HEALTH INFORMATION MANAGEMENT

PRIOR LEARNING ASSESSMENT PORTFOLIO GUIDELINES

A Student Guidebook for Participants with Prior Learning Experience leading to an Associate of Applied Science Degree in Health Information Technology

Ms. Amy Cunningham, RHIA, CPC-I, CTR
Professor, Program Coordinator
Health Information Technology Program
School of Health Sciences
Phone: 304-367-4764
Amy.Cunningham@pierpont.edu

Copyright October 2015

TABLE OF CONTENTS

Description 3

Overview 4

The Portfolio Process 4

What is The Difference Between Learning and Experience 5

Completion Checklist 6

Steps to Creating Portfolio 7

General Guidelines 7

Descriptions and Requirements of the PLA Portfolio 9
- Section I – Cover/title Page 9
- Section II – Table of Contents 9
- Section III – Resume 9
  - Resume Writing (See Appendix A)
- Section IV – Prior Learning Autobiography 11
  - (See Appendix B)
- Section V - Transcripts and Military Documents 11
- Section VI - Professional Schools and Training 12
- Section VII – Life Learning Experience Essays 15

Appendix A - Sample Chronological Resume 17
Sample Functional Resume

Appendix B - Sample Beginning for Autobiography 20
Topic Generator

Appendix C – PLA Portfolio Rubric 28

DESCRIPTION

What is Credit for Prior Learning?
The Health Information Management Technology Program recognizes and supports the validity of prior learning. Documented, authenticated, and demonstrated college-level learning outcomes will be assessed for credit. Credit will be awarded based on the method of prior learning demonstrated by the student. College-level learning is defined as demonstrated, measurable achievement of learning outcomes grounded in a current knowledge base which has conceptual or theoretical as well as a practical understanding applicable outside the specific job or context in which it was learned and evaluated by subject matter expert faculty (Hoffmann, 2012).

Types of Credit for Prior Learning in Graduate Programs:

- **Professional Certifications**
  Students demonstrate college-level learning through passing nationally recognized certification examinations. Students holding certifications should work with HIT Program Coordinator and faculty to have these certifications reviewed for possible credit toward their AAS degree.

- **Non-Sponsored Collegiate Learning**
  Students may have demonstrated college-level learning through alternative learning experiences, including, but not limited to, trainings, badges, MOOCs, military training, etc., which equate to college credit. Students with evidence of these experiences should work with the HIT Program Coordinator and Faculty to have them reviewed for possible credit toward their AAS degree.

- **Prior Learning Assessment Portfolios**
  Students may demonstrate college-level learning by submitting a collection of evidence that documents the match between their prior learning and learning outcomes of specific program courses offered in their degree. Prior Learning Assessment (PLA) portfolios are assessed by subject matter faculty experts and are described in detail in this Student Guidebook.

OVERVIEW

Pierpont's Health Information Technology Program recognizes that students may have acquired college-level learning on the job, during training, and/or by participating in community/volunteer projects. Prior learning credit is awarded for learning appropriate to the subject with a balance between theory and practical application. Credit is awarded for demonstrated learning, not for experience or time on the job. The Prior Learning Assessment (PLA) Portfolio is designed for students who are requesting credit for up to 30 credits[1] in the Health Information Technology program. Students may write a portfolio for multiple program courses. PLA portfolios are evaluated by HIT Program Coordinator and faculty members whose academic expertise matches the course(s) for which students are requesting credit. It is important to be focused and specific when writing a portfolio. Evaluators will not assume anything about a student's learning. Learning that is not described and documented will not count toward credit. Written portfolios may be supplemented by other means of assessment such as simulations, demonstrations, interviews, or oral defenses of learning as deemed necessary by the faculty evaluators.
The portfolio is a compilation of each student's prior extra-collegiate learning derived from academic, personal and professional experiences since high school presenting your knowledge, skills and competencies to receive credit for what you have learned to meet the 60 credits required for the Health Information Technology (HIT) program. The student must be enrolled in the HIT Program through Pierpont Community and Technical College.

THE PORTFOLIO PROCESS

Students interested in the PLA should:
1. Contact the HIT Program Coordinator about their desire to pursue PLA and to review the learning outcomes for the course(s) for which they wish to write a portfolio.

2. Contact Professor Amy Cunningham, Health Information Technology Program Coordinator, before beginning to write a Prior Learning Assessment (PLA) Portfolio to inform her of the intent to apply. Professor Cunningham may be reached at:

Amy Cunningham, RHIA, CTR, CPC
Pierpont Community and Technical College
1201 Locust Avenue
127 Colebank Hall
Fairmont, WV 26554
amy.cunningham@pierpont.edu OR (304) 367-4764.

2. Review all the required sections of this Student Guidebook to be sure they understand the requirements of the portfolio. The portfolio may be submitted a section at time for review by the HIT Coordinator. Also review the rubric which will be used to evaluate the portfolio. The rubric is included in Appendix C.

[1] West Virginia Higher Education Policy Commission, Series 59, Procedural Rule, Awarding Undergraduate College Credit for Prior Learning

WHAT IS THE DIFFERENCE BETWEEN LEARNING AND EXPERIENCE?

The core of the Health Information Technology Program PLA portfolio is a Learning Narrative Essay demonstrating competency related to HIT program course learning outcomes. As students will be evaluated on how well they demonstrate learning, it is critical that they understand the difference between “experience" and "learning.”

“Experience” can be looked upon as “what we did” or the tasks performed in certain contexts. “Learning” is the knowledge gained from the task or the experience. Two people could attend the same class on photography, for instance. When asked what was learned, one person could have said she learned about the mechanics of a camera. The other person might report that he learned about photo composition. The fact that two people sit in the same class does not mean both take away the same knowledge from the class.

