

**Portfolio Handbook:
Student Guide for Developing a
Portfolio of Prior Learning Assessment**

Southwestern Christian University

School of Adult Studies

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INTRODUCTION

The possibility of being awarded college credit toward a degree for learning from life experiences is an intriguing and exciting idea. This handbook is designed to provide detailed instructions for the completion of the portfolio.

DEFINING THE PORTFOLIO

Each student who enters the Adult Studies program at Southwestern Christian University has the option to prepare a portfolio of prior learning assessment (PLA). This portfolio provides the student the opportunity to earn college credit for the knowledge he/she may have gained through previous life and work experiences. The portfolio is a document that organizes a person's college-level learning experiences into a manageable form for academic assessment. The key concepts are "organization" and "manageable." As far as "organization" is concerned, there are certain guidelines and a specified format for the portfolio. The portfolio provides information about three major questions:

- What are a person's significant LIFE EXPERIENCES?
- What are the significant LEARNING experiences which have accrued through life experiences?
- Are these learning experiences acquired through life experiences equivalent to COLLEGE LEVEL learning? (Please note: college-level learning is considered post-high school learning experiences).

Information about a person's college-level LIFE EXPERIENCES is put into the format of an Academic RESUME. Within this framework, one's college-level LIFE EXPERIENCES are grouped by content area into what is called a life learning assessment paper. The REQUEST FOR CREDIT contains the analysis of one's learning from life experiences leading to the judgment that is COLLEGE LEVEL learning. Details will follow in other sections of this handbook.

The prior learning assessment portfolio is a significant document and is, therefore, presented in a traditional form. It is to be compiled using a report cover, which will be provided in the Portfolio course. Students should also provide an electronic version of their portfolio, which be sent to portfolio@swcu.edu. Please refer to the "Submission Instructions" section of this handbook for details regarding the submission of the portfolio

All papers written by the student for the portfolio must be typed, with one-inch margins, using a 12 point font size in Arial style. Accordingly, the portfolio contains a TITLE PAGE and a TABLE OF CONTENTS that precede the body of the work. The portfolio must be well organized, and presented with correct grammar, spelling, and punctuation.

The process of translating college-level learning from life experiences into credit becomes “manageable” for both student and faculty assessor when the student carefully organizes the information in the prior learning assessment portfolio. For the student, the various elements of the portfolio provide a perspective on one’s life, enabling him/her to organize and evaluate the various college-level experiences into a unified whole. A carefully evaluated and organized portfolio permits the faculty assessor to move directly to the task of assessing the learning for credit without distraction by extraneous and irrelevant material.

There are two sections of the portfolio which may generate additional college credits—Section 4 Professional Schools and Training, and Section 5 Life Learning Assessment Papers and Documentation; the Journey of Faith paper is a life learning paper, and can be reviewed and evaluated for the equivalency of