FORM A

Individual Experiential Learning
Assessment Proposal Form

If you would like to submit a proposal to have your individual experiential learning assessed for college credit, please complete this form and return it to the Early Childhood Assessment Program.

Title of Experiential Learning: ___________________________________

Number of Credits: ________ (up to 4)

Date for Completion __________ (Note: you must complete your learning within one month of the date on which you turn in your proposal.)

I would like to take this for (please circle one): grade pass/ no credit

Part I. Personal Information

Student Name _____________________________________________________

Address___________________________________________________________

Street                                    City                State             Zip

Home Phone  ____________________    Work Phone  ______________________

Email address  ______________________________________________________

Degree focus or major, if known _______________________________________

Part II. Description of Experience and Learning Outcomes

In about 250 words, write about your learning experience. What do you know, and what can you do as a result of your learning experience? Describe where and how you got the learning. Include dates when you were involved, and your role or your level of responsibility. See additional information on the narrative at the end of this Form A under resources. Please attach a separate sheet to this form.
Part III. Previous College Credits

Have you earned any college credits that are related to the experiential learning described in this proposal? If yes, list the courses and credits below and attach a copy of your college transcript. If not, skip to Part IV.

Course Title ___________________________ Number of Credits _______
Course Title ___________________________ Number of Credits _______

Part IV. Competence Statement

A competence statement describes something that has been learned in a subject area.

Please look at the instruction for developing competence statements at the end of this Form A. If you are still having problems developing your own competence statement, please leave this area blank and we will help you complete it. Write your competence statement here:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Part V. Other Resources for Learning

Aside from college courses or Leaders’ Circle participation, have you used other resources to learn? For example, have you gone to any conferences or workshops, read books or magazines, or seen any videos that are related to the learning in your proposal? If yes, please list those things here.

A. Conferences or Workshops
Title _______________ Presenter _____________ Length _______
Title _______________ Presenter _____________ Length _______

B. Books/Magazines
Title _______________ Author _________________________
Title _______________ Author _________________________

C. Films/Videos
Title ___________________________
Part VI. Assessment of Your Learning

How will your learning will be evaluated? (see examples of assignment in the resource area at the end of this Form A)

☐ Written Paper
☐ Situational observation
☐ Written test
☐ Community learning project
☐ Product or portfolio evaluation
☐ Oral test or interview
☐ Other (please describe)

______________________________________________________________________

______________________________________________________________________

Part VII. Signatures

_____________________________________________________________
Student Signature       Date

_____________________________________________________________
Faculty Evaluator Signature          Date

Part VIII. Submit Your Proposal

Submit your completed Experiential Learning Assessment Proposal Form to your Faculty Evaluator. Your Faculty Evaluator will contact you to let you know if your proposal has been accepted. If it is accepted, your Faculty Evaluator will return your signed form to you, and will arrange with you how and when your learning will be assessed. If your proposal is not accepted, your Faculty Evaluator will tell you why, and advise you about your next steps. It’s possible that you can revise your proposal and re-submit it.

When your proposal is accepted and before your learning is assessed, you must complete and submit the following to the Prior Learning Assessment Coordinator, Metropolitan State University, 700 E. Seventh Street, St. Paul, MN 55106-5000:
• Your completed and signed proposal form
• Student Information Request
• Your Quick Start Registration Form
• A check or money order to cover the $25 per credit fee for each credit in your proposal

For Office Use Only
Department Chairperson or program faculty signature and date
I give consent to the above student to register for this assessment of prior/experiential learning.

Signature ______________________ Date _____________________

If approval is not given, please explain.

---------------------------------------------------------------------------------------------------------
Registration Office:  Subcode # __________ Title ___________________________  Date ________________
Processed _____/_____/_____

8.05
Additional Resources to help you complete Form A

Description of Experience and Learning Outcomes (Part II)

As part of the experiential learning process you will need to write a narrative. This narrative should be no less than 250 words and should outline your learning in the topic you selected and explain how your knowledge was acquired. A successful narrative does the following:

- relates your learning to the topic of the experiential learning. Everything you talk about should relate to that topic. We know that early childhood professionals need to have skills in different areas in order to teach or care for children. We are not asking you to tell us about everything you know, rather, we want to find out about your learning in the specific narrow topic that you selected.
- describes your knowledge and learning of the topic. You could name job experiences and then describe the learning that took place at the job;
- specifies when, where and how you acquired the knowledge;
- clearly shows the relationship between your evidence and your experiential learning.
- Includes any type of training (formal and informal) in this topic area. The training information should include:
  - the nature of the training;
  - where and when you took the training;
  - purpose of the training (job-related, for certification, etc.);
  - books, manuals, films or other materials used;
  - assignments given (reading, projects, problems, etc.);
  - means of evaluation (tests, observation, reports, etc.);
  - length of time spent on training.

