contributions are significant. His strong leadership skills and ability to effectively direct a highly involved work team in conjunction with his decision making ability quickly earned him a role as Production Manager. He successfully managed a production crew in graphite technologies for two years. His development skills and ingenuity were instrumental in automating processes and making the production processes more efficient. As this skill set developed, he assumed authority over our entire technology group as Research and Development Manager. He has successfully completed many training programs. He has taken those skills passed them onto others as a successful trainer in many cases. Please find a brief description of these programs below.

Portfolio Summary -Steven Kristopher Kolb

Personalisys- Group Personality~ Training

This training program was conducted on site at the JM Clipper Nacogdoches production facility. The Human Resources Manager, Mike Davis conducted the training which consisted of two eight hour learning sessions and two hour analysis of my specific personality style. The effect of the training allowed the participant to recognize styles of personality and how these personalities compliment each other in the workplace. The session was an effective extension to a Human Resources course. This was an effective tool that assists workers in developing interpersonal relationships with co-workers. April 1999 18 hours

Bryan Dodge- Personal Growth and Finance Training

This was an entertaining and effective lecture and assessment which encompassed many positive sales techniques and personal growth subjects. Bryan Dodge is an extremely effective speaker who had a dramatic effect on all participants with regard to personal and professional motivation. The emphasis on honesty and integrity in the workplace was great and his outlook and teachings was beneficial and reinforcing for professional growth. April 2004 9 hours

SolidWorks -Solid Modeling and Computer Aided Drafting Training

This course was conducted at a Houston based Hyatt Hotel. The class was conducted over a one week span and consisted of formal training conducted by a certified instructor of the software manufacturer, SolidWorks. This was a basic course which covered the foundation and general concepts of the software package. 3D modeling is a popular technique used by drafting and development engineers to replace or compliment traditional 2D packages. September 2002 40 hours

Cosmos- Finite Element Analysis Training

Finite Element Analysis is a technology that is utilized by many manufacturers and laboratories to develop and design components. The program is also used to analyze material failures and assist in the determination of failures and occurrences. Cosmos is a complex computer program used to automate the finite element process. Training was conducted on site at the **JM** Clipper production facility in Nacogdoches as several seats were purchased for a significant price. Training was included with the acquisition of the software package and taught the basic function of the program. February 2003 **40 hours**

JM Clipper EHS Lift Truck Safety Practices Training

Lift Truck training and material transport is a well structured training program which consists of 4 hours class time and instruction in conjunction with a written assessment of the student's knowledge. This training was conducted at the JM Clipper manufacturing facility in Nacogdoches, Texas. An ability assessment in the form of a driving and transport test is conducted as well. The safe, proper and effective use of lift trucks consists of topics such as areas of operation, equipment limitations, equipment pre-inspections, regular maintenance, calibration, and emergency procedures. January 1995 **16 hours**

Monthly Safety Training

Safety Trainings are held weekly for 45 minutes every Thursday in my specific department. The training was conducted at the JM Clipper production facility in Nacogdoches, Texas. The topic covered were very specific to equipment and conducted in a structured format. Typically, videos are shown and the Instructor (typically a supervisor or Human Resources Manager) follows an established curriculum. Topics consisted of Ergonomics, Proper use of Hoists, Proper lifting techniques, Hydraulic equipment safety, first aid, CPR, company specific safety procedure, Hearing protection, Eye safety, Foot protection, Air quality and proper use of respirators. July 1995- October 1998 (51 sessions @ 45 minutes each) **38 hours**

Safety Training -Houston Area Safety Council Association -Basic Plus

This was a very comprehensive training program which consisted of a 10 hour (1 day) class which covered Houston area plant safety practices. The training was conducted at the HASC training facility in Deer Park, Texas. The certification allowed the participant to meet the necessary requirements to work as a contractor in many refineries and chemical facilities who were affiliated with the Houston Area Safety Council. The curriculum consisted of all plant safety matters and concerns such as, personal protective equipment (PPE), containment environments, Siren recognition and warning system alerts, release procedures, and first aid. October 2000 **10 hours**

