



## **Early Childhood Assessment Program\***

### ***Getting Credit for What You Know in Child Care***

## **HANDBOOK REVISED SEPTEMBER 2007**

\* This handbook has been produced as part of the Experiential Learning in the Child Care Profession Project, a partnership among Metropolitan State University, the Alliance of Early Childhood Professionals (and the Child Care Professional Leadership Project), the Minnesota Child Care Resource and Referral Network and the Council for Adult and Experiential Learning (CAEL). The project is funded by a grant from the Minnesota Department of Human Services.

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## WELCOME AND INTRODUCTION

Metropolitan State University and its partners, the Alliance for Early Childhood Professionals (and the Childcare Professional Leadership Project), the Minnesota Child Care Resource and Referral Network, the Council for Adult and Experiential Learning (CAEL), and the Minnesota Department of Human Services welcome you to the Early Childhood Assessment Program (ECAP).

The Early Childhood Assessment Program has two main goals. The first is to assess the experiential learning of providers in the field of early childhood for college credit. The second goal is to collaborate with early childhood organizations and agencies to review their non-credit training courses and workshops to determine if they can be offered for college credit. This handbook has been created to assist you in understanding the process and procedures involved in assessing student experiential learning and reviewing non-credit courses and workshops. The handbook is divided into two sections. The first section explains the experiential learning assessment process. The second section describes the process of course review.

### I. EXPERIENTIAL LEARNING ASSESSMENT

For more than 30 years, Metropolitan State University has assisted students who wish to have their experiential learning assessed for college credit. The University believes that there are many life and work situations through which you may have acquired college-level learning. For example, perhaps you have taken training courses or workshops offered through a child care organization or participated in the Leaders' Circles project. Perhaps you have done volunteer work, or have had a job in which you learned a lot. We believe that your experiential learning in the child care profession is important, and it is possible that you may be able to earn college credit for it.

There are **advantages** to you in taking part in this project:

- You can earn college credits for your experiential learning.
- These credits may be applied toward a degree.
- Your learning is acknowledged and valued at the college level.
- You gain deepened understanding about the value and applicability of your learning.
- Your participation may give you new ideas about your future and your goals in the child care profession.
- Your participation may open doors to additional educational and employment opportunities.
- You can save time and money.

Assessment of experiential learning is not for everyone. There are important criteria that need to be met, and a number of steps to be taken. This document will try to answer your questions, provide guidance in how to proceed, and tell you who to contact for more information.

Before going further, it is important to determine whether or not you are “in the ballpark” for getting college credit for your learning. There are a number of important criteria that need to be met concerning admissions, and the level and nature of your learning.

### **A. Two Application and Registration Tracks**

As a participant in this project, you have a couple of choices:

#### 1. Quick Start Registration

You can submit a learning assessment proposal form for anywhere between **.5 of a credit, up to four credits**. This is the simplest and quickest option. This will give you a chance to explore the experiential learning assessment process, and give you an introduction to Metropolitan State University.

#### 2. Metropolitan State University Undergraduate Admissions Application

**If you want to earn five or more credits**, or if you are thinking about earning a degree in the future, you need to complete the regular Metropolitan State University undergraduate admissions process. This will ensure that credits you earn will fit in with your long-term career and educational goals. To apply this way, use the Metropolitan State University Undergraduate Admissions Application in this booklet, or get the form online at [www.metrostate.edu/admissions/application.html](http://www.metrostate.edu/admissions/application.html).

The undergraduate application process includes assessment of writing and math skills, along with proof of high school graduation and a C average (2.0 grade point average or better). You need to be in the upper half of your high school graduating class, or obtain an acceptable score on the ACT, PSAT or SAT.

If you are unable to meet the admissions criteria for the regular undergraduate admissions application, an alternative admission process may be possible. This might involve getting letters of recommendation from job supervisors or community sponsors, or other documents. Students who wish to pursue an alternative admissions route should contact the Director of Admissions at 651-793-1303 for assistance. If you are unable to obtain documentation of high school completion, the Director of Admissions will provide further direction in obtaining the documentation.

**Changed Your Mind?** If you choose the Quick Start option and decide later that you want to go for a degree, you can do it. But, you will need to complete the Metropolitan State University undergraduate admissions process at that time.

## B. Steps of Experiential Learning Assessment.

1. Complete Part A of the Quick Start Registration Form (appendix) if you are ready to explore getting credit for what you know and you are interested in earning between 1/2 and 4 credits. If you want to earn 5 or more credits apply to become a Metropolitan State University student.

Part A To be completed by student Date: _____  Name _____ Address _____ City/State/Zip _____ Phone (H) _____ (W) _____ E-mail address _____ * Social Security Number or Student ID: _____ (* Note: This information is voluntary)
--

### 2. Review Experiential Learning Criteria

#### a. Criteria Used to Assess College-Level Learning

In order to earn college credit, your experiential learning must meet the following criteria:

- Experiential learning must be related to your educational goals.
- Learning must be current.
- Credit is awarded for *learning*, not for *experience*. In other words, if you have five years of experience doing home-based child care, you will not automatically receive credits for it. Instead, working with a Faculty Evaluator, you will document *what you learned* during those five years, and your Faculty Evaluator will assess your learning.
- The determination of credit awards must be made by qualified academic experts.
- Credit is awarded only for college-level learning.

#### b. What is College-Level Learning

Whether or not learning is college-level is determined in a number of ways:

- The learning is similar to subjects taught in colleges and universities.
- Learning can be compared to descriptions of courses in college catalogs.
- Learning can be compared to the learning of individuals or groups who have completed college courses.
- Learning has an appropriate balance of both experience (practical, hands-on learning), and theory (history, principles and concepts).
- Learning is different from learning that is gained through common, day-to-day life experiences.

### 3. Choose a topic in Early Childhood of your own choice or from the examples listed.

- Assessment
- Arts & creativity
- Literacy & language
- Music

- Behavior Guidance
- Child development
- Cognitive development
- Curriculum
- Environments
- Health
- Nutrition
- Personal & social development
- Physical development
- Program planning & evaluation
- Safety

**4. Complete Form A Individual Experiential Learning Assessment Proposal Form (see appendix)**

a. Write down the topic you have chosen after “**title of experiential learning.**”

Title of Experiential Learning \_\_\_\_\_

b. Write down the **number of credits** you believe your learning should receive. However, the final number of credits will be determined with the faculty evaluator.

# of Credits \_\_\_\_\_ (Speak with your Faculty Evaluator to determine how many credits you should apply for. Contact information is in the Handbook.)

c. Write down an estimated **date of completion.** The faculty evaluator has the right to revise the date if necessary.

Date for Completion \_\_\_\_\_ (Note: you must complete your learning within six months of the date on which you turn in your proposal.)

d. **Circle pass/no credit.** If a grade is required for a third party payment, discuss this with your faculty evaluator.

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

e. **Part I. Personal Information:** Write in your name, address, home phone number, work phone number, e-mail address, and degree focus or major, if known.

**Part I. Personal Information**

Student Name \_\_\_\_\_

Address \_\_\_\_\_

Street    City    State                      Zip

Home Phone \_\_\_\_\_                      Work Phone \_\_\_\_\_

Email address \_\_\_\_\_

Degree focus or major, if known \_\_\_\_\_

f. **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. Please attach a separate sheet to form A. Option 2 is available as an alternative.

**Part II. Description of Experience and Learning Outcomes**

Option 1. 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. Please attach a separate sheet to this form.

Option 2. Think about the items in Option 1. Contact your Faculty Evaluator and set up a meeting. Be prepared to tell the Faculty Evaluator an overview of what you know and can do and how you got the learning. Or, make a recording of your learning and bring it to the meeting with your Faculty Evaluator.

- g. **Part III. Previous College Credits:** Have you earned previous college credit? If no, skip Part III and move on to Part IV. If Yes, write in the title of courses related to the topic you chose. Also write down how many credits you received for the course. Remember to attach your transcripts. This is important because we cannot give credit for topics in which you have already received college credit.

**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 \_\_\_\_\_

CourseTitle \_\_\_\_\_ Number of Credits \_\_\_\_\_

- h. **Part IV. Competence Statement:** You may try to write a competence statement or leave this area blank and your faculty evaluator will help you fill this out. A competence statement describes something that has been learned in a subject area. Please look at the examples of competence statements in the appendix. If one of them fits your learning, you may use it. If none of them fit your learning, develop your own competence statement using the competency statement worksheet in the appendix. Remember you can submit Form A without this section completed.

**Part IV. Competence Statement**

A competence statement describes something that has been learned in a subject area. Please look at the examples of competence statements in the Handbook. If one of them fits your learning, you may use it. If none of them fit your learning, develop your own competence statement. Write your competence statement here:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**i. Part V. Other Resources for Learning:**

1. Write down the conferences or workshops you have attended related to your chosen topic, include the title, name of the presenter, and the hours you attended.

A. Conferences or Workshops		
Title _____	Presenter _____	Length _____
Title _____	Presenter _____	Length _____

2. Write down the title and authors of books or magazine articles you have read related to your chosen topic.

B. Books/Magazines	
Title _____	Author _____
Title _____	Author _____

3. Write down the titles of any films or videos you have watched related to your chosen topic.

C. Films/Videos	
Title _____	_____
Title _____	_____

4. Write down any other ways you have learned about your chosen topic.

D. Other _____
----------------

**j. Part VI. Assessment of Your Learning:** Leave this section blank. You and your Faculty Evaluator will determine together how your learning will be evaluated.

<p><b>Part VI. Assessment of Your Learning</b></p> <p>Your Faculty Evaluator will determine how your learning will be evaluated, using one or more of the following methods:</p> <p>___ paper ___ simulation    ___ situational observation    ___ journal</p> <p>___ written test    ___ written exercise    ___ project    ___ oral test or interview</p> <p>___ group presentation    ___ other (please describe)</p>
--

**k. Part VII. Signatures:** Sign your name and write down the date.

<b>Part VII. Signatures</b>	
_____	_____
Student Signature	Date
_____	_____
Faculty Evaluator Signature	Date

### 5. Submit your proposal to a Faculty Evaluator

Once you have completed Form A, submit it to your faculty evaluator. The evaluator will review the proposal, help you to complete any unanswered sections, and ask any questions s/he may have about the proposal. Together you and the faculty evaluator will decide how your learning will be assessed. Once an agreement is made the faculty evaluator will sign the form indicating his or her approval of the proposal.

### 6. Submit your proposal, registration form, and check or money order to Metropolitan State University

After your faculty evaluator signs Form A, submit it along with the Quick Start Registration Form, and a check or money order made payable to Metropolitan State University for \$25.00 per credit to the Registration Office. The registration office will enter your registration for prior learning into the computer and send you a receipt of payment. The registration office will also mail a Learning Evaluation form to your faculty evaluator.

### 7. Have your work assessed by the Faculty Evaluator

Once you have completed the agreed upon assignment to be used for assessment of your learning, turn it into your faculty evaluator who will grade your work. The faculty evaluator will use the Learning Evaluation form provided by the registration office to record your competence statement, learning strategies, and final grade.