Let’s say that one of the Learning Outcomes for a course for which a student is requesting credit states, “Students will learn how to interview applicants for a job.” The student’s task that relates to this Learning Outcome may read, “I have interviewed over twenty people in my position as Office Manager.” That is the “what I did.” The “what I learned” may read something like this: “I learned that it is important to make a job candidate relax by greeting her as soon as possible upon arrival. I structure the interview by preparing questions in advance that relate to the person’s skill level as well as to how she may fit into my company. I give an introduction to the company and to the job and then ask open-ended questions to encourage the candidate to talk as much as possible. As the candidate talks, I look at body language and listen to the tone of voice to determine her level of enthusiasm for the job. At the conclusion of the interview I tell the candidate when I will be making a decision. I always ask for references and then check them. In learning how to complete all of these steps, I have hired some very effective individuals for my company.”

Remember that credit is granted for demonstrated learning, not for experience or time on the job. Thus, in addition to demonstrating what students have learned, they should also consider the theories which underlie their knowledge or skill. Faculty evaluators never assume. If student do not discuss and document their learning, evaluators do not assume they have the knowledge or skill called for related to the course learning outcomes. (Davenport University, 2015)

COMPLETION CHECKLIST

As an aid to completion of Sections III, V, and VI use the following checklist:

Section III: Resume

( ) Covers all categories listed in sample in Appendix A
( ) Typed
( ) At least one page, but no more than 2 pages

Section V: Transcripts

( ) Typewritten summary has been included before the transcript section, in chronological order.
( ) All transcript copies have been included
( ) Semester or quarter hour credits specified
( ) List follows format provided on page 12 of this module

Military Courses and Schools

( ) Typewritten summary has been included before the documentation, in chronological order
( ) List shows each course title, length of time and location
( ) DD214 or DD295 or other certificate has been included

Section VI: Professional Schools and Training

( ) Typewritten summary has been included before the documentation, in chronological order
( ) List follows format on page 14
( ) List includes contact hours for each course
( ) Certificates, letters of verification, and/or copy of personnel file included for each course in order indicated on list
( ) Syllabi included
( ) Learning objectives included
( ) All professional schools/courses have been included in this section

STEPS TO CREATING PORTFOLIO

As soon as you receive this guidebook, begin compiling the necessary documents for Sections III, V, and VI of the portfolio. Our experience has shown that it is time-consuming to collect transcripts, documentation and other materials to actually compile these sections.

The following four steps represent a systematic approach to the development of Sections III, V, and VI.

FIRST Read the Student Guidebook Sections III, V, and VI thoroughly. It contains a detailed description of the required format and contents.

SECOND Order all needed documents **IMMEDIATELY!**

THIRD Begin construction of Sections III, V, and VI. Use the portfolio checklist found on page 6. If you encounter problems or have questions, contact the HIT Program Coordinator.

FOURTH Begin writing your autobiography for Section IV. It should be typed and have a cover page listing your name and course program.

GENERAL GUIDELINES

This module describes the guidelines for developing the first four sections of the portfolio. It is necessary to follow these requirements:

1. The contents of the portfolio must be contained in a large, sturdy 3-ring binder.
2. A pocket on the front inside cover of the binder must be provided for college documents.
3. The student's name and program must appear on the outside spine of the binder.
4. The Authentication and Release of Information Forms must be completed and placed on the inside pocket of the portfolio. See page __ of these guidelines.
5. All materials, except for bulky documents, should be in plastic sheet protectors. Use both sides of the protectors.
6. Each section of the portfolio must be clearly separated and labeled by dividers. The dividers must extend out from the pages.
7. All pages of the portfolio, except dividers, must be numbered consecutively, with the first page of the resume as page 1. (If, for example, the last page of Section III is 75, then the first page of Section IV would be page 76.) For ease, small adhesive dots may be numbered and attached to the clear plastic sheets, rather than typing page numbers on each page.
8. All student written or constructed material must be typed with the print dark enough for us to make copies.

9. All documents and certificates should be copies rather than originals. However, originals must be provided upon request by the college. A copy of all pages in the portfolio should be retained by the student. Certificate copies and other documentation may be kept by the college for verification of credit awarded.
10. Each section must include only what is required for that section.
11. All material must be proofread for typographical and grammatical errors.

The following information must precede the seven sections of the portfolio:

1. A title page: (see page 9 for information).
2. A Table of Contents: The last page number in Section Seven (end of the portfolio) must be included.

These pages will contain information derived from other areas of the portfolio (such as page numbers) and, therefore, generally cannot be completed until all the sections have been developed.

DESCRIPTIONS AND REQUIREMENTS OF THE PLA PORTFOLIO

The portfolio is to be divided into 7 sections that include:

Section I:	Cover page
Section II:	Table of Contents
Section III:	Resume
Section IV:	Autobiography
Section V:	Transcripts and Military Documents
Section VI:	Professional Schools/Courses, Work-related training, etc.
Section VII:	Prior Learning Experience Essays

I. Cover/title page description:

Your name
Title, i.e., A Portfolio of Prior Learning Experiences
Course/Program, i.e., Health Information Technology Program
List of course(s) for which he/she is seeking credit
Student ID# F_____
Student contact information.
Pierpont Community and Technical College
Date submitted

Requirements: No longer than one page.

II. Table of Contents

This is a bulleted list of the contents of the portfolio, including titled and numbered Appendices (A, B, C, etc.) of provided documentation.

III. Resume Description

The resume is an outline of personal, educational, military and employment background. A resume allows students to highlight more detail about responsibilities and accomplishments that have supported learning. It provides the evaluator a timeline and reference when reviewing other sections.

Requirements: The resume must be typewritten and 2 pages maximum.