Rohm & Haas Site Specific Safety Training

This program was very similar to the HASC training but was more site specific to Rohm and Haas - Deer Park. The training program was conducted at the HASC facility in Deer Park, Texas and reinforced many of the same safety topics such as containment environment procedures, siren alert procedures, and personal protective equipment. October 2000 **4 hours**

Basic Rubber Technology Class (Taken through correspondence as well as in a classroom setting)

This class was taken as the reward of a scholarship and a recipient from the American Chemical Society's *A. Wayne Place Memorial Scholarship*. The training facility consisted of a Tampa, FL based Radisson Hotel which was held over the duration of one week. The class outlined the history of elastomeric compounds and the chemistry of the popular rubber compounds utilized in industry. Natural Rubber, NBR, SBR EPDM, and Neoprene are some of the compounds on which the instruction was based. Chemical and basic physical properties were outlined as well as their benefit and contribution to rubber compounding. January 1999 **40 hours**

Intermediate Rubber Technology Class

This Class session was taken as a complimentary and more advanced course in Rubber technology. The curriculum consisted of an outline of techniques to mix, compound and process the various compounds that were covered in the basic class. Concentration on fillers, curatives and polymer ratios were the training focus. The class was sponsored by **JM Clipper** and was conducted by an American Chemical Society volunteer instructor at a Houston based Hyatt. March 1999 **40 hours**

Advanced Rubber Technology Class

The Advanced Rubber Technology course is the last session in this technology series in which advanced content is relayed to knowledgeable participants. The class is conducted by the American Chemical Society and concentrates on advanced concepts such as vulcanization curves, curative theory, durometer and hardness control. Polymer chemistry is the central theme in this session and allows the participant to operate, develop and understand compounding theory. This course was held in a Houston based Hyatt. May 1999 **40 hours**

ASME Boiler Training and Pressure Vessel Repair Class

This class section provides requirements for all methods of construction of power, electric and miniature boilers. The rules for construction of boiler and pressure vessels are complex and require continued training and update for professionals who interact with this equipment. The rules are established and maintained by ASME (American Society of Mechanical Engineers). The class was conducted in a Hilton based hotel in San Francisco and conducted by a ASME volunteer. The material covered basic design rules, recent code updates, safety factors, various metallurgical considerations and repair. November 2001 **40 hours**

JM Clipper Industrial Products Training

Industrial Products Training is a structured class which covers the basic industrial sealing materials that are marketed by **JM Clipper**. The specialty products are presented in a generic format and basic theory is relayed. Sealing technologies such as gaskets and static sealing devices, mechanical packings, coated fire retardant cloths, rubber extrusions, braided fibers, are covered. Application theory and manufacturing concepts are taught. These components are widely used in general industry and manufacturing environments and the benefit of technical knowledge has had a positive effect on my experiences. June 1996 **24 hours**

JM Clipper Radial Products Training

Radial Products Training is an advanced class that covers all aspects of rotating and dynamic equipment sealing technologies. This training was conducted at the JM Clipper manufacturing site in Nacogdoches, Texas. A solid foundation for the mechanical operations of pumps and related systems are relayed to the student while focusing on the aspects shaft-to-housing joints. The class offers the student a firm understanding of the manufacture of sealing components and how these aspects affect performance in a typical application. Troubleshooting methods are relayed as well as the theory and mode of typical failure modes. October 1996 **24 hours**

Basic Algebra Class- Angelina College

This was a prerequisite for a placement test that was taken and no college credit was awarded. The class consisted of a structured setting with a weekly class of 4 hour segments. The class was conducted on campus in Lufkin, Texas and was sponsored by my employer, JM Clipper. The course duration was 8 sessions. A basic review of variables, expressions and equations was conducted. Percents, linear functions, probability and polynomials were typical subjects covered in the class sessions. Fall 1995 **32 hours**

Microsoft Computer Classes

Several training sessions over the course of 1997 conducted by the IT department at JM Clipper covered popular Microsoft programs such as Microsoft Word, Excel, Powerpoint, Access. A training session over Microsoft Outlook and Lotus Notes was also covered in these structured settings. Basic tasks as well as advanced formulation theory was relayed which led to a competent ability in these programs. Various sessions held throughout 1997 Total class time **28 hours**
Six Sigma Training