### 8. Receive your grade.

After the registration office receives the learning evaluation from the faculty evaluator, the grade will be entered on your college transcript. **Grade Reports will not be mailed.** Grades may be obtained via the World Wide Web or Touch-tone Telephone. Directions can be found under Records and Registration at [www.metrostate.edu](http://www.metrostate.edu). If you need a copy, you may print it from the Web or call the Academic Affairs Office at 651-793-1223.

As mentioned earlier, the Quick Start Registration is for four or fewer credits. If you wish to apply for five or more credits, you need to complete the regular undergraduate admissions process. If you intend to apply for five or more credits, it is recommended that you do not do any additional work until your application has been approved and you have been admitted to the University and assigned an advisor.

## **C. How Do Faculty Evaluators Determine the Number of Credits?**

There are a number of ways to look at your learning to try to determine how many credits it might earn. There is not one specific thing that you look at; rather, it is how the whole package fits together. The Faculty Evaluator that you work with has been trained to help you with this.

Learning Outcomes. Imagine that after thinking about your learning experience, you identify about five significant things that you learned. You can compare these five learning outcomes to those of a college course description to see how your learning matches up with the course description. The outcomes don't need to match exactly, but there should be some match, and the content and level of learning should be similar. Assuming there is a match, you may earn approximately the same number of credits that are awarded for the course. As a guideline, you may earn one credit for learning that has about three to five significant outcomes.

Time. It's tricky to use time as an indicator, since time spent does not necessarily reflect learning that is accomplished. However, the amount of time you spend on a learning project can be used to help you begin to figure out how many credits might be reasonable.

time spent on a traditional college course, per credit

$$\begin{array}{r}
 16 \text{ hours of class time} \\
 + \quad 32 \text{ hours of homework} \\
 = \quad 48 \text{ hours} \\
 = \quad 1 \text{ semester credit}
 \end{array}$$

So, if you have spent 16 hours in non-credit courses or workshops, plus you have read several books or journal articles for an additional 32 hours, you are “in the ballpark” for earning one college credit. But, keep in mind, you need to be able to identify what you have learned, not just the amount of time you have spent.

Bottom Line. The number of credits you request in your experiential learning assessment proposal is negotiable. It is based on **what you have learned** (approximately three-five outcomes per credit). The amount of time you spent learning can also be used as a very rough way to estimate the number of credits. Your Faculty Evaluator has the final say about the number of credits that are appropriate for the learning.

#### **D. How Much Does this Cost?**

When you submit an Experiential Learning Proposal Form (Form A or Form B), you pay \$25 for each credit for which you are applying.

Example: If you submit a proposal for 3 credits, you would pay \$75.

If you are applying for regular undergraduate admission, you will need to pay an additional one-time application fee of \$20.

#### **E. How Do Faculty Evaluators Assess Learning?**

Assessment of **individual learning** involves identifying what you have learned, how you have learned it, and the level of your learning. Assessment looks at both practical learning and theoretical learning. Assessment determines if your learning is college level, or not. Your Faculty Evaluator can assess your learning through conversations with you, a test, a paper you write, skill demonstrations, a project you have completed – it can be done in a variety of ways. You and your Faculty Evaluator will discuss how to assess your learning, but your Faculty Evaluator has the final decision about how your learning is assessed.

#### **F. Important Fact to Remember**

It's important to remember that having your experiential learning proposal accepted does not guarantee that you will be awarded credit. The decision to award credit is made only after your Faculty Evaluator assesses your learning.

## G. Examples of Experiential Learning

To help you understand how this process works, an example is given below.

### Jill Littlewolf

For the past year, Jill has been a member of the American Indian Leaders' Circle, which is composed of American Indian early childhood professionals. She works as a toddler teacher at a community-based child care provider. Jill has completed high school.

Along with others in her Circle, Jill is working to preserve and revitalize the Dakota and Ojibwa languages. She and other Circle members believe that children will benefit from this in a number of ways, including increased self-esteem and a greater sense of connection with their cultural heritage.

Jill has gone to a couple of conferences on this topic. She has helped organize several small gatherings for training and dialogue. She has attended training sessions in group facilitation. She has planned and participated in a strategic planning effort. Working with others, she has written a group paper on young children and language, after consulting with experts from the American Indian community. She has worked with others to write legislation, meet with legislators and meet with key players in American Indian revitalization work.

What steps can Jill take to begin to identify and "package" her learning into one or more courses?

- Jill can think through or write out the most significant things she has learned through her activities.
- Jill can review the examples of early childhood learning subjects included in the Forms section of this document.
- Jill can determine if one or more of the subjects fit her learning.
- If none of the subjects seem to fit her learning, she can develop her own subject area. (See p. 18 for a definition and explanation of *competence statement*. Also see, How to Write a Competence Statement on p. 22.)
- Jill can call a Faculty Evaluator, talk about her ideas, and get feedback.
- Jill can review materials about experiential learning at Metropolitan State University's First College website (go to [www.metrostate.edu](http://www.metrostate.edu)).

Here are some possible areas in which Jill might get credit:

#### Language Development

Knows basic concepts and approaches in early childhood language development well enough to design activities to foster the use of Dakota or Ojibwa in a family/home care setting.

#### Advocacy in the Child Care Profession

Knows the theory and skills of early childhood community and political relations including use of political systems, and media and community marketing, well enough to communicate with diverse systems to promote positive change in the child care profession.

Communication in Work Groups

Knows the theory, principles and techniques of effective communication in child care profession groups well enough to facilitate such groups toward achieving agreed upon goals.

Jill thinks she may apply for several different “courses,” but decides that she wants to go first for credits in *Advocacy in the Child Care Profession*. She goes to the Individual Experiential Learning Assessment Proposal, Form A, and begins to fill it out. She also completes the Quick Start Registration Form. See the following pages for Jill’s information and other examples of experiential learning proposal forms.

**Metropolitan State University**  
**Experiential Learning Assessment Program**  
**Quick Start Registration Form**  
 (For people applying for up to four credits)

**Part A**

To be completed by student

Date: 01-3-03

Name Jill Littlewolf

Address: 123 Falls Ave

City/State/Zip Silver Falls, MN 55912

Phone (H) 612-555-6151  
 (W) 612-555-7000

E-mail address Jlittlewolf@technet.com

\* Social Security Number or Student ID:  
123-45-6789  
 (\* Note: This information is voluntary.)

**Part B**

Office Use Only

Check all that apply:

Contacted Student  
 Agency: \_\_\_\_\_

Community Faculty assigned  
 Name: \_\_\_\_\_

Form A received  
 OR

Form B received

Documents copied

Fees and forms submitted to  
 Registrar

Student evaluated  
 Credit awarded:  yes  no

Course Title	Letter Grade	Pass/ No Pass	Faculty Evaluator or Trainer	Number of Credits
Advocacy in the Childcare Profession	✓		Diana Billings	4
			<b>TOTAL CREDITS</b>	<b>4</b>

**Tuition and Fees**

4 Credits @ \$25 per credit	\$100.00
<b>Total Due</b>	<b>\$100.00</b>

**Metropolitan State University  
Experiential Learning Assessment Program**

**FORM A  
Individual Experiential Learning  
Assessment Proposal Form**

**Welcome!**

**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 your Faculty Evaluator. If you have any questions, please call your Faculty Evaluator. (The list of Faculty Evaluators and their phone numbers is on page 16.)**

**Title of Experiential Learning** Advocacy in the Child Care Profession

**# of Credits** 4 (Speak with your Faculty Evaluator to determine how many credits you should apply for. Contact information is in the Handbook.)

**Date for Completion** 01/18/03 (Note: you must complete your learning within six months 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 Jill Littlewolf

Address 123 Falls Ave. Silver Falls MN 55912  
Street City State Zip

Home Phone 612-555-6151 Work Phone 612-555-7000

Email address jlittlewolf@technet.com

Degree focus or major, if known N/A

**Part II. Description of Experience and Learning Outcomes**

For the last three years, I have worked as a toddler teacher at a community-based child care agency. My co-workers and I care for children on a day-to-day basis, and we are actively involved in the community, advocating for quality child care.

I have had the opportunity to learn strategic planning methods and processes because I participated in a strategic planning effort to identify key goals we wanted to reach in our work with legislators. Once the plan was done, I worked with my co-workers to write letters to legislators, and was able to meet with several of them to state our ideas. Before these meetings, I prepared my ideas and how I was going to present them. After the meetings, I thought about what had gone well and what could have been better. In subsequent meetings, I tried to tie in things I had learned from previous meetings. At this point, I feel confident that I can organize my thoughts well and present them clearly to legislators.

During the past three years, I met frequently with co-workers to identify key political figures, organizations and events so that I was well informed. We also identified people and places that would publicize information about what we were trying to do, and prepared short articles for publication in newsletters and community newspapers. A number of the articles I worked on were published.

I know about the theory and practice of facilitating group communication from reading several books and from doing two groups at my agency and one with colleagues from the community. I have been involved in

facilitating these groups over the past year. Each of these groups focused on a specific goal we wanted to reach in our work with legislators.

Participating in a Leader's Circle has given me a place to talk about my plans and goals with others in the child care profession.

**Part III. Previous College Credits** NONE

**Part IV. Competence Statement**

Knows the theory and skills of early childhood community and political relations including use of political systems, media and community marketing, well enough to communicate with diverse systems to promote positive change in the child care profession.

**Part V. Other Resources for Learning**

A. Conferences or Workshops

Title Facilitating Outcome-Based Communication

Presenter Minneapolis YWCA Length 4 hours January 14, 2002

Title The Politics of Child Care

Presenter Coalition for Healthy Children Length 2 days June 2-3, 2002

B. Books/Magazines

Title Getting the Job Done for Kids: Taking Action to Benefit Children Author Michels, J.

Title Group facilitation Author Ashcroft, T.

Title Child Care Advocate Author Arlen Press

C. Films/Videos

Title \_\_\_\_\_

Title \_\_\_\_\_

D. Other \_\_\_\_\_

**Part VI. Assessment of Your Learning**

Your Faculty Evaluator will determine how your learning will be evaluated, using one or more of the following methods:

- paper     simulation     situational observation     journal  
 written test     written exercise     project     oral test or **interview**  
 group presentation     other (please describe)

- 1) Please write a 5-6 page paper to address two topics: a) give more detail about your group facilitation experiences and outcomes of groups you facilitated. Identify what you see as the strengths and weaknesses of your facilitation. Describe how your facilitation style has changed over time and your goals for the future. b) Identify the key things you have learned about taking political action in the child care field, and how this will affect your future work.
- 2) Attach a copy of the strategic plan that you developed with your co-workers.

**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 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
- An application to Metropolitan State University\*\*
- A check or money to cover the cost of the per credit charge of \$25 for each credit in your proposal. Make the check payable to Metropolitan State University. (Note that if you are applying for regular undergraduate admission, there is a one-time \$20 application fee).