(See Appendix A for format examples of your resume). However, you may use any format which presents your information in an acceptable way for the position you are seeking.

Resume Writing

You may already have created your resume that would serve the purpose for this portfolio, but if you haven't, here are a few guidelines to help get you started.

There is no "correct" format for a resume. As individual as you are, so is your resume. Your resume should be accurate but be a creative picture of the professional you are.

Resumes may include a number of topics. Of course, they must always list your name, address, phone number, and email so a prospective employee knows who you are and where to reach you. A resume should also contain your education and work experience. As a general rule, you need not go back more than 10 years. Also, if you are pursuing or have a college degree, you do not need to list your high school education.

Other topics you may wish to list on your resume are involvement in professional organizations, committee work, community activities, publications and presentations, etc. You should stay away from personal areas, such as health, marital status and age. The purpose of the resume is to convince a prospective employee that you have the necessary qualifications for achieving your career objective.

A specific objective is a good idea because it demonstrates to an employer that you know your objectives and have established priorities. Asking for short-term and long-range goals is a standard interview question.

Your Career Objective, should you choose to include one, can be stated in terms of skills, values or responsibilities rather than a specific position or field.

Another recommendation is to have a summary of qualifications, accomplishments, experience and/or skills right after your career objective. A summary can grab the attention of the employer, make a good impression and motivate the employer to read on and view you in a favorable way.

There are generally two standard types of resumes. The chronological resume lists information in reverse-chronological order, starting with your most recent experience and working backwards. The emphasis is on what you have done, where you have done it and when it was done. The chronological resume is commonly used for individuals with a solid background in their chosen field.

The second type of resume format is the functional resume. By using this format, you emphasize skills and accomplishments, rather than actual job titles. This format is particularly useful if you are seeking a career change or have gaps in your employment record.

A combination of both the chronological and the functional may be the most desirable type of resume since it shows an employer your work history as well as demonstrating your skills and achievements.

For help with resume writing you may contact a Pierpont Career Services Counselor at 304-333-3701.

IV. Prior Learning Autobiography Description

The autobiography is a student-written account detailing the significant postsecondary school experiences in the student's life. The autobiography focuses on the student's professional and personal learning endeavors which contributed to their professional/personal growth and development. In writing the autobiography, students begin to analyze their past experiences in terms of critical incidents that led to learning. This part of the portfolio helps the faculty evaluator to understand when, how, and why the student's learning has occurred. The purpose of the autobiography is to introduce the student and help identify possible topics for the learning experience essays.

Requirements:

At least 3 pages addressing the following topics:

- A description of the contexts (workplace, training, education) in which students have acquired learning related to the course outcomes
- Critical incidents in students' learning related to the skills necessary to be successful in their career field, including what specifically they have learned
- Areas of accomplishment in students' professional careers and the learning acquired from those accomplishments
- Describes how the students intends
-
- to progress in their academic and professional lives
- A small photo of the student should be included at the end of the autobiography.

The autobiography should reflect the growth and development of the student during his/her adult life. Generally, the narrative is in chronological order beginning with high school graduation and progressing to the present. However, if significant occurrences in childhood affected the student's behavior, personality or attitude in adult life, these can be mentioned briefly in this section.

(See Appendix B for a sample of a biography and topic generator)

V. TRANSCRIPTS AND MILITARY DOCUMENTS

An unofficial (or student copy) transcript from all colleges and/or universities attended and military certificates must be included in this section, in the order in which you attended them. One official copy of each transcript should have been sent to Pierpont Community and Technical College for your admission process. We can supply you with a copy to be used in this section if needed.

Requirements: A summary sheet of the courses listed on the transcripts and military certificates must be typed and placed before the actual transcripts. This list must coincide with the order in which the transcripts occur. Follow this format, including the appropriate information under each column:

YEAR	SCHOOL	COURSE NO.	COURSE TITLE	GRADE	CREDIT HRS SH	QH
2013	WVU	Eng. 1A	English	B	3	
2014	UCLA	Physics 110	Physics	B	4	

List semester hours (SH) and quarter hours (QH) separately in the designated columns. Pierpont Community and Technical College operates on a semester system. The registrar converts all quarter hours into semester hours; therefore, you do not need to convert quarter hours to semester hours in the portfolio. List all courses, even if they show a grade of C- or below and were not accepted for transfer.

Military Credit: Military school certificates, DD 214, DD 295 and other relevant military documents, should also be included in Section V of the portfolio.

VI. PROFESSIONAL SCHOOLS AND TRAINING

Transcripts from non-accredited professional schools go in this section. Some other examples of certificated learning are: American Management Association courses, police academy courses, and formal courses provided by public and private employers outside an accredited postsecondary educational institution.

A professional school or course includes formalized training the student has received on or related to his or her job. These courses are generally not taken at a college or university. Certificates of professional schools should be included whether or not they appear on transcripts.

Requirements: A summary sheet of professional schools must be included preceding the certificates. (An example of this is shown on page 14.) These schools/courses must be listed in order taken (most recent course listed last on the summary sheet). Certificates should appear in order indicated on the summary sheet. While assessment personnel are familiar with many common training programs, the student should provide a syllabus or course description with verified clock hours for a particular course after the pertinent certificate.

For a course to be considered for credit, the following items must be included:

1. Verification of successful completion of the course. This may be presented in a letter from the agency sponsoring the course, the instructor, the training or personnel officer, or in a certificate of completion. Letters of the verification must be on letterhead stationery.
2. Verification of the number of class hours. This may be presented in #1 or #3 or in a brochure, program schedule, or course outline, if the hours are indicated.
3. A syllabus for the course. This enables the College to evaluate the content and level of the course. If a syllabus containing the information as listed below is not available, you may write a minimum of one page describing it and have it signed by a representative or training officer from the sponsoring organization.