Basic Spanish Language Class

Basic Spanish classes were sponsored by my Employer as a tool to interact with Spanish co-workers. These classes were held at Stephen F. Austin State University in Nacogdoches, Texas and conducted in a structured classroom setting. Basic language vocabulary was relayed as well as basic sentence structure. The class consisted of (6) four hour sessions. May 1999 **24 hours**

Advanced Spanish Language Class


A continuance of the Basic class, the advanced class was held at the same setting and covered more advanced sentence structure and vocabulary development. Focus on conversational Spanish and the culture was significantly emphasized in these (6) four hour sessions. August 1999 **24 hours**

High Involvement Work Team Training Program

A training program which emphasized employee empowerment and worker independence was taken over an extended period. This training program was very extensive and required many sessions to relay the wealth of information and training. The program supported organizational structure that utilized less management and empowered the worker to make decisions and be accountable for goals and objectives. This program began with (4) 6 hour session (24 hours) in conjunction with weekly sessions of 1 hour. The instructor consisted of the Human Resources Manager and a executive level manager. The sessions were communication forums where specific occurrences were related to HIWT theory. Various classes throughout 1998 Total class time **38 hours**

If you have any questions or require additional information, please do not hesitate to call me at (800- 233-3900) or 936-560-1742.

Sincerely,



Jeff Kruwell
Vice President of Sales and Marketing
JM Clipper Corporation

Summary of Learning Outcomes at JM Clipper

Steven Kristopher Kolb

I have been presented with many opportunities for personal and professional growth during my employment with JM Clipper Corporation. This organization is committed to investing in their employees and allowing them the tools to reach optimum potentials. The training and formal instruction that was sponsored by JM Clipper enhanced my professional career development, polished my managerial skills and established a solid foundation for professional growth.

I began my career with JM Clipper as a press operator and quickly advanced as a team leader and production supervisor. I was younger than subordinates and many co-workers. My experience in management and employee interaction was lacking at that time. Significant training was devoted to the acquisition of management skills and employee empowerment. Training classes such as Personalysis, Bryan Dodge and High Involvement Work team training have given me the skills to not only effectively manage a group but also empower and position the group to be stronger players. Different people employ different personality traits that some might consider less contributing. The training emphasized that these personalities can add value to a team and can accentuate the overall effectiveness.

There were many technically based training programs that benefited and expanded my technical knowledge in many subjects. Basic and Advanced polymer training courses set a foundation for research and development and allowed me to contribute more in my position as Research and Development Manager. The

understanding of chemistry and modern polymer theory fueled two designs which were patented under my name. (US 6,344,512 and US 6,665,925)

The drafting and design classes that were taken have allowed me to become very proficient in machine design and engineering endeavors. The strong background that has resulted from these classes has allowed me to become very effective in tool design and 3D modeling which has become very popular not only as an engineering tool, but also as a marketing tool for advertising graphics.

The Environmental Health and Safety courses that I have studied have benefited me greatly and have proven to be a valuable asset to my skill set. I frequently visit chemical facilities and refineries whose priority is safety and safety awareness. A general and specific knowledge of the local practices and procedures that visitors and contractors are required to practice are invaluable when working within these facilities. A strong knowledge of emergency procedures and protective equipment can be invaluable in potential situations such as a fire or release.

The skills that I have taken from these training sessions have allowed me to obtain a broad and unique skill set that has proved to be very valuable. The diverse range of abilities that have been taken from these learning experiences have made me a very valuable asset to my organization. This assortment of skills and abilities is extremely applicable to my industrial segment, and have proven to be an essential part of my personal and professional growth.