It's important to remember that having your proposal accepted does not guarantee that you will be awarded credit. The decision to award credit is made only after your Faculty Evaluator assesses your work.

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\*\*If you are applying for up to four credits, complete the Quick Start Registration Form. If you are applying for five or more credits, you must complete the Metropolitan State University Undergraduate Application for Admission.

**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 \_\_\_\_/\_\_\_\_/\_\_\_\_

11.25.02



**Metropolitan State University  
Experiential Learning Assessment Program**

**FORM A  
Individual Experiential Learning  
Assessment Proposal Form**

**Welcome!**

**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 your Faculty Evaluator. If you have any questions, please call your Faculty Evaluator. (The list of Faculty Evaluators and their phone numbers is on page 16.)**

**Title of Experiential Learning** ITTI: Learning Environments for Infants and Toddlers

**# of Credits** 1/2 (Speak with your Faculty Evaluator to determine how many credits you should apply for. Contact information is in the Handbook.)

**Date for Completion** July 16, 2004 (Note: you must complete your learning within six months 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 Sue Smith

Address 1423 Cherry Street Richfield, MN 55982

Street City State Zip

Home Phone 651-782-2236 Work Phone 612-341-8887

Email address swang@aol.com

Degree focus or major, if known \_\_\_\_\_

**Part II. Description of Experience and Learning Outcomes**

**Option 1.** 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. Please attach a separate sheet to this form.  
(See attached Sheet)

**Option 2.** Think about the items in Option 1. Contact your Faculty Evaluator and set up a meeting. Be prepared to tell the Faculty Evaluator an overview of what you know and can do and how you got the learning. Or, make a recording of your learning and bring it to the meeting with your Faculty Evaluator.

Part II: Description of Experience and Learning Outcomes

I have been a child care provider for 2 years. I have cared for both infants and toddlers in my home. I have learned how to plan the child care environment by taking classes through Resources for Child Caring. I

have taken a few Infant Toddler Training Intensive (ITTI) courses. In these courses, I have learned how to set up an environment that is safe and healthy. I ensure that all the electrical outlets are covered, that I do not have items out that children may choke on, I use a bleach and water solution for disinfecting, I follow the USDA food guidelines, and ensure that diapering does not occur where food preparation is done.

I also learned how to section off areas of the room, so that the toddlers are free to practice the skills of walking, pushing, and pulling while the infants are kept safe exploring floor toys. In addition, I learned how to create an environment that is culturally sensitive. I have pictures and posters of the children I care for as well as other children of different ethnic backgrounds at the children's eye level. I also invite parents to bring in items from home or to share songs and stories from their ethnic background.

Finally, I have learned the importance of having a language rich environment. I talk to the infants and toddlers. I sing songs and nursery rhymes throughout the day. I also read books to all children including the infants. When I am taking care of children, I talk about what I am doing to help even the youngest children learn new words. I use pictures in the room to help the children read and to help them understand where to put things in the environment when it is clean up time.

### 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 examples of competence statements in the Handbook. If one of them fits your learning, you may use it. If none of them fit your learning, develop your own competence statement. Write your competence statement here:

Knows the concepts and techniques of learning environments specifically for infants and toddlers and can apply them in a home setting well enough to provide a language rich and culturally sensitive child care environment.

### 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 ITTI: Becoming Aware of Cultural Issues Presenter Anthony Hines Length 2.5 hrs

Title ITTI: Space to Grow: Environments for Centers Presenter Nancy Bryant Length 2.5 hrs

Title ITTI: Language Development in Young and Mobile Infants Presenter Chris Watson Length 3 hrs

#### B. Books/Magazines

Title Simply Sensational Spaces: Toddler Environments Author Linda Lowman & Linda Ruhmann

Title \_\_\_\_\_ Author \_\_\_\_\_

#### C. Films/Videos

Title \_\_\_\_\_

Title \_\_\_\_\_



**Metropolitan State University**  
**Experiential Learning Assessment Program**  
**Quick Start Registration Form**  
 (For people applying for up to four credits)

**Part A**

To be completed by student

Date: \_\_\_\_\_

Name Jane Doe

Address 2912 18<sup>th</sup> AVE N

City/State/Zip Saint Paul, MN 55106

Phone (H) 651-770-2012

(W) 651-795-1121

E-mail address  
[jane.doe@yahoo.com](mailto:jane.doe@yahoo.com)

\* Social Security Number or Student ID:  
473-65-1194

(\* Note: This information is voluntary.)

**Part B**

Office Use Only

Check all that apply:

- Contacted Student  
Agency: \_\_\_\_\_
- Community Faculty assigned  
Name: \_\_\_\_\_
- Form A received  
OR
- Form B received
- Documents copied
- Fees and forms submitted to Registrar
- Student evaluated  
Credit awarded:  yes  no

**Part C**

Office Use Only

Course Title	Letter Grade	Pass/No Pass	Faculty Evaluator or Trainer	# of Credits
			<b>TOTAL CREDITS</b>	

Tuition and Fees

_____ Credits @ \$25 per credit	\$ _____
Total Due	\$ _____

**Metropolitan State University  
Experiential Learning Assessment Program**

**FORM A  
Individual Experiential Learning  
Assessment Proposal Form**

**Welcome!**

**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 your Faculty Evaluator. If you have any questions, please call your Faculty Evaluator. (The list of Faculty Evaluators and their phone numbers is on page 16.)**

**Title of Experiential Learning** Emergent Literacy in Early Childhood

**# of Credits** 3 (Speak with your Faculty Evaluator to determine how many credits you should apply for. Contact information is in the Handbook.)

**Date for Completion** 10-01-04 (Note: you must complete your learning within six months 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 Jane Doe

Address 2912 18<sup>th</sup> AVE N Saint Paul, MN 55106  
Street City State Zip

Home Phone 651-770-2012 Work Phone 651-795-1121

Email address jane.doe@yahoo.com

Degree focus or major, if known Child Psychology

**Part II. Description of Experience and Learning Outcomes**

Option 1. 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. Please attach a separate sheet to this form.  
(See attached sheet.)

Option 2. Think about the items in Option 1. Contact your Faculty Evaluator and set up a meeting. Be prepared to tell the Faculty Evaluator an overview of what you know and can do and how you got the learning. Or, make a recording of your learning and bring it to the meeting with your Faculty Evaluator.

**Part II. Description of Experience and Learning Outcomes**

My learning in emergent literacy learning began in September 2002. I attended eight Saturday sessions, totaling 18 hours of training, from the Minnesota Early Literacy Training Project. This project is a training, coaching, and research project administered by the University of Minnesota. After the training, I was

eligible to participate in the coaching program. This program partnered me with a coach, a specialist in Emergent Literacy, who met me at my program for biweekly hourly meetings. Goals were set for me to design activities, integrate teaching strategies into my daily routine, and make additions or adjustments to the environment in order to promote literacy learning.

This experience is ongoing and will end in fall 2004. I have also learned to use the ELLCO (Early Language and Literacy Classroom Observation), an assessment of my program and my own performance in encouraging reading, writing, and talking. The children in my care have been assessed quarterly with the IGD (Individual Growth and Development Inventory) and I am currently learning to administer the test to the children myself. This test measures vocabulary, alliteration, and rhyming skills.

During the summer of 2003, I attended a short session on Literacy and Play hosted by the Minnesota Humanities Commission. Here I was introduced to the book, "Literacy through Play" by Gail Owocki. I also took a class on the development of language, but it did include information on emergent reading, writing, and working with English as a Second Language students.

### 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 Language & Communication Dev. Number of Credits 4

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 examples of competence statements in the Handbook. If one of them fits your learning, you may use it. If none of them fit your learning, develop your own competence statement. Write your competence statement here:

Knows the concepts and techniques of emergent literacy including book and print rules, vocabulary and background knowledge, phonological awareness, alphabet knowledge, and communication and problem solving and can apply these concepts well enough to create literacy rich environments and assess the literacy skills of young children.

### 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 SEEDS Emergent Literacy Presenter Kate Horst Length 18hrs

Title Literacy and Play Presenter MN Humanities Length 5hrs

#### B. Books/Magazines

Title Literacy through Play Author Gretchen Owocki

Title Children Learning Language & Literacy Author Carol Vukelich

#### C. Films/Videos

Title \_\_\_\_\_

Title \_\_\_\_\_



**Metropolitan State University**  
**Experiential Learning Assessment Program**  
**Quick Start Registration Form**  
 (For people applying for up to four credits)

**Part A**

To be completed by student

Date: \_\_\_\_\_

Name John Fox

Address 1718 9<sup>th</sup> Street

City/State/Zip Minneapolis, MN 55107

Phone (H) 612-729-0041

(W) 612-203-5904

E-mail address  
[john.fox@yahoo.com](mailto:john.fox@yahoo.com)

\* Social Security Number or Student ID:  
490-15-1004

(\* Note: This information is voluntary.)

**Part B**

Office Use Only

Check all that apply:

- Contacted Student  
Agency: \_\_\_\_\_
- Community Faculty assigned  
Name: \_\_\_\_\_
- Form A received  
OR  
 Form B received
- Documents copied
- Fees and forms submitted to Registrar
- Student evaluated  
Credit awarded:  yes  no

**Part C**

Office Use Only

Course Title	Letter Grade	Pass/No Pass	Faculty Evaluator or Trainer	# of Credits
			<b>TOTAL CREDITS</b>	

Tuition and Fees

_____ Credits @ \$25 per credit	\$ _____
Total Due	\$ _____

**Metropolitan State University  
Experiential Learning Assessment Program**

**FORM A  
Individual Experiential Learning  
Assessment Proposal Form**

**Welcome!**

**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 your Faculty Evaluator. If you have any questions, please call your Faculty Evaluator. (The list of Faculty Evaluators and their phone numbers is on page 16.)**

**Title of Experiential Learning** Violence Prevention in Early Childhood

**# of Credits** 4 (Speak with your Faculty Evaluator to determine how many credits you should apply for. Contact information is in the Handbook.)

**Date for Completion** 10-1-04 (Note: you must complete your learning within six months 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 John Fox

Address 1718 9<sup>th</sup> Street Minneapolis, MN 55107  
Street City State Zip

Home Phone 612-729-0041 Work Phone 651-203-5904

Email address john.fox@yahoo.com

Degree focus or major, if known Early Childhood Studies

**Part II. Description of Experience and Learning Outcomes**

**Option 1.** 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. Please attach a separate sheet to this form.  
(See attached sheet.)

**Option 2.** Think about the items in Option 1. Contact your Faculty Evaluator and set up a meeting. Be prepared to tell the Faculty Evaluator an overview of what you know and can do and how you got the learning. Or, make a recording of your learning and bring it to the meeting with your Faculty Evaluator.

Part II. Experience and Learning Outcomes:

In June of 1994, I started working at Children's Care Center in downtown Minneapolis as a preschool teacher. I had previously worked at a Children's World Learning Center in the suburbs where the income was

above average and the children were well behaved. It was a bit of a culture shock for me to suddenly be faced with four and five year olds that were filled with anger and rage. Not only were they hurting each other and destroying property, but they were also disrespectful to teachers. After being hit, kicked, spit on and bit, I decided it was time to do something drastic.