A course description (syllabus) includes the format and goals for the course, topics covered and hours spent on each topic and the evaluation criteria for the course (e.g. examinations, papers and ratings). The following items should be included in this section, if available:

a. Information on the sponsoring agency.
b. Information on the instructor, including his/her qualifications.
c. Location of the course.
d. List of books or other resources used.

4. A statement in which you identify the learning objectives achieved as a result of the completion of this course. This can be a short paragraph or two which summarizes the learning. ***Example:*** As a result of this training program, I learned the basic steps in crowd control and to master the techniques of various methods. The three primary methods were …, …, and …. One of the objectives of the program was to heighten our awareness of the interaction of different community services such as …. I feel this was accomplished for me particularly through the guest lectures. One of the lectures that meant the most to me was about … by Mrs. … of the …..

Material in Section VI is evaluated as follows:

1. Content is checked to assure that it is a college level.
2. Credit value is recommended, using the following formula:
   30 hours of classroom instruction or 30 hours of laboratory instruction usually equal 1 SH credit. If all content of instruction is not considered to be college-level, some hours may be deducted. There are limits to the amount of credit awarded in any one subject area. Prior college work is also checked to avoid duplication in a subject area.
3. Continuing Education Units (CEU) – most colleges and universities award one CEU for each ten contact hours of classwork. Please include any CEU certificates in Section VI. Courses are reviewed on a case-by-case basis for content and contact hours. Three CEUs usually equal one semester hour credit if the content is college-level and the formula was 10 hours of instruction for one CEU.
4. A number of shorter courses may be evaluated together if they meet the following criteria:
   a. They are sponsored by the same agency.
   b. They are on the same general topic.
   By doing this, you may earn credit for several shorter training sessions which would not qualify for the 30 hours if evaluated individually.

Abbreviations: Please spell out all names of courses and of agencies. ARC could mean American Red Cross or Army Reserve Course. The evaluator must be able to distinguish the agency which sponsored the course and the title of the course itself.

YEAR	AGENCY	COURSE LENGTH IN HOURS	COURSE DESCRIPTION	DOCUMENT ON PAGE
2000	West Virginia University	60 hours	Techniques of Teaching	29
2002	Penn State University	40 hours	Supervision of Police Personnel	35
2005	Life Office Management Association (LOMA)	60 hours	Principles of Life Insurance	39

Where certificates are not given or are unavailable, a copy of the student's personnel file or a letter of verification on letter head signed by the student's training officer or supervisor will be acceptable. The number of contact hours must be verified on the certificate or in a letter.

Credit: Hours of credit are based on course content and class contact hours. Several courses which have appeared frequently in student portfolios are of a standard credit value. Credit will not be awarded for credit from transcripts in Section V.

Examples of some Section VI credit include:

Emergency Medical Technician (EMT) training;
Dale Carnegie courses;
Social Services training;
Diploma Nursing.

Note: A maximum of 21 credits can be earned through Section VI of the portfolio.

It is recommended that the student first request all transcripts and military documents, as this may take some time to collect.

The writing and appearance of the portfolio should be professional and as stated in these instructions. The completed portfolio is due at a time to be determined by the HIT Program Coordinator.

VII. LIFE-LEARNING EXPERIENCE ESSAYS

When writing the narrative, students focus on the learning outcomes for a specific program course(s). Students must address EACH learning outcome and make reference to documentation in support of each. Students must be able to demonstrate that they have met the learning outcomes to the same extent as students who have completed the equivalent program course.

Requirements:
For each learning outcome, students must address all four stages of the Kolb Experiential Learning Model below. **The narrative should be at least 2 pages for EACH course learning outcome and all narratives must be followed by at least one piece of documentation or supplemental assessment.**

Explanation of the Kolb Learning Model

The Kolb Experiential Learning Model may be thought of as answering three fundamental questions related to how we learn:

WHAT? What experiences led to our learning of particular knowledge or skills?

SO WHAT? What was actually learned and why was it important?

NOW WHAT? What has, could, or should the student do with the new learning in situations after the learning occurred?

The following is a visual representation of the Kolb Model followed by descriptions of each stage in the cycle:

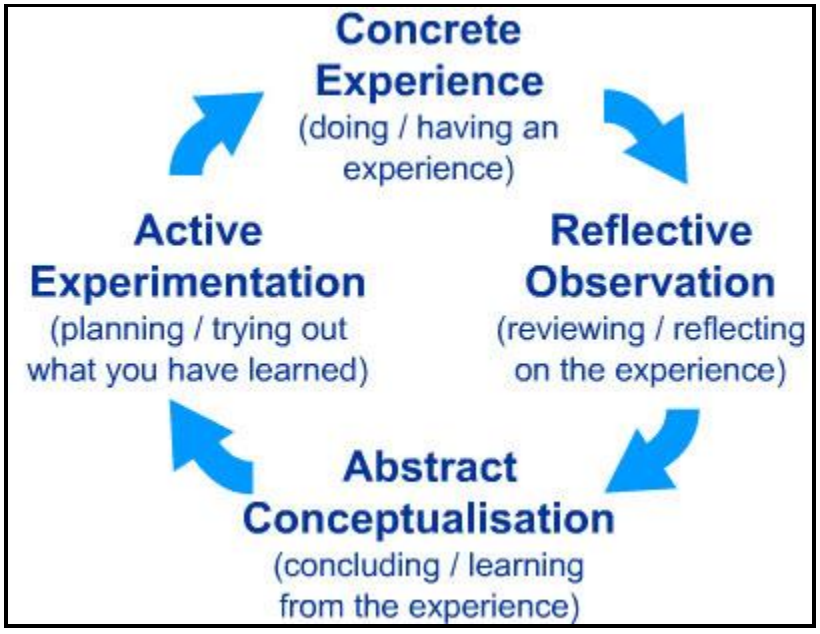


Figure 1: The Experiential Learning Cycle. Adapted from "Kolb - Learning Styles" by S. McLeod (2013) at http://www.simplypsychology.org/learning-kolb.html

Kolb Model Stage I: Concrete Experience (WHAT?)