Competence Statement Instructions (for Part IV)

Understanding Competence Statements

Competence is what you know and what you can do, with regard to a particular subject at a specified level. A competence has three elements:

1. A subject area - this refers to the major focus of content. Usually it is pretty clear what the subject matter of a competence is. The subject matter can be just about anything that can be evaluated at a college level. Examples: personnel management, family day care business management, English literature, counseling skills, black and white photography.

2. Both a theoretical and a practical element - the purpose of including both theory and practice is that we want you to not only know a subject, we want you to be able to use it... to do something with it. For experiential competences, learned from life/work experience, it is very important that you have a theoretical understanding of the subject matter in which you claim to be competent. All competence statements follow the same format, beginning with the theory and practice of a given subject matter. The word theory usually refers to the structure of the knowledge base that undergirds a subject. For example, there are a number of different theories that can be useful in working with young children and their families - behaviorist theory by Skinner and Watson, cognitive development theory by Piaget, sociocultural theory by Vygotsky, etc. Similarly, there are concepts and principles in the early childhood and other fields as well. The word practice refers to how one actually uses that...
knowledge in the everyday world. Some practices might include empathy, reflecting, feedback, etc. A variety of words can be used to address the issues of theory and practice. Look at the lists that follows to get an idea of the different kinds of the words that can be used to address theory and practice.

**Theory Word:** History, Theory, Concepts, Principles, Ideology, Beliefs, Laws, Relationships, Systems, Roles, Patterns

**Practice Word:** Methodology, Techniques, Methods, Skills, Approaches, Processes, Procedures, Treatments, Research Techniques, Functions

3. A specified level of achievement that communicates how well you know the subject or what specific content it is that you know with the minimum requirement of college-level learning. The last part of the competence statement considers the subject matter and communicates a specified level of knowledge and or application, at college level. This allows for differing levels of competence, and provides you with the opportunity to individualize your learning outcomes.

**Steps for Writing A Competence Statement**

1. Enter Subject Area
2. Select Theoretical and Practical Element of Subject Area
3. Select a Level of Competence and Describe
4. Describe Application of Knowledge

Knows _______________________and ______________________ of _________________
( theoretical) (practical) (subject area)

_____________________________ and can ___________________________
(level and description) (application)

Example: Observation and Assessment of Children’s Needs Competence Statement
Knows the principles and techniques of anecdotal recording well enough to record and interpret observations of children’s development and can apply these techniques as a family child care provider in a home setting.

These are the three crucial elements that specify what your learning outcomes are (or will be) and that indicate that this learning is worthy of college level credits.

**Assessment of Your Learning Examples (Part VI )**

**Situational observation for 2 credits:** This will involve observing and examining your behavior in a natural setting. A faculty evaluator will come to your place of work, observe and record how you respond to actual life situations which require your understanding of the practical implications of a subject area.

**Written assignment example assignment for 4 credits:** Write an 8 to 10 page paper that describes the early childhood topic of choice. Paper should include theory and practical elements and based on current practices. The paper should include an implication section: how do you use or plan
on using what you learned in your personal or professional life? Use your local library or internet to locate at least 3 references (e.g., articles, journals, books) on the topic presented. Include information from these references in your paper. The paper should be typed double spaced and include a list of references. References should also be cited (author, date) in paragraphs.

**Child Care Business Management Portfolio development project** (a child care portfolio assignment that you will submit in a binder)

Your assignment will be to put together a portfolio in order to for you to demonstrate knowledge achievement in areas needed in order to run a family child care business. A portfolio is a collection of work, usually accompanied by commentary that explains the reasons why certain items (artifacts) were included in the portfolio. In this assignment, we will ask you to showcase or “show off” your work in the family child care business and put it in a binder.