In the fall of 1995, I attended the PAVE training at the University of Minnesota. This was an intense four-day training for early childhood educators on the topic of violence in early childhood. I soon realized that there was a way to work with angry children. I started searching for anything that had to do with this topic. Soon after I was using what I call my "Peace Curriculum" in my classroom of 21, four and five year olds. This curriculum has been implemented in all of the Children's Care Centers preschool classrooms in Minneapolis. I have presented workshops on this topic for other early childhood workers including at the MNAEYC conference in Minneapolis.

I created this curriculum after attending several workshops and hearing what others were doing in their classrooms. I have also learned a lot about conflict resolution from the Social Justice department at the state level and how they work with juvenile offenders using the circle process. I am a trained circle leader. I have taken all this combined knowledge and through trial and error have come up with a program that works for four and five year olds.

### 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 Child Development Number of Credits 3

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 examples of competence statements in the Handbook. If one of them fits your learning, you may use it. If none of them fit your learning, develop your own competence statement. Write your competence statement here:

Knows the stages of child development and early childhood violence prevention techniques well enough to apply them as a peace curriculum in early childhood classrooms with a high proportion of at risk children.

### 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 PAVE Presenter University of Minnesota Length 32 hrs

Title Conflict Resolution Circle Training Presenter Dept of MN Justice Length 32 hrs

#### B. Books/Magazines

Title Kindness Curriculum Author Rice

Title Peacemakers Guide Author Janke

#### C. Films/Videos

Title \_\_\_\_\_

Title \_\_\_\_\_

D. Other \_\_\_\_\_



## II. THE COURSE REVIEW PROCESS

Non-credit courses and workshops are reviewed by faculty assessors. The faculty assessor identifies a contact person responsible for working with the Metropolitan State University's Early Childhood Experiential Assessment program. The faculty evaluator verifies that the class, course or workshop series has consistently full enrollment with at least 50 students each year and is offered more than once. Then the faculty evaluator obtains a copy of the curriculum and asks the agency/organization representative to complete the form titled "**Information Gathering Form**" (see appendix). This form lets the agency/organization know what information is needed by a faculty evaluator to consider a course for the review process.

The faculty assessor reviews the curriculum for the classes, courses or workshop series to determine if they meet college-level learning. Then the faculty assessor completes the **External Course Review Form** (see appendix) using the collected documentation and submits the findings including signed forms and supporting documentation to the Early Childhood Assessment Coordinator (ECAP). Evaluators assess courses or workshops by looking at the number and level of learning outcomes that are addressed, whether learning is assessed in the course or workshop, and the credentials of the person doing the training in the course or workshop.

Once the course is approved, the ECAP Coordinator reviews the documents to see that procedures were followed and required documentation was submitted. Then the ECAP Coordinator makes copies and forwards the documents to the lead assessor and grant manager for final approval. The ECAP Coordinator drafts the **course review document** (see appendix) to be signed by the faculty assessor, lead assessor, and grant manager. The document will contain: name of course reviewed, course description, date of assessment, number of credits, competence statement, sponsoring agency, contact information, etc., and a termination date.

When the ECAP Coordinator is notified regarding the final decision to accept or reject the course, s/he notifies the sponsoring agency regarding the decision and gathers lists of eligible students. For students (agency) requesting credits, the faculty assessor will collect (or students will mail in) Quick Start Registration forms, signed **Form B** (see appendix) and proof of completion. The ECAP Coordinator turns the signed document, Quick Start Registration forms, Form B and proof of competence attained (e.g. certificate/certification) to the registrar office and instructs/reminds them to waive the tuition. The registrar office then sends **Learning Evaluations** (see appendix) to ECAP Coordinator. ECAP Coordinator sends a letter to sponsoring agency and students notifying them of process completion. All courses are given a termination date. Course must be re-reviewed in 3 years at the agency's expense (if ECAP is not receiving grant from the State).

The faculty assessor meets with the agency/organization to establish a permanent, long-term relationship with Metropolitan State University's Early Childhood Experiential Learning Assessment program. For example, making the program part of the institutional culture of the agency/organization so that it is announced at every class, course or workshop series. The faculty assessor also secures Metropolitan State University's Early Childhood Experiential Learning Assessment program information in newsletters, class, course or workshop series catalogue and on websites. Finally, the

faculty assessor should follow-up with the contact at the agency/organization to confirm that students receive credit.

If the college credit is denied, the Early Childhood Assessment Coordinator or the Faculty Assessor has two options:

1. The Faculty Assessor notifies the agency/organization of the decision not to grant college credits and is provided with suggestions for changes.
2. The Faculty Assessor creates a “wrap around” option. This may include creating an assessment for the course such as a written paper to be completed by the students who participate in the non-credit courses. The directions for the “wrap around” should be put on the ECAP website and distributed to the agency/organization. Completed assignments are turned into the Early Childhood Assessment Coordinator and corrected by faculty assessors.

Through the course review process or the “wrap around” option students **register for credits for a pre-approved course or workshop** that are listed on the ECAP home page at [www.metrostate.edu/ecap](http://www.metrostate.edu/ecap). If the student applies to earn credits through this option, they will earn the number of credits that have been awarded to the pre-approved course or workshop attended. This option includes the following steps:

1. Complete the Quick Start Registration
2. Complete Form B for course reviewed or Assignment for “wrap around”
3. Submit Form B, the Quick Start Registration form, and check or money order to Metropolitan State University
4. Receive your grade

The following are examples of an external course review form for the training “Observation is the Key to the Door and Form B. The last two pages before the appendix is an example of a “wrap around” for Infant Toddler Training Intensive (ITTI) lessons offered through the Child Care Resource and Referral’s throughout the state of Minnesota.

**Metropolitan State University  
Experiential Learning Assessment Program**

**External Course Review Form**

*Example*

*To be completed by agency requesting review:*

Course Title: Observation is the Key to the Door

Course syllabus attached

Course Instructor: Amy Cate

Instructor resume attached

Agency Contact Person: Amy Cate

Title: Coordinator for Eager to Learn

Address: CCRR Network, St. Paul, MN  
\_\_\_\_\_

Telephone: 952-794-4024

Email: amyc@mnchildcare.org

*To be completed by faculty reviewer:*

(Please indicate yes or no, along with appropriate comments)

**The course title accurately describes course content.**

**Comments:** The title will be modified for those taking the course for credit to  
“Introduction to functional behavioral assessment”

**The instructor has appropriate qualifications to teach a university-level course.**

**Comments:**

**The course syllabus:**

**\_\_\_ Contains a concise course description and course objectives which are consistent with the overall subject matter.**

**Comments:** Current goals in one section of the paper do not correspond to other sections.

**\_\_\_ The course syllabus highlights the content of each class meeting and describes the in-class and/or out-of-class assignments to be completed.**

**Comments:** Assignments are not clear on page 2.

**\_\_\_ The assignments allow the student to achieve the competence.**

**Comments:** Assignments allow a certain level of competence to be achieved. For credit students will increase their competence by completing the additional assignments.

**X Assessment approaches are described and student achievement of the course objectives is directly assessed.**

**Comments:** Course objectives are directly assessed.

**Credit award recommendation:** \_\_\_\_\_

**Comments:** Changes need to be made for the purpose of clarification. Upon changes being made the course will earn 1 college credit

**Course level recommendation:** 100 \_\_\_\_\_

**Comments:**

**Faculty Signature:** Assessor \_\_\_\_\_

**Date** 02-12-03

**College or Department:** Psychology \_\_\_\_\_

Attachments:

Course syllabus

Instructor resume



**Part IV. Completion of Additional Work**

If the course or workshop you took has not been reviewed for credit or if it has been reviewed and does not meet criteria for credit, you may still receive credit if you complete additional learning. The amount and level of the learning required will be determined by your Faculty Evaluator, and is indicated below.

In order to receive credit for this experiential learning, this student is required to complete the following (*this section is to be completed by the Faculty Evaluator and shared with the student*):

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Assuming that requirements listed above are met, this student will be awarded 4 credits.

**Part V. Signatures**

Maria Hernandez 09-05-03  
 Student Signature Date

\_\_\_\_\_  
 Faculty Evaluator Signature Date

\_\_\_\_\_  
 Psychology Department Faculty Date

**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 \_\_\_\_/\_\_\_\_/\_\_\_\_

## Getting Credit for What You Already Know in Child Care\*

**Welcome! We're glad you're interested in getting credit for your Infant Toddler Training Intensive Lessons.**

The steps to receive Metropolitan State University credits are simple, but each step is important and necessary to complete.

**Step 1: Fill out Part A of the Quick Start Registration Form.**

Complete Part A of the Quick Start Registration form. Print or write today's date, your name, address, telephone number, e-mail address and social security number (optional).

**Step 2: Fill out the Infant Toddler Training Intensive (ITTI) Form on the other side of this page.**

Check the lessons you have completed from the modules listed.

**Step 3: Complete the written assignment\*.**

Write a written report about the Infant Toddler Training Intensive (ITTI) lessons that you have completed. Then choose at least 1 subject from your lessons and locate at least 3 references (e.g., books, journals, internet articles) on that specific topic. Write a summary of what you have learned. Finally, explain how you would use the information you learned by participating in the ITTI training and through your readings to care for infants and toddlers.

The paper should be typed and double spaced. You must include information gained not only from your training, but also from 3 references (e.g. books, journals, internet articles). Write down the titles and authors of the references you use at the end of the paper. If you obtain articles from the internet include the web address. The length of the paper should be 5-10 pages.

*\*Alternative assessments are available upon request.*

**Step 4: Make copies of your training certificates.**

**Step 5: Mail in the Quick Start Registration Form (do not send money) your assignment, and copies of your training certificates to:**

Charlotte Nitardy  
Early Childhood Assessment Coordinator  
700 East 7<sup>th</sup> St.  
St. Paul, MN 55106

**DO NOT SEND MONEY**

**What happens next?**

Once we receive the Quick Start Registration form and your assignment, we will call you to confirm that we have received it and let you know how many credits you earned (1/2 credit up to 4 credits). Finally, we will ask you to complete one more form for registration purposes and tell you how much you need to pay. The cost will be only \$25 per credit.

The number of college credits earned is based on a combination of the number of lessons completed and the successful completion of an assignment.