Describe what experiences led to the learning related to the learning outcome:

- Identify employment, professional, and/or life experience(s) where learning related to the specific outcome occurred (i.e. include names, dates, places)
- Describe activities/tasks performed related to the learning outcome
- Indicate organizational, institutional, or program results/outcomes related to the learning outcome

Kolb Model Stage II: Observation & Reflection (SO WHAT?)

Explain what was actually learned and its impact on the student:

- Reflect on what the student learned about the subject
- Explain who/what influenced his/her thinking and why
- Include specific samples of documentation of learning
- Explain clearly how the documentation is evidence of learning
- Discuss effects of experience(s) on the student and/or other persons

Kolb Model Stage III: Forming Abstract Concepts (SO WHAT?)

Argue why the learning was important and how it relates to other learning:

- Explain conclusions draws from experience(s) which reflect a depth and breadth of the learning outcome
- Discuss the important academic theories, concepts, models, or principles related to the learning outcome described
- Explain how the learning described reasonably corresponds to the learning outcome
- Describe and discuss new knowledge and skills acquired

Kolb Model Stage IV: Testing in New Situations (NOW WHAT?)

Describe how the learning was applied in new situations or contexts:

- Explain how the new learning was applied in professional or other contexts
- Describe formations or reformations of concepts and ideas as a result of their application to professional situations
- Describe how the new learning changed the student's professional practice
- Discuss how this new learning can or should be applied in future professional situations

Required Structure of Learning Narrative for
Health Information Technology Program Course Learning Outcomes

A narrative should be a minimum of 2 pages for EACH learning outcome, including:

I. List the learning outcome for the course(s)
II. Kolb Stage I
III. Kolb Stage II
IV. Kolb Stage III
V. Kolb Stage IV

APPENDIX A
SAMPLE RESUME FORMATS

Sample Chronological Resume

THOMAS A. TRAINER
1243 North Avenue
Columbus, OH 43210
(614) 243-1234

OBJECTIVE
Management and training in the restaurant industry.

SUMMARY
Over five years progressive experience in the restaurant industry. Experiences include supervision, training and recruitment of hourly and salaried employees, budget projection and review and operations management. The accumulation of these experiences has given me an understanding of communication, human relations, sales and service, productivity, purchasing and scheduling.

PROFESSIONAL EXPERIENCE

- Training Director, McDonald's Restaurants, Wheeling, West Virginia, May 1982-present.
  Responsible for the recruitment and training of management staff for 55 restaurants in the Midwestern states.
  Results
  - Designed and implemented evaluation process
  - Established training and procedures manual
  - Reduced management turnover by 42%

- Restaurant Manager, Magic Pan International, Pittsburgh, Pennsylvania, September 1980-May 1982
  Unit Manager for 250-seat, high-volume store. Supervision of 3 assistant managers and 50+ hourly employees.
  Results
  - Increased productivity by 25%
  - Developed training program for front of house employees that was adopted by entire region
  - Advanced from number 4 store in 11 store region to number 1 store

- Assistant Manager, Magic Pain International, Pittsburgh, Pennsylvania, September 1979-September 1980
  Member of 3-manager team in a 200-seat store employing 40+ hourly employees.
  Results
  - Set up private party promotion and increased this business by 60%
  - Designed on-the-job training program for sales staff reducing turnover by 43% and increasing sales by 36%
  - Planned and directed the development of audiovisual training materials for new hourly employees. These were implemented in all 11 area stores.

EDUCATION (Continuous 3.8 average)

B.A., 1987, Wheeling Jesuit College, Wheeling, West Virginia
Major: Human Resource Management

A.A., 1979, Community College of Allegheny County, Pittsburgh, Pennsylvania
Major: Hospitality Management

Sample Functional Resume

SALLY JOHNSON
1025 Berteau Avenue
Downers Grove, IL 60062
(312) 555-1212

OBJECTIVE

To plan, coordinate, develop and administer educational programs in a nonprofit organization.

ACHIEVEMENTS

- Developed logistics – registrations, participation, accreditation – in weekly workshops consisting of 200 participants.
- Key player in successful team effort for first Normal Ross Around-the-World Air Cruise.
- Developed educational curriculum for 3 years.
- Coordinated successful completion of multimillion dollar projects with diverse interest groups.
- Created and validated multicultural educational programs.
- Assessed writing skill deficiencies and developed effective writing program.
- Awarded scholarship to develop unit for improving ties between education and economics. Awarded $1,000 first prize in essay contest sponsored by the Association of Private Enterprise Education.

WORK HISTORY

1982-1985	CHICAGO CITY DAY SCHOOL	Teacher
1977-1981	MICKEY WEISS CONSTRUCTION CO.	Office Manager
1973-1974	EDUCATIONAL FACILITIES CENTER	Workshop Registrar
1971-1973	TOTAL DEVELOPMENT SERVICES, INC.	Financial Coordinator
1965-1968	OLSON TRAVEL ORGANIZATION	Airline Dept. Manager
1963-1965	MARSH & MCLENNAN, INC.	Administrative Assistant
1960-1962	THE HAMMOND TIMES	Secretary

EDUCATION

Wheeling Jesuit College, B.A. Human Resource Management, 1987

APPENDIX B
SAMPLE AUTOBIOGRAPHY
AND TOPIC GENERATOR

Description:

1. 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.