Appendix 4



CREDIT BY PORTFOLIO ASSESSMENT

REGISTRAR / STUDENT REPORT

Student's Name: Steven Kristopher Kolb

Student I.D. #1057401 Class #: **BBAL0638**

PORTFOLIO	CATEGORY	GEN ED.	ELEC.
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JM CLIPPER

Personalanalysis-Group Personality Training (combined with) Bryan Dodge-Personal Growth and Finance Training (combined with) High Involvement Work Team Training Program	1		3
Solidworks-Solid Modeling and Computer Aided Drafting	1		2
Cosmos-Finite Element Analysis Training	1		2
EHS Lift Truck Training and Safety Practices (combined with) Rohm & Haas Site Specific Hazard Training	1		1
Monthly Safety Training (combined with) HASC-Basic Plus Safety Training	1		2
Basic Rubber Technology	1		2
Intermediate Rubber Technology	1		2
Advanced Rubber Technology	1		2
ASME Boiler Repair Training	1		2
JM Clipper Industrial Products Training	1		1
JM Clipper Radial Products Training	1		1
Microsoft Computer Classes	1		1
Basic Language Spanish	1		1
Advanced Language Spanish	1		1

Appendix 4 (continued)

Registrar's Report/Steven Kristopher Kolb
Page 2

CATEGORIES: 1 = Prof. Courses; 2 = Prof. Accredited Colleges & Schools; 3 = Licenses & Certifications; 4 = Language Prof.

TOTAL ASSESSED CREDITS EARNED: 23

Assessment fees are due within **thirty (30)** days of receiving this report. **In order for credit to be posted on the official transcript, students must pay portfolio fees in full.** Failure to remit payment within the thirty (30) days period will result in forfeiture of credit.

Important— Please Note: If paying by check, make check payable to LeTourneau University and mail to LeTourneau University, Attn.: Student Accounts for Graduate, Adult and Professional Studies, P.O. Box 7668, Longview, TX, 75607-7668. The number of portfolio hours being paid AND your Student Identification Number must be shown on check. If paying by credit card, please contact your student account representative at 1-800-388-5327 and have credit card information available. Payment may also be made at www.letu.edu/studentpayment.

Portfolio hours earned 23 X \$50.00 per credit hour = TOTAL DUE \$1,150.00

Ebby Childress

Date: September 20, 2005

Ebby Childress
Portfolio Coordinator
School of Graduate and Professional Studies

<u>REGISTRAR'S USE ONLY</u>	SUPPLEMENTAL EVALUATION
<p data-bbox="267 1528 521 1587">TOTAL PORTFOLIO CREDITS PAID</p> <div data-bbox="365 1627 430 1711" style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p data-bbox="613 1560 1040 1591">Entered by: _____</p>

PORTFOLIO

NAME

CLASS #

SITE

STUDENT I.D. #

SUBMISSION DATE

LeTOURNEAU UNIVERSITY

TABLE OF CONTENTS

Cover Sheet	1
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Portfolio Assessment Request Form	4
Petition for Credit Form/s (may have one or more of the following)	
Professional Courses	5
Professionally Accredited Colleges and Schools	6
Licenses and Certifications	7
Language Proficiencies	8
Professional Courses Documentation	9
Course Title	
<i>***Please provide exact page numbers of documentation listed below***</i>	
Course completion	
Classroom hours or semester hours	
Course content	
License or Certification Documentation	9
<i>***Please provide exact page numbers of documentation listed below***</i>	
Copy of license	
Documentation of license requirements	
Language Proficiency Documentation	9
<i>***Please provide exact page numbers of documentation listed below***</i>	
Letter of Authenticity; or	
Course Work from Authorized Agency	11
Learning Outcome Statement(s)	15

PORTFOLIO COMPLETION CHECKLIST

Please initial each space to ensure that your portfolio meets the format and documentation requirements of LeTourneau University. Include this completed form in the front pocket of your portfolio.

GENERAL FORMAT

- _____ Name and class number are affixed to the spine of the binder
_____ Materials are bound in a sturdy 3-ring binder with a pocket on the front inside cover
_____ All materials are in plastic protective covers except front pocket contents and appendices items
_____ All sections of my portfolio are clearly marked and separated by tabbed dividers

PREFACE MATERIALS

The following materials are located in the front pocket of the portfolio binder:

- _____ Signed Consent for Release of Portfolio Materials form
_____ Portfolio Completion Checklist form completed and signed
_____ Signed Student Agreement
_____ A check made payable to LeTourneau University for the Portfolio \$75.00 processing fee.