½ credit = 7 lessons completed + assignment  
1 credit = 13 lessons completed + assignment  
2 credits = 27 lessons completed + assignment

3 credits = 41 lessons completed + assignment  
4 credits = 57 lessons completed + assignment

*For more information call Charlotte Nitardy at (651) 999-5824 or e-mail: [ecap@metrostate.edu](mailto:ecap@metrostate.edu).*

**Infant Toddler Training Intensive (ITTI) Form**

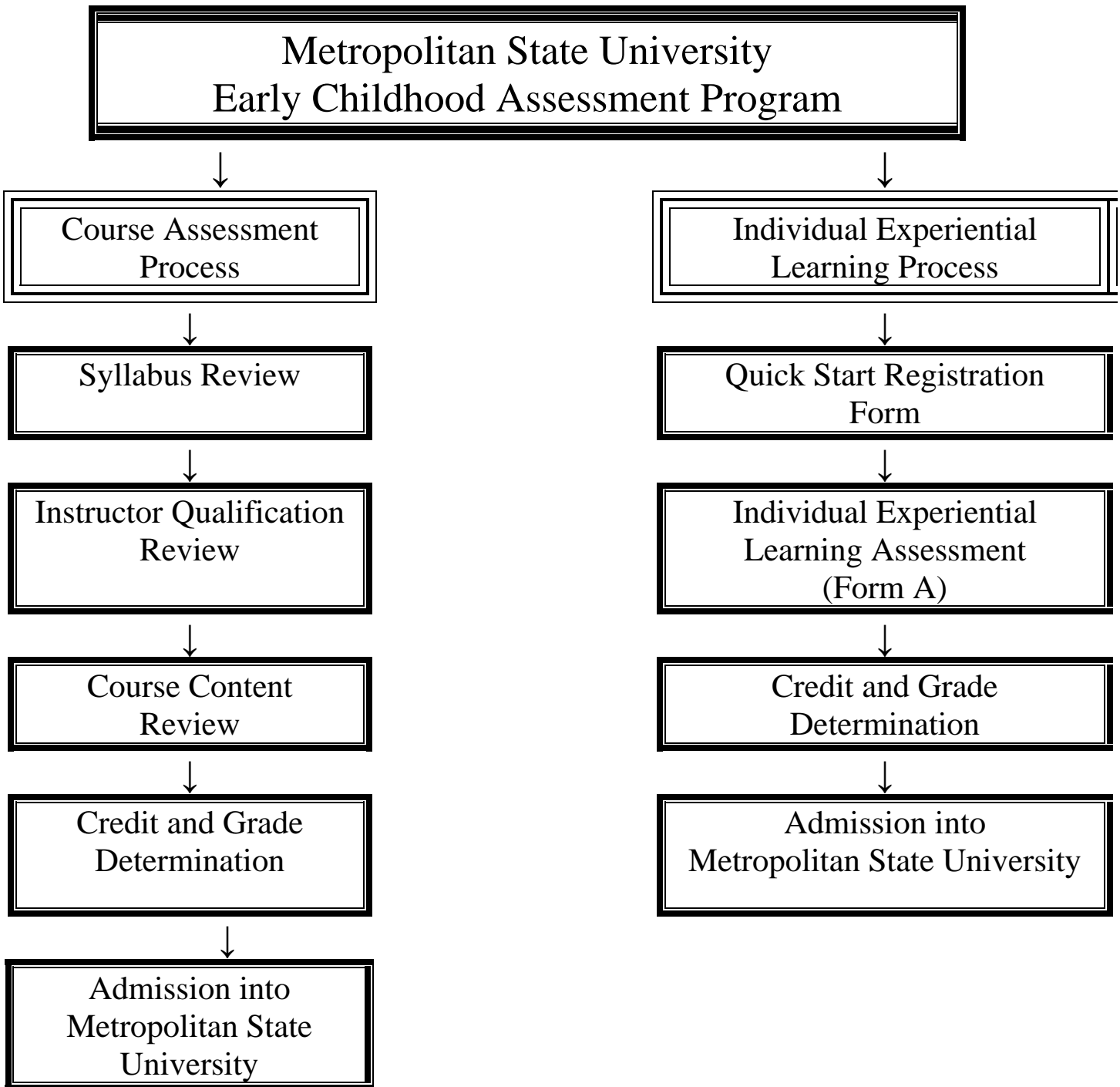
**Instructions:** Check the lessons you have completed from the modules listed below. Mail this form in with the Quick Start Registration Form to: Charlotte Nitardy

Early Childhood Assessment Coordinator  
 700 East 7<sup>th</sup> St.  
 St. Paul, MN 55106

<p><b>Module I Social-Emotional Growth and Socialization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1: The Vision</li> <li><input type="checkbox"/> Lesson 2: Flexible, Fearful, or Feisty</li> <li><input type="checkbox"/> Lesson 3: Working with Temperament</li> <li><input type="checkbox"/> Lesson 4: Getting in Tune</li> <li><input type="checkbox"/> Lesson 5: The Responsive Process</li> <li><input type="checkbox"/> Lesson 6: Ten Gifts</li> <li><input type="checkbox"/> Lesson 7: Emotional Development in Infants and Toddlers</li> <li><input type="checkbox"/> Lesson 8: The Developing Emotional Strengths of Children</li> <li><input type="checkbox"/> Lesson 9: Fostering Emotional Development: The Caregiver’s Role I</li> <li><input type="checkbox"/> Lesson 10: Fostering Emotional Development: The Caregiver’s Role II</li> <li><input type="checkbox"/> Lesson 11: Socialization and Guidance</li> <li><input type="checkbox"/> Lesson 12: Socialization and Guidance: Caregiver Practices</li> <li><input type="checkbox"/> Lesson 13: First Moves</li> <li><input type="checkbox"/> Lesson 14: Helping Children and Parents Adjust to a New Program</li> </ul>	<p><b>Module II: Group Care</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1: Together in Care: Creating Intimacy in Groups</li> <li><input type="checkbox"/> Lesson 2: Together in Care: Primary Care</li> <li><input type="checkbox"/> Lesson 3: Together in Care: Small Groups</li> <li><input type="checkbox"/> Lesson 4: Together in Care: Continuity of Care</li> <li><input type="checkbox"/> Lesson 5: Space to Grow: Key Concepts</li> <li><input type="checkbox"/> Lesson 6: Planning Your Infant/Toddler Care Setting</li> <li><input type="checkbox"/> Lesson 7: Setting Up Specific Areas</li> <li><input type="checkbox"/> Lesson 8: It’s not just Routine</li> <li><input type="checkbox"/> Lesson 9: Greetings and Departures</li> <li><input type="checkbox"/> Lesson 10: Dressing and Bathing</li> <li><input type="checkbox"/> Lesson 11: Health and Safety</li> <li><input type="checkbox"/> Lesson 12: Record Keeping</li> <li><input type="checkbox"/> Lesson 13: Special Issues with Children and Families</li> <li><input type="checkbox"/> Lesson 14: Respectfully Yours, Part I. - Goals</li> <li><input type="checkbox"/> Lesson 15: Respectfully Yours, Part II - Observation</li> <li><input type="checkbox"/> Lesson 16: Respectfully Yours, Part III - Self-Motivated Learning</li> </ul>
<p><b>Module III: Learning and Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1: Discoveries of Infancy: Learning Schemes and Cause and Effect</li> <li><input type="checkbox"/> Lesson 2: Discoveries of Infancy: Tools and Object Permanence</li> <li><input type="checkbox"/> Lesson 3: Discoveries of Infancy: Space and Imitation</li> <li><input type="checkbox"/> Lesson 4: Facilitating Learning: The Role of the Caregiver</li> <li><input type="checkbox"/> Lesson 5: Caregiver Responsiveness</li> <li><input type="checkbox"/> Lesson 6: Setting the Stage for Learning: The Environment</li> <li><input type="checkbox"/> Lesson 7: The Ages of Infancy: Young Infants</li> <li><input type="checkbox"/> Lesson 8: The Ages of Infancy: Mobile Infants</li> <li><input type="checkbox"/> Lesson 9: The Ages of Infancy: Older Infants</li> <li><input type="checkbox"/> Lesson 10: Language in Multicultural Child Care Setting</li> <li><input type="checkbox"/> Lesson 11: Language Development in Young Infants</li> <li><input type="checkbox"/> Lesson 12: Language Development in Mobile Infants</li> <li><input type="checkbox"/> Lesson 13: Language Development in Older Infants</li> </ul>	<p><b>Module IV: Culture, Family, and Providers</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 1: Establishing Partnerships with Parents</li> <li><input type="checkbox"/> Lesson 2: Involving Families</li> <li><input type="checkbox"/> Lesson 3: Conducting Business with Parents</li> <li><input type="checkbox"/> Lesson 4: Listening and Responding to Families’ Needs</li> <li><input type="checkbox"/> Lesson 5: Helping Parents Deal with Separation</li> <li><input type="checkbox"/> Lesson 6: Handling Difficult Issues</li> <li><input type="checkbox"/> Lesson 7: Becoming Aware of Cultural Issues</li> <li><input type="checkbox"/> Lesson 8: Essential Connections, Part I</li> <li><input type="checkbox"/> Lesson 9: Essential Connections, Part II</li> <li><input type="checkbox"/> Lesson 10: Supporting Culturally Diverse Families</li> <li><input type="checkbox"/> Lesson 11: Culture, Development, and Learning</li> <li><input type="checkbox"/> Lesson 12: Routines and Culture</li> <li><input type="checkbox"/> Lesson 13: Acknowledge, Ask, Adapt</li> <li><input type="checkbox"/> Lesson 14: Staff Relations</li> </ul>

## Appendix

- Diagram of Early Childhood Assessment Program
- Prior Learning Credit Criteria
- Evaluators and Project Contact Information
- Helpful People at Metropolitan State University
- Definitions of Terms
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### Prior Learning Criteria

The idea that significant, college-level learning can take place outside the traditional structure of higher education is an important aspect of Metropolitan State's educational philosophy and system. We believe many adult students who enroll at Metropolitan State have already acquired learning of a measurable, college-level dimension-learning that ought to be assessed and recognized as part of a degree program. Experiential learning may be acquired in connection with careers, community, family, travel, military service or non-college-sponsored educational opportunities. This section focuses on the way Metropolitan State defines acceptable experiential learning otherwise known as prior learning; it will help you more clearly identify prior learning experiences that may be successfully evaluated for college-level credit.