2. Credit is not granted for this section; however, the autobiography is vitally important to the portfolio. It should be the foundation for the life learning experiences in Section VII; a section which usually generates needed credit for the student.

Sample Beginning For Autobiography

In my senior year of high school, I was involved in our school's Distributive Education course. This enabled me to have all of my classes in the morning and be excused to go to my job as a clerk at K-Mart in the afternoon. This was a good experience for me because I knew then I wanted my career to be one that had contact with people, but not in retail store sales.

In the summer of 2004, I met my husband, Darrell. We both worked at the Downers Grove K-Mart; Darrell in the Camera Department and I in the Millinery, Handbag and Wig Department. Our departments were next to each other so we used to talk while we straightened up our departments.

In June 2005, I graduated high school and in the fall I started classes at the College of DuPage, majoring in Data Processing. I found Data Processing exciting, but the challenge was more than I could handle. By Christmas, Darrell and I became engaged and I knew I'd better get some sort of skill out of school to get a decent full time job.

My second year at the College of DuPage I changed my course of study to secretarial science. I enjoy secretarial work and come from a long line of secretaries, so I felt this was only natural. By May I'd been hired by Nissan Motor Corporation as a clerk typist. It was at this job that I learned to communicate effectively on the phone. Since 90 percent of my job involved the phone and long distance calls, I had to learn to be clear, fast and to the point.

On September 6 Darrell and I were married. After a small reception at my parent's house, and with our little boat behind us, we left for our honeymoon at the Lake of the Ozarks. A week later we returned to our new home, a small apartment in Wheaton.

In February, both of us, who had always lived in a house, were getting stir crazy living in a tiny apartment, so we began looking at houses. We found some new homes being built and put money down on a corner lot bi-level that was then just a wood frame.

On April Fool's Day, the bank called—our mortgage had been approved. We chose colors, tiles, siding and drove out to check the progress of our house every day until June 28 when we closed and moved in.

The next year was a difficult one. The winter weather had been deadly cold and icy. My drive to Hinsdale seemed to get longer with each day and I could now see there was no room for advancement for me with Nissan Motor Corporation.

Fall brought my call to serve two weeks jury duty at the County Courthouse in Wheaton. This drive to Wheaton was very short and pleasant, so one day when we were dismissed early, I decided to go to the DuPage County Personnel Department and fill out a job application. After a few days back at Nissan Motor Corporation, I received a call from the DuPage County Purchasing Department asking me to come in for an interview. I did and was hired as an expeditor with responsibilities for following up on vendors to insure timely deliveries, as well as working on their still-to-be-delivered computer. I later learned the computer skills I had acquired at Nissen were indeed a real asset, for they helped me be chosen for a job at the county and have also aided me in further promotions at the county.

By December, I was recommended for promotion to secretary to the Directory of Purchasing.

I enjoyed working at the Purchasing Department. I had contact with people in all county departments, as well as all the vendors we bought from, both in person and by phone. This helped me learn how to deal with various people and personalities since, unfortunately, not all the calls I made or received were happy ones.

The year 2010 brought changes to the DuPage County Purchasing Department. The present director had retired and a new one was just coming on board. In the fall of 2011 our new director asked me if I could consider becoming a buyer. At the time, I was very happy being a secretary but I felt I might never have an excellent opportunity to move ahead again, so I accepted. The buyer's position was very new to me. It was very fortunate, however, that I knew all the County people and most of the vendors I would be dealing with so they were all very patient while I completed my "on the job" training.

In the spring my formal training started with a Purchasing – Management class at the College of DuPage. Although this course concentrated more on private than public purchasing, I learned many valuable purchasing techniques that I still utilize.

In between attending class and studying, Darrell and I were busy restoring a 1969 Oldsmobile 442 convertible to drive to the Oldsmobile Club of America's national meet in June. Our biggest hobby was and still remains restoring Oldsmobiles. Darrell is a professional autobody technician, so he is responsible for the car's exterior, and I for the car's interior. We were then new members of the Olds Club and this was to be our first attendance at a National Meet.

In the spring of 2012 I took the first in a series of courses offered by the National Institute of Governmental Purchasing, Basic Public Purchasing. I was sorry I had not been able to attend this course a year early to better help me learn about my new responsibilities as a buyer.

I feel this course was the most valuable of the series offered and I still refer to my Basics text when I have questions. This course put together many unsolved pieces of my new job and gave me several ideas and techniques to help me improve and grow as a buyer.

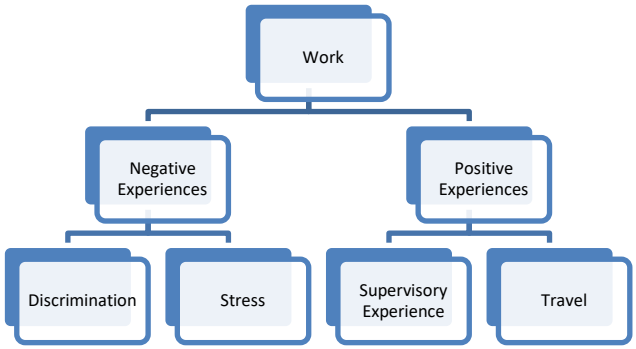
The County's Personnel Department hired a new director that fall, and in-service courses were now offered at their Training for Tomorrow seminars. I took a Time Management course that I found very beneficial and still practice setting my daily priorities and watching for time wasters.