PROFESSIONAL COURSES PROFESSIONALLY ACCREDITED COLLEGES AND SCHOOLS LICENSES AND CERTIFICATIONS

- _____ In each of the areas for which I am petitioning credit, I have included complete Petition for Credit form/s listing only ONE course per section
_____ In each of the areas for which I am petitioning credit, I have included appropriate documentation of the following:
- Course Completion
 - Classroom Hours
 - Course Content
 - Learning Outcome Statement/s

LANGUAGE PROFICIENCY

- _____ I have completed the Petition for Credit form(s)
_____ I have included appropriate documentation

CONSENT FOR RELEASE OF PORTFOLIO MATERIAL

I hereby authorize the use of my portfolio materials for the purpose of review by other students or in professional training workshops as indicated below.

_____ Portfolio may be used with my name deleted from all documents.

_____ Portfolio may use my portfolio with my name on all documents.

_____ Portfolio materials may be reviewed by other students or in professional training workshops.

Signature

Date

STUDENT AGREEMENT

_____ I have made copies of materials submitted in the portfolio.

_____ I do not hold LeTourneau University responsible for loss or damage of my portfolio.

_____ Work contained in my portfolio is my own work.

Signature

Date

PORTFOLIO ASSESSMENT REQUEST FORM

Name: _____

Mailing
Address: _____

Telephone/Home: _____

Telephone/Work: _____

E-Mail/Home: _____ E-mail/Work: _____

Student ID# _____ Class Number: _____

I am requesting that my portfolio be evaluated for credit. I understand that if my portfolio is submitted in an unacceptable form that it will be returned to me for necessary adjustments and resubmission. I further understand that I will be notified of credits awarded and the amount due for the assessed credit. It will be my responsibility to remit payment at that time or forfeit potential credit.

I certify that the information and documentation contained in this portfolio are an accurate representation of my work. My signature below confirms my request for an assessment of prior learning based on documentation submitted in this portfolio.

Enclosed is a check made payable to LeTourneau University for the portfolio processing fee in the amount of \$75.00. If a check is not enclosed, I confirm, with my signature, that a payment has been submitted for the processing fee at www.letu.edu/studentpayments.

Student's Signature

Date

Petition for Credit for: PROFESSIONAL COURSES

NAME:

STUDENT ID #:

Student Provides:

Evaluator completes:

Portfolio Pages	Exact Course Title	Sponsor

	Complete	Credits
Course Completion		
Classroom Hours		
Course Content		
Learning Outcome Statements		
General Education		
General Elective		
Date of Evaluation		
Evaluator Comments:		
Evaluator's Signature:		

Portfolio Pages	Exact Course Title	Sponsor

	Complete	Credits
Course Completion		
Classroom Hours		
Course Content		
Learning Outcome Statements		
General Education		
General Elective		
Date of Evaluation		
Evaluator Comments:		
Evaluator's Signature:		

Portfolio Pages	Exact Course Title	Sponsor

	Complete	Credits
Course Completion		
Classroom Hours		
Course Content		
Learning Outcome Statements		
General Education		
General Elective		
Date of Evaluation		
Evaluator Comments:		
Evaluator's Signature:		

Petition for Credit for: LICENSES, CERTIFICATES AND CERTIFICATIONS

NAME:

STUDENT ID#

Student provides:

Evaluator completes:

Portfolio Pages	Exact Course Title Of License Or Certificate	Sponsor

	Complete	Credit Awarded
License Obtained		
License Requirements Docum.		
Learning Outcome Statements		
General Education		
General Elective		
Date of Evaluation		
Evaluator Comments:		
Evaluator's Signature:		

Portfolio Pages	Exact Course Title Of License Or Certificate	Sponsor

	Complete	Credit Awarded
License Obtained		
License Requirements Docum.		
Learning Outcome Statements		
General Education		
General Elective		
Date of Evaluation		
Evaluator Comments:		
Evaluator's Signature:		

Petition for Credit for: LANGUAGE PROFICIENCIES

NAME:

STUDENT ID#

Type information below:

Language	Source of Documentation	Recommended Credits

To be completed by Evaluator:

Learning Outcome Statement:	Evaluator's Comments:
Credits Awarded:	
Date of Evaluation:	
Evaluator's Signature:	