1. **Prior learning must be related to students' educational goals.** Students must consider their general aims and purposes in education as well as their aspirations for change and development in their lives through education. Prior learning competences must support students' educational goals.
2. **A competence must have a subject area in which theoretical and practical elements can be identified and verified.** In terms of prior learning where many of the subject areas in competences do not easily fit into the usual "academic" categories, Metropolitan State is particularly concerned that students can identify the **theoretical elements** of the subject area. This identification process helps students to differentiate **experience** from actual **learning** results. Learning should go beyond the application of a manual skill or a narrowly prescribed routine or procedure. It should not be common routine or perfunctory. For example, basic home repair skills, filing personal income tax forms, driving a car, general household duties, and so forth, would not qualify. Students should understand why they are able to do what they do. If they cannot clearly identify a subject area or the theoretical elements of their experiences, a prior learning competence would not be possible.
3. **Recognition for prior learning does not encompass experience alone.** We acknowledge that students' life's activities are important and have considerable value for them, but we will not award competence to activities without verifiable learning results. Also, we will not award competence for subjects less than college level. For example, a student may have 12 years of experience as a salesperson. We would not award a competence for the 12 years on the job. In other words, the student may have learned little about the theory and practice of sales beyond the first year. So remember that it is the learning students derive from their past experiences which is important to us.
4. **Prior learning outcomes must be current.** Learning in a subject area should be up-to-date. If a student learned how to read and converse in French 20 years ago but has not retained this learning, they would find it impossible to prove their competence. Or, if a student learned elementary statistics some time ago and hasn't kept up-to-date with changing techniques in the field, their competence would not be current enough to satisfy present standards of measurement.
5. **Prior learning must have a general applicability outside the specific situation in which it was acquired.** Recognition cannot be granted for knowledge of specific procedures or routine operations that are confined in application to a specific setting. For example, a student may have learned how to supervise the payroll department operations in their business. But, if they don't know certain theoretical and practical elements of payroll supervision applicable in other settings, their competence would not have general applicability.
6. **Prior learning must be publicly verifiable.** Students must demonstrate their prior learning to an expert in the general subject area they are claiming. They must prove to an expert that they know the theoretical and practical elements of the subject area at the level they claim. In the evaluation of prior learning, Metropolitan State requires that a member of the resident or community faculty serve as the primary evaluator.
7. **Prior learning must be independent from credits previously transcribed at other institutions of higher education.** If students have earned credits at another college or university in a subject area, they cannot include these in their Metropolitan State education as a prior learning competence. Obviously, transfer credits have been accepted as part of the admission process.

8. **Prior learning should be college level.** To determine whether prior learning experiences are equivalent to learning results associated with colleges or universities, use the following techniques:

- relate prior learning to subject areas taught in colleges and universities;
- compare prior learning to individual courses listed in college or university catalogs;
- compare learning to individuals or groups who have completed college-level studies in the identified subject area; and
- determine if the learning is uniquely distinguished from learning that everyone gains through common life experiences.

The eight criteria discussed above form the basis of Metropolitan State's definition for acceptable prior learning. Students are encouraged to discuss their prior learning experiences with their advisors to obtain advice on the appropriateness of any prior competence they plan to have assessed. Questions about prior competences may also be referred to First College.

Certain prior and future competences fall into categories for which Metropolitan State has established uniform rules of evidence gathering and measurement techniques. For example, students with a prior competence in public speaking are advised to attend the Public Speaking Proficiency Test Assessment. Other standardized tests and workshops to assess competences have been established in subject fields. Also, the university has constructed a number of pre-tests or screening devices, including theory seminars, for students who wish to demonstrate prior learning competences in certain areas. These assessment tools enable students to run a preliminary check on the appropriateness of their prior learning within Metropolitan State standards.

**METROPOLITAN STATE UNIVERSITY:  
Experiential Learning Assessment Program Contact List**

<b>Program Administrators</b>		
<b>NAME</b>	<b>PHONE</b>	<b>EMAIL</b>
<b>Rydell, Susan</b> , Professor, Psychology Department, College of Professional Studies, Metropolitan State University DHS Grant Manager	651-999-5831	susan.rydell@metrostate.edu
<b>Charlotte Nitardy</b> , Early Childhood Assessment Program Coordinator, Metropolitan State University	651-999-5824	charlotte.nitardy@metrostate.edu
<b>Faculty Assessors</b>		
<b>NAME</b>	<b>PHONE</b>	<b>EMAIL</b>
<b>Malloy, Heidi</b> , Assistant Professor, Metropolitan State University	651-999-5829	heidi.malloy@metrostate.edu
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Last Updated: 7-22-04

## Definitions of Terms

### **Assessment**

Assessment is a process of determining what you have learned, how you have learned it, and the level of your learning. Assessment determines if your learning is college level, or not. Assessment looks at both practical learning and theoretical learning. Assessment can be done through conversations between you and your Faculty Evaluator, tests, papers, demonstrations, a project you have completed – it can be done in a variety of ways.

### **Career ladder**

A career ladder is a road map for where you want to go in your career. It is a plan that has a number of parts: your goal(s), what you need to do to reach your goal(s), action steps you are going to take to reach your goal(s), and a timeline.

### **Competence statement**

This statement summarizes what you know and what you can do. An example of a competence statement is, ***Knows the principles and practices of food safety at a beginning level and can use the principles and practices to keep food safe for children as a family child care provider in a home setting.***

A competence statement has several key components, identified below:

What do you know?	Knows the principles and practices of
What is the subject?	food safety
What is the level of your knowledge?	at a beginning level
What can you do?	can use the principles and practices to keep food safe for children

There are many examples of competence statements later in this document.

### **Documentation of learning**

Documentation of learning is *evidence* of learning. Used in assessment, your “evidence” can take the form of a transcript, a letter from a supervisor or community leaders, a paper you have written, a demonstration of your learning, a report on a workshop or conference you attended, a certificate of attendance at a training session, etc.

### **Experiential learning assessment**

This is a systematic process to identify learning gained through life or work and assess it for college credit. In this project, you may have your individual learning assessed, or you may learn as a group and have your group learning assessed. Training and development programs you have taken can be assessed for academic credit, and if quality standards are met, you can earn college credits for what you learned in those programs.

### **Faculty Evaluator**

The Faculty Evaluator is a Metropolitan State University employee. He or she has educational credentials and experience in the child care profession. If you are applying for individual credit, your Faculty Evaluator will work with you to answer your questions about having your learning assessed for credit. He or she will assess your learning, and make the decision about whether or not to award credits. He or she will also decide how many credits to award.

If you are having a workshop or course assessed for academic credit, the workshop or course must be reviewed by a Faculty Evaluator.

### **Financial aid**

Financial aid is money that is available to students to help them with their education. Students in this project are not eligible for financial aid from Metropolitan State University unless they go through the regular undergraduate admission process and sign up for a minimum of 6 credits. Financial aid may be available through community scholarships or grants. Project partners are exploring ways to help you pay to have your learning assessed.

### **FORM A: Individual Experiential Learning Assessment Proposal Form**

This is the form that you complete when you want to apply to receive college credits for your individual experiential learning.

### **FORM B: Course or Workshop Experiential Learning Assessment Proposal Form.**

This is the form that you complete when you want to apply to receive college credits for learning accomplished through a reviewed course or workshop.

### **Grade....Pass/No Pass**

If you choose “Grade” you will earn a grade of A-F for your learning. If you choose, “Pass/No Pass,” you will either earn credit and get a Pass, or you will not earn credit and you will get a No Pass. Your choice depends on what you want to appear on your transcript, a letter grade (A-F), or a “P” for pass.

### **Transcript**

Your transcript is an official document of the grades you have earned at an educational institution.

## Examples of Early Childhood Learning Subjects

### **Career Planning**

Knows basic principles and approaches to career planning and development well enough to design a personal educational career plan in the early childhood profession.

### **Child Care and Activity Planning in Selected Settings**

Knows basic concepts and approaches to early childhood care in the \_\_\_\_\_ community well enough to plan and carry out daily activities for a \_\_\_\_\_ family/home care setting.

### **Language Development**

Knows basic concepts and approaches in early childhood language development well enough to design activities to foster the use of \_\_\_\_\_(language) in a family/home care setting.

### **Child Development (social/emotional/cognitive/language/ physical/motor)**

Knows the theory and research of (a specific component within a developmental domain) at a beginning level and can use this knowledge to interpret observations and plan activities for \_\_\_\_ age group children as a family child care provider in a home setting.

### **Child Abuse**

Knows the definitions of child abuse and the laws and procedures for reporting child abuse at a beginning level and can use this knowledge to report incidents of suspected abuse as a child care provider in a home setting.

### **Communicable Disease Prevention and Control**

Knows the definition, symptoms and treatment of (communicable disease) at a beginning level, and can use this knowledge to make prevention plans for children in a family child care setting.

### **Methods of Guiding Behavior or Discipline**

Knows the principles and techniques of guiding (age group) children's behavior including, \_\_\_\_ (specific techniques) \_\_\_\_\_ at a beginning level and can apply the techniques as a family child care provider in a home setting.

### **Learning Activities**

Knows the principles and approaches of \_\_ (developmental domain) \_\_\_\_\_ at a beginning level and can plan \_\_ (type of) \_\_\_\_\_ learning activities appropriate for (age group) children as a family child care provider in a home setting.

### **Observation and Assessment of Children's Needs**

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.

### **Home and Fire Safety and Child Injury Prevention**

Knows the laws and techniques of fire safety and child injury prevention at a beginning level and can use this knowledge as a family child care provider well enough to protect \_\_\_\_ age group children in a family child care home.

**Food Safety**

Knows the principles and practices of food safety at a beginning level and can use the principles and practices to keep food safe for children as a family child care provider in a home setting.

**Nutrition**

Knows the laws and approaches of nutrition at a beginning level and can use this knowledge to plan nutritious meals and snacks for (age group) children as a family child care provider in a home setting.

**Business Management**

Knows the laws, regulations, and methods of licensing a family child care home well enough to obtain a family child care license.

**Home Management**

Knows the principles and techniques of managing a family child care home, specifically budgeting and accounting and can use these techniques for planning a home business.

**Advocacy in the Child Care Profession**

Knows the theory and skills of early childhood community and political relations including use of political systems, media and community marketing, well enough to communicate with diverse systems to promote positive change in the child care profession.

**Communication in Work Groups**

Knows the theory, principles and techniques of effective communication in work groups well enough to facilitate such groups in the child care profession.



## Part II. Description of Experience and Learning Outcomes

Option 1. 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. Please attach a separate sheet to this form.

Option 2. Think about the items in Option 1. Contact your Faculty Evaluator and set up a meeting. Be prepared to tell the Faculty Evaluator an overview of what you know and can do and how you got the learning. Or, make a recording of your learning and bring it to the meeting with your Faculty Evaluator.

## 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 \_\_\_\_\_

CourseTitle \_\_\_\_\_ Number of Credits \_\_\_\_\_

## Part IV. Competence Statement

A competence statement describes something that has been learned in a subject area. Please look at the examples of competence statements in the Handbook. If one of them fits your learning, you may use it. If none of them fit your learning, develop your own competence statement. Write your competence statement here:

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## 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 \_\_\_\_\_

Title \_\_\_\_\_

D. Other \_\_\_\_\_

## Part VI. Assessment of Your Learning

Your Faculty Evaluator will determine how your learning will be evaluated, using one or more of the following methods:

\_\_\_ paper    \_\_\_ simulation    \_\_\_ situational observation    \_\_\_ journal  
 \_\_\_ written test    \_\_\_ written exercise    \_\_\_ project    \_\_\_ oral test or interview  
 \_\_\_ group presentation    \_\_\_ 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
- Your Quick Start Registration Form\*\*
- A check or money order to cover the \$25 per credit fee for each credit in your proposal

It's important to remember that having your proposal accepted does not guarantee that you will be awarded credit. The decision to award credit is made only after your Faculty Evaluator assesses your work. However, your Faculty Evaluator is unlikely to approve of your proposal if she/he thinks it won't go through.