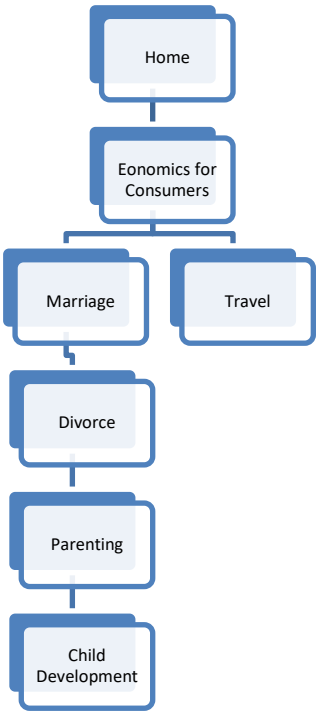
The following year the commodities each buyer purchased were reassigned. Among my newly assigned commodities were Data Processing. It had been a number of years since I had had computer courses and so the County offered to send me to the College of DuPage to take their Computer Concepts course. It was while I was back in school again that I was able to really see how poor our economy still was. The County was making budget cuts left and right and many fellow employees were being laid off. I felt it was time to seriously finish the degree requirements at the College of DuPage and get my associate's degree behind me.

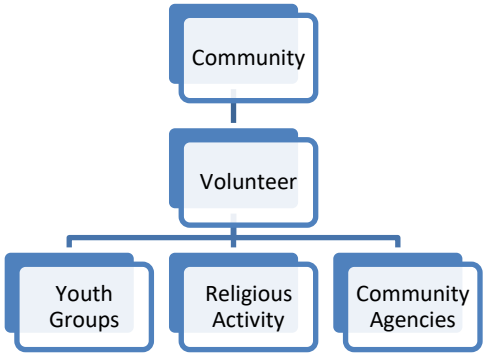
The autobiography should highlight your learning experiences which you will write about in Section VII.

Use the Topic Generator below to help you identify learning experiences. This is not a complete list of available topics, so feel free to add new ones that apply to you.

Topic Generator







APPENDIX C
PRIOR LEARNING ASSESSMENT PORTFOLIO RUBRIC

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

Student Name:_____ **Student ID#:** _____

Course Title and Number: _____

Date of PLA Review: _____ **Faculty Name:** _____

Description of Evaluation Scale:

1= Does not meet requirements (D-F level)

2= Partially meets requirements (C level)

3= Meets all requirements (B level)

4= Exceeds requirements (A level)

Use the above scale to provide an overall score for each section of the portfolio. The student's score must meet or exceed 30 of 40 total possible points for the portfolio to receive credit and **the graduate student must also receive a score of 3 or higher on the Learning Narrative Essay, and Written Communication sections in order to receive credit.** Any Supplemental Assessment Activities will be scored Section VII of the rubric. No partial course credit will be awarded. The evaluation scale can also be used to score the individual criteria as a means of feedback for the student; however, the overall average score of all Sections of the portfolio will determine the final evaluation score.

FACULTY: Please also provide brief narrative comments on each section and a final narrative comment at the end of the rubric.

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

PLA Portfolio Section I: **Cover/Title Page**	**Evaluation Criteria**	**Overall Section Score (1-4)**
Description: This is a cover page to the portfolio which identifies the student, his/her academic program, the course or courses for which he/she is seeking credit, and provides the student's pertinent ID #, contact information, and date submitted	— Identifies the student's academic program — Lists the course(s) for which he/she is seeking PLA credit — Provides the student's pertinent ID #, and contact information — Adequately prepares the evaluator to assess the portfolio	_____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

PLA Portfolio Section II: **Table of Contents**	**Evaluation Criteria**	**Overall Section Score (1-4)**
Description: This is a bulleted list of the contents of the portfolio, including titled and numbered Appendices of provided documentation.	— Includes all sections of the portfolio in the table of contents — Provides clear direction on where to locate sections of the portfolio — Clearly labels all pieces of documentation as appendices	_____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

PLA Portfolio Section III: **The Prior Learning Resume**	**Evaluation Criteria**	**Overall Section Score (1-4)**
Description: A resume is an outline of personal, educational, military, and employment background. A resume allows students to highlight more detail about responsibilities and accomplishments that have supported learning. It provides the evaluator a timeline and reference when reviewing other sections.	— List career objectives — Clearly lists all of the student's relevant past professional experiences relevant to the PLA petition — Includes clear descriptions of responsibilities in past employment relevant to the PLA petition — Includes a chronological formation, functional format, or a combination of both — Includes, as applicable, description of previous certifications, trainings, or other experiences relevant to the PLA petition	____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

PLA Portfolio Section IV: **The Prior Learning Autobiography**	**Evaluation Criteria**	**Overall Section Score (1-4)**
Description: The autobiography is a student-written account detailing the significant postsecondary school experiences in the student's life. The autobiography focuses on the student's professional and personal learning endeavors which contributed to their professional/personal growth and development.	— At least 3 pages — A description of the contexts (workplace, training, education) in which the students have acquired learning related to the course outcomes — Critical incidents in the students' learning related to the skills necessary to be successful in their career field, including what specifically they have learned — Areas of accomplishment in students' professional careers and the learning acquired from those accomplishments — Describes how the student intends to progress in their academic and professional lives — A small photo of the student should be included at the end of the autobiography	____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

PLA Portfolio Section V: Transcripts and Military Documents	**Evaluation Criteria**	**Overall Section Score (1-4)**
Description: An unofficial (or student copy) transcript from all colleges and/or universities attended and military certificates must be included in this section, in order which you attended them.	— A summary sheet of the courses listed on the transcripts and military certificates must be typed and placed before the actual transcripts — Followed required format as required on page 12 in PLA guidelines.	____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

PLA Portfolio Section VI: Professional Schools and Training	**Evaluation Criteria**	**Overall Section Score (1-4)**
Description: Transcripts from non-accredited professional schools go in this section. A professional school or course includes formalized training the student has received on or related to his or her job. These course are generally not taken at a college or university. Certificates of professional schools should be included whether or not they appear on transcripts	— Verification of successful completion of the course. — Verification of number of class hours. — A syllabus for the course. — A statement in which you identify the learning objectives achieved as a result of the completion of this course.	____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