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\*\*If you are applying for up to four credits, complete the Quick Start Registration Form. If you are applying for five or more credits, you must complete the Metropolitan State University Undergraduate Application for Admission. There is a one-time \$20 application fee.

### 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.

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Registration Office: Subcode # \_\_\_\_\_ Title \_\_\_\_\_

Date Processed \_\_\_\_/\_\_\_\_/\_\_\_\_

11.25.02

**Metropolitan State University  
Experiential Learning Assessment Program**

**FORM B  
Course or Workshop Experiential Learning Assessment  
Proposal Form**

**Welcome!**

If you would like to submit a proposal to have your course or workshop experiential learning assessed for college credit, please follow the instructions below.

All applications for experiential learning credit must be signed by you, your Faculty Evaluator, and a psychology department faculty.

Please note that you can find out if courses and/or workshops have been pre-approved for credit by going to [www.metrostate.edu/ecap](http://www.metrostate.edu/ecap).

**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. Course or Workshop Information**

Course or Workshop Title: \_\_\_\_\_

Course or Workshop Instructor: \_\_\_\_\_

When and where you completed the course or workshop:

Date and time \_\_\_\_\_ Location \_\_\_\_\_

If I am awarded college credits, I would like to receive (please circle one): grade  
pass/no credit

**Part III. Previous College Credits**

Have you earned any college credits for courses that are similar to the course or workshop for which you are applying for experiential learning credits? If so, please list them below, and attach a copy of your college transcript.

Course Title \_\_\_\_\_ Number of Credits \_\_\_\_\_  
Course Title \_\_\_\_\_ Number of Credits \_\_\_\_\_

**Part IV. Completion of Additional Work**

If the course or workshop you took has not been reviewed for credit or if it has been reviewed and does not meet criteria for credit, you may still receive credit if you complete additional learning. The amount and level of the learning required will be determined by your Faculty Evaluator, and is indicated below.

In order to receive credit for this experiential learning, this student is required to complete the following (*this section is to be completed by the Faculty Evaluator and shared with the student*):

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Assuming that requirements listed above are met, this student will be awarded \_\_\_\_\_ credits.

**Part V. Signatures**

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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Faculty Evaluator Signature

Date

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Psychology Department Faculty

Date

**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.

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Registration Office: Subcode # \_\_\_\_\_ Title \_\_\_\_\_ Date  
Processed \_\_\_\_/\_\_\_\_/\_\_\_\_

**Metropolitan State University**  
**Experiential Learning Assessment Program**  
**Quick Start Registration Form**  
 (For people applying for up to four credits)

<b>Part A</b> To be completed by student	<b>Part B</b> Office Use Only
<p>Date: _____</p> <p>Name _____</p> <p>Address _____</p> <p>City/State/Zip _____</p> <p>Phone (H) _____</p> <p style="padding-left: 40px;">(W) _____</p> <p>E-mail address _____</p> <p>* Social Security Number or Student ID: _____</p> <p>(* Note: This information is voluntary.)</p>	<p>Check all that apply:</p> <p><input type="checkbox"/> Contacted Student Agency: _____</p> <p><input type="checkbox"/> Community Faculty assigned Name: _____</p> <p><input type="checkbox"/> Form A received OR <input type="checkbox"/> Form B received</p> <p><input type="checkbox"/> Documents copied</p> <p><input type="checkbox"/> Fees and forms submitted to Registrar</p> <p><input type="checkbox"/> Student evaluated Credit awarded: <input type="checkbox"/> yes <input type="checkbox"/> no</p>

**Part C**  
Office Use Only

Course Title	Letter Grade	Pass/No Pass	Faculty Evaluator or Trainer	# of Credits
<b>TOTAL CREDITS</b>				

Tuition and Fees

_____ Credits @ \$25 per credit	\$ _____
<b>Total Due</b>	<b>\$ _____</b>

**Metropolitan State University  
Early Childhood Assessment Program**

**Information Gathering Form**

*Information needed from the agency to consider a course for the review process:*

1. Agency Contact

Person: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

3. Course Instructor's resume

\_\_\_\_\_ The instructor has appropriate qualifications to teach a university-level course.

Trainers teaching courses or workshops are required to have the following credentials:

- 1) a master's degree in a related field; or
- 2) a bachelor's degree in a related field and five years teaching in the field of early childhood; or
- 3) a bachelor's degree in a related field, three years of teaching in the field of early childhood, and director-level experience in the field of early childhood development.

2. Course syllabus

\_\_\_\_\_ The course title accurately describes course content.

\_\_\_\_\_ Contains a concise course description and course objectives which are consistent with the overall subject matter.

\_\_\_\_\_ The course content is at the college level (i.e., similar to subjects taught in colleges).

\_\_\_\_\_ The course syllabus highlights the content of each class meeting and describes the in-class and/or out-of-class assignments to be completed.

\_\_\_\_\_ The assignments allow the student to achieve the competence.

\_\_\_\_\_ Assessment approaches are described and student achievement of the course objectives is directly assessed.

3. Credit award recommendation: One credit of learning has about three to five significant learning outcomes, 16 hours of class time, and 32 hours of homework (or additional class hours).

4. The course relates to the Minnesota early childhood core competence: \_\_\_\_\_

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**Metropolitan State University  
Early Childhood Assessment Program**

**External Course Review Form**

*To be completed by agency requesting review:*

Course Title: \_\_\_\_\_

\_\_\_\_\_ Course syllabus attached

Course Instructor: \_\_\_\_\_

\_\_\_\_\_ Instructor resume attached

Agency Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

*To be completed by faculty reviewer:*

(Please indicate yes or no, along with appropriate comments)

\_\_\_\_\_ The course title accurately describes course content.

Comments:

\_\_\_\_\_ The instructor has appropriate qualifications to teach a university-level course.

Comments:

The course syllabus:

\_\_\_\_\_ Contains a concise course description and course objectives which are consistent with the overall subject matter.

Comments:

\_\_\_\_\_ The course syllabus highlights the content of each class meeting and describes the in-class and/or out-of-class assignments to be completed.

Comments:

\_\_\_\_\_ The assignments allow the student to achieve the competence.

Comments:

\_\_\_\_\_ Assessment approaches are described and student achievement of the course objectives is directly assessed.

Comments:

Credit award recommendation: \_\_\_\_\_

Comments:

Course level recommendation: \_\_\_\_\_

Comments:

Faculty Signature: \_\_\_\_\_ Date \_\_\_\_\_

College or Department: \_\_\_\_\_

Attachments:

Course syllabus

Instructor resume



**Metropolitan State University  
Psychology Department  
Early Childhood Experiential Learning Program  
Prior Pre-assessed Course Process**

1. The faculty assessor goes through the process of reviewing the course (see External Course Review Form).
2. The faculty assessor turns in the signed form and supporting documentation to ECAP Coordinator.
3. ECAP Coordinator reviews the documents to see that procedures were followed and required documentation were submitted.
4. ECAP Coordinator makes copies and forwards the documents to Heidi and Susan for final approval.
5. ECAP Coordinator drafts the course review document to be signed by faculty assessor, Susan and Heidi. The document will contain: name of course reviewed, course description, date of assessment, number of credits, competence statement, sponsoring agency, contact information, etc., and a termination date.
6. ECAP Coordinator is notified regarding the decision.
7. ECAP Coordinator notifies the sponsoring agency regarding the decision and gathers lists of eligible students.
8. For student (agency) requesting credits, faculty assessor collects Quick Start Registration forms, signed Form B from students and proof of completion.
9. ECAP Coordinator turns the signed document, Quick Start Registration forms, Form B and proof of competence attainment (e.g. certificate/certification) to the registrar office and instructs/reminds them to waive the tuition
10. The registrar office then sends Learning Evaluations to ECAP Coordinator.
11. ECAP Coordinator sends a letter to sponsoring agency and students notifying them of process completion.
12. All courses are given a termination date. Course must be re-reviewed in 3 years at the agency's expense (if ECAP is not receiving grant from the State).

## **Expectations of Consultants for Course Review**

Review three classes, courses or workshop series to determine that they meet college-level learning. Establish relationship with early education agency/organization to institutionalize Metropolitan State University's Early Childhood Experiential Learning Assessment program. Submit completed documentation to program manager for final approval.

- Complete Course Review Form and collect documentation to verify that class, course or workshop series is college-level.
- Meet with agency/organization to establish a permanent, long-term relationship with Metropolitan State University's Early Childhood Experiential Learning Assessment program. For example, making the program part of the institutional culture of agency/organization so that it is announced at every class, course or workshop series.
- Identify a contact person responsible for working with the Metropolitan State University's Early Childhood Experiential Learning Assessment program.
- Verify that class, course or workshop series being reviewed has consistently full enrollment with at least 50 students each year and is offered more than once.
- Secure Metropolitan State University's Early Childhood Experiential Learning Assessment program information in newsletters, class, course or workshop series catalogue and on website.
- Follow-up with contact to confirm that students receive credit.
- Review three class, course or workshop series starting the first review providing the most assistance to agency/organization contact person and decreasing until the last class, course or workshop series reviewed has all material submitted ready for approval.
- Submit Course Review Forms and supporting documentation for final approval.

For additional information:

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(651) 999-5824  
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Heidi Malloy  
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heidi.malloy@metrostate.edu

**Career Ladder at Metropolitan State University**  
**Career Goal: Early Childhood Professional**

<b>Major</b>	<b>Description</b>	<b>Credential</b>
Early Childhood Studies	The Early Childhood Studies program provides students with the most flexible degree to work in a variety of early childhood settings as teachers, directors, administrators and trainers. Graduates seek employment in child care agencies, Head Starts, preschool programs, and child care resource and referral agencies. The Early Childhood Studies program also meets the needs of home care providers seeking academic credentials and individuals advocating for children in government agencies. The bachelor of applied science in Early Childhood Studies does not lead to a Minnesota teaching license.	B.A.S.
Urban Teacher Program	The Urban Teacher Program offers a major in Early Childhood Education that leads to a Minnesota teaching license. The program also offers middle school and secondary school licensure in Communicative Arts and Literature, Social Studies, Mathematics and Life Science. The Urban Teacher Program is designed to enable teacher candidates to master the knowledge and skills needed to serve young people in urban schools. The program is designed to help teachers entering the field build on the resiliency of urban learners and use assessment as a tool to guide and plan instruction.	B.A.
Psychology (Child Psychology Minor)	Students with undergraduate majors in psychology have both strong liberal arts education and adequate preparation for entry-level employment. The employment includes areas such as child care agencies, group homes, mental health agencies, employment interviewing, human resources, casework, marketing research or community centers working with children, teens, families, or the elderly. Students are also preparing for graduate study. There are several minors including Child Psychology and Educational Psychology.	B.A.
Center Director's Credential	MnAEYC and Metropolitan State University offer four competence-based Theory Seminars for experienced assistant center directors, center directors, and area managers. Theory seminars are designed specifically for individuals with extensive experience and practical knowledge in managing child care centers, but limited theoretical learning. Theory seminars require 10-18 hours of classroom time, participation in lively discussions with other knowledgeable center directors, and independent work outside of the classroom. Instructors evaluate students' integrated new learning with their prior experiences. The four theory seminars can also be used as elective credits for the Early Childhood Studies major and	MnAEYC's Center Director's Credential

	the Psychology major.	
Community Psychology	This graduate program is designed to offer career ladder education relevant to the needs of staff and middle managers in human services, corrections, group homes, social services agencies, child care agencies, violence prevention agencies, recreation services and religious service agencies. This master's program educates staff and/or management in scientifically sound, effective, efficient and useful program evaluation strategies. This program emphasizes the application of psychology in the form of community-based interventions. Particular emphasis is given to interventions which are rooted in the wisdom and work of the members of each community.	M.A.

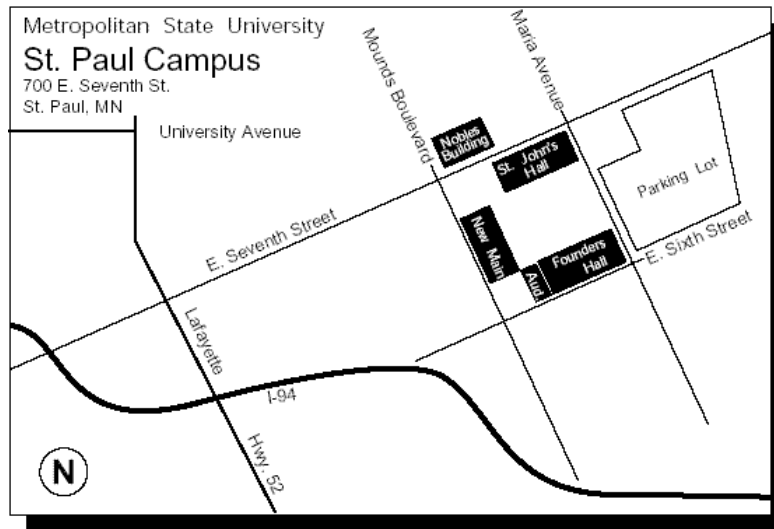
### Transfer Credit

A.A.	An A.A. degree meets the Metropolitan State University's General Education requirements.
A.A.S.	Metropolitan State University offers collaborative programs with community and technical colleges including Saint Paul College, Minneapolis Community and Technical College, Dakota County Technical College, Hennepin Technical College, Pine Technical College, and Rasmussen College. Students from these colleges may enter the Early Childhood Studies major or the Psychology major with a diploma or A.A.S. degree in child development.
Montessori	Metropolitan State University collaborates with The Montessori Training Center of Minnesota, Inc., St. Paul, MN. Students enrolled in The Montessori Training Center of Minnesota, may have competencies gained through The Montessori Training Center assessed for academic credit at Metropolitan State University. The Montessori Training Center is accredited by The Association Montessori Internationale. The Montessori competencies will be accepted toward majors in Psychology or Early Childhood Studies with a focus in Montessori Primary Education.

**Other Majors**

Accounting (B.S.)	Human Services (B.A.)	Management Information Systems (B.S.)
Business Administration (B.S.)	<ul style="list-style-type: none"> <li>• Chemical dependency counseling</li> </ul>	Marketing (B.S.)
Applied Mathematics (B.S.)	<ul style="list-style-type: none"> <li>• Community violence prevention and intervention</li> </ul>	Nursing (B.S.N.)
Biology (B.A.)	<ul style="list-style-type: none"> <li>• Human services/corrections</li> </ul>	Philosophy (B.A.)
Computer Information Systems (B.A.)	<ul style="list-style-type: none"> <li>• Family studies</li> </ul>	Professional Communication (B.A.)
Computer Science (B.S.)	<ul style="list-style-type: none"> <li>• General human services</li> </ul>	Psychology (B.A.)
Criminal Justice (B.A.)	<ul style="list-style-type: none"> <li>• Human services administration*</li> </ul>	Public Administration (B.S.)
Economics (B.S.)	<ul style="list-style-type: none"> <li>• Social gerontology</li> </ul>	Screenwriting (B.A.)
Ethnic Studies (B.A.)	<ul style="list-style-type: none"> <li>• Training &amp; human development</li> </ul>	Social Science (B.A.)
English (B.A.)	Individualized Degree (B.A.)*	Social Work (B.S.W.)
Finance (B.S.)	International Business (B.S.)	Technical Communication (B.A.)
Human Resource Management (B.S.)	Law Enforcement (B.S.)	Urban Teacher Education (B.A.)
History (B.A.)	Liberal Arts (B.A.)	Women's Studies (B.A.)
Human Services (B.S.)	Management (B.S.)	Writing (B.A.)

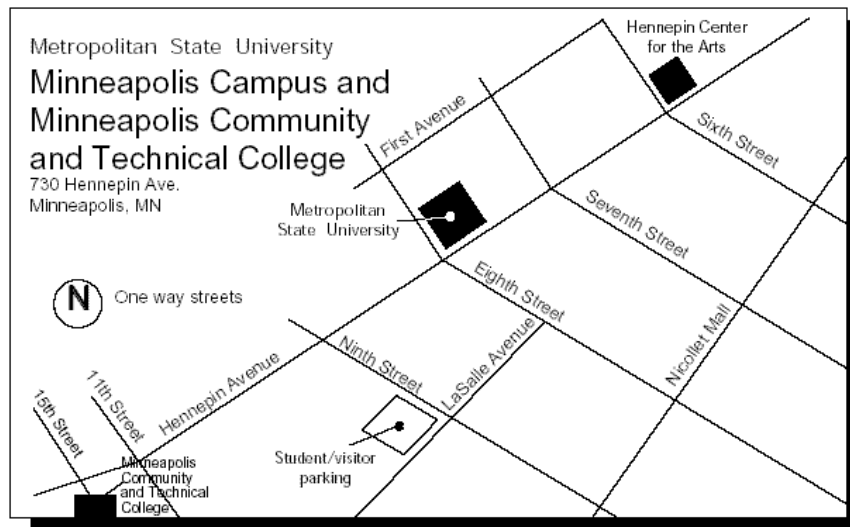
\*Individuals interested in a professional career in early childhood, may also be interested in Metropolitan State University’s Individualized B.A. in Human Services Administration or the flexibility of creating their own Individualized Degree B.A. program.



**Directions to St. Paul Campus:**

**From west:** I-94 to the Mounds Boulevard (left lane) exit, straight ahead on Sixth Street one block to Maria Avenue; turn left on Maria Avenue; parking lot is on the right.

**From east:** I-94 to the Mounds Boulevard exit; turn right at Sixth Street to Maria Avenue; turn left on Maria Avenue; parking lot is on the right.



**Directions to Minneapolis Campus:**

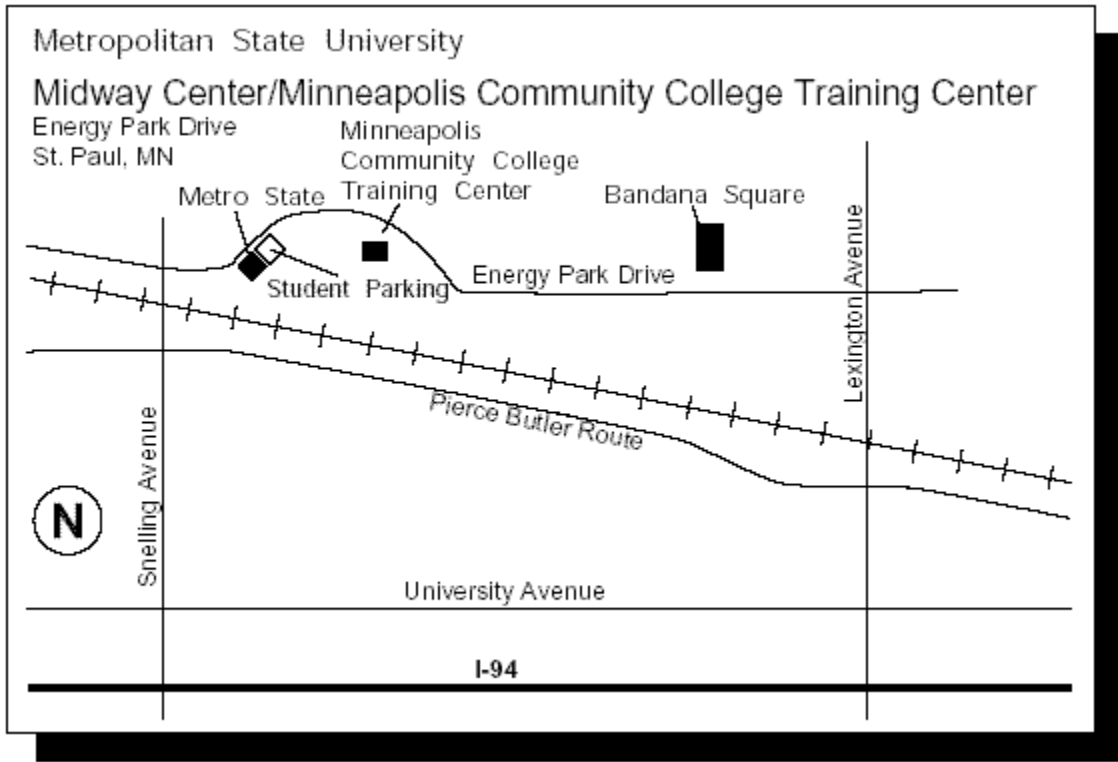
The Minneapolis Campus is on the corner of Eighth Street and Hennepin Avenue; parking is available in the Downtown Auto Park on LaSalle Avenue between Ninth and 10th streets. The ramp entrance is on LaSalle Avenue.

**From north:** I-35W to South 11th Avenue exit; turn on South 11th Street to South Fifth Street, left on South Fifth around Metrodome; continue about a half mile to Second Avenue South, left on Second to Ninth Street, right on Ninth Street to LaSalle and the ramp entrance.

**From south:** I-35W to 11th Street; straight on 11th Street about three-fourths mile to Hennepin Avenue, right on Hennepin and proceed three blocks to Eighth Street, right on Eighth Street to LaSalle Avenue, right on LaSalle to the parking ramp entrance between Ninth and 10th streets.

**From east:** I-94 to Fifth Street exit; follow Fifth Street around Metrodome, continue one-half mile to Second Avenue South, left on Second Avenue to Ninth Street, right on Ninth Street to LaSalle and ramp entrance.

**From west:** I-94 to Hennepin Avenue exit; turn left (Wayzata Boulevard becomes Hennepin Avenue) and proceed eight blocks to corner of Eighth Street, right on Eighth Street to LaSalle Avenue, right on LaSalle to parking ramp entrance between Ninth and 10th streets.



**Directions**

I-94 to Snelling Avenue exit, north on Snelling to Energy Park Drive exit; turn right at stop sign and follow road as it curves around to the Energy Technology Center parking lot. Enter building through east entrance.



700 East Seventh Street  
Saint Paul, Minnesota 55106-5000

An equal opportunity educator