Special Instructions for Section VII: The Learning Narrative Essay is the heart of the PLA portfolio and the place where students must prove their prior learning through a process of description, analysis, reflection, documentation and application. In this section, students will write a 2-3 page narrative for EACH of the course outcomes for all courses they are seeking credit for using the David Kolb 4 stage model of experiential learning: Concrete Experience, Observation/Reflection, Forming Abstract Concepts, and Testing in New Situations. Criteria for each Kolb Stage are provided below

PLA Portfolio Section VIIa: **The Life Learning Experience Essay**	**Evaluation Criteria** **KOLB STAGES 1 & 2**	**Overall Section Score (1-4)**
Description: Students must address each course outcome on the syllabus and make reference to documentation. Students must be able to demonstrate they have mastered the course outcomes to the same extent as students who have completed the course. The narrative follows the 4 stage Kolb Learning Model for each course outcome.	**Concrete Experience:** — Clearly identifies professional or life experience(s) (i.e. names, dates, places) where learning occurred — Describes activities/tasks performed — Indicates organizational, institutional, or program results/outcomes **Observation/Reflection:** — Explains and offers observation about relationships, issues, situations — Discusses effects of experience(s) on the student and/or other persons — Describes situations which led to learning — Discusses what most stands out from experiences — Reflects on what the student learned about him/herself — Explains who/what influenced his/her thinking and why — Points to specific samples of documentation of learning — Explains clearly how the documentation is evidence of learning — Supported documentation or supplemental assessment follows essay	_____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

PLA Portfolio Section VIIb: (CONTINUED) The Life Learning Experience Essay	**Evaluation Criteria** (CONTINUED) KOLB STAGES 3 & 4	**Overall Section Score (1-4)**
Description: Students must address each course outcome on the syllabus and make reference to documentation. Students must be able to demonstrate they have mastered the course outcomes to the same extent as students who have completed the course. The narrative follows the 4 stage Kolb Learning Model for each course outcome.	**Forming Abstract Concepts:** — Draws conclusions from experience(s) — Discusses important graduate-level academic theories, concepts, models, or principles derived from experience(s) cited — Content reasonably reflects a depth and breadth of the subject matter — Describes and discusses new knowledge and skills acquired — Learning described reasonably corresponds to course description and outcomes **Testing in New Situations:** — Explains how this new learning was applied in professional or other contexts — Discusses creatively how this new learning can or should be applied in future professional situations — Explains how concepts, models, principles, ideas have changed his/her professional practice — Explores formations or reformations of concepts and ideas as a result of their application to professional situations	____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

Authentication and Release of Information Forms	Evaluation Criteria	Overall Section Score (1-4)
Description: These allow students to authenticate that the information provided in the portfolio is their work, that they have permission to share documentation, and allow for release of information to Pierpont faculty/staff, including permission to contact former employers.	— Includes Authentication and Release of Information Form indicating that the portfolio is the student's work, that the student has permission to share work product or other proprietary documents, and that the student grants Pierpont permission to contact former employers	____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

PLA Portfolio: **Written Communication**	**Evaluation Criteria**	**Overall Section Score (1-4)**
Description: This is an overall evaluation of the student's writing and communication skills to convey his/her prior learning.	— Presents portfolio in a well-organized manner, using adequate subheadings, and progresses in logical, convincing order — Writing is virtually free of punctuation, spelling, grammar, errors — Provides in-text citations and the end-of-text reference list in appropriate APA style. — Portfolio is professionally presented, complete, and clear	____
Faculty Comments:		

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

FINAL SCORES AND FACULTY EVALUATOR'S COMMENTS

Final Scores	**Points**
Section I:	____
Section II:	____
Section III:	____
Section IV:	____
Section V:	____
Section VI:	____
Section VIIa:	____
Section VIIb:	____
ROI Form	____
Written Communication:	____

Total: ____ **of 40** (Total score must be 30 (75%) or higher AND the student must receive a 3 or higher on the Learning Narrative Essay and Written Communication Sections in order to receive credit)

Credit Awarded? _____Yes _____No

If the portfolio did not meet the minimum score, please check the following applicable major reasons for not awarding credit:

- — Evidence/documentation is inadequate
- — Evidence does not support knowledge of topics in course description
- — Learning Narrative is poorly written or too brief
- — It is not clear how the knowledge was acquired
- — Student has shown little application of the knowledge to new situations
- — There is little connection between knowledge gained and applicable academic theories
- — Evidence supports only a limited portion of the course outcomes

Pierpont Community and Technical College
Health Information Technology
Prior Learning Assessment Portfolio Evaluation Rubric

— Knowledge demonstrated is not clearly related to the course outcomes
— Student's knowledge lacks the breadth of the course outcomes
— Other: Please explain below in the Summative Comments section below

Summative Faculty PLA Evaluator Comments:

_____ _____

Faculty PLA Evaluator Signature **Date**
(Faculty Evaluator should also sign the PLA Credits Approval Form)

_____ _____

PLA Coordinator Signature **Date**

Rubric adapted from the following sources:

- Copyright Davenport University (2015). Prior Learning Assessment Portfolio Evaluation Rubric. Dr. Wayne Sneath.
- Andrews University. (2014). Prior Learning Assessment Portfolio Evaluation Rubric. Retrieved from http://www.andrews.edu/distance/students/files/plaevaluationrubric.pdf
- Trinity Theological Seminary. (2010). PLA Handbook. Retrieved from http://www.trinitysem.edu/Student/Portfolio_Handbook.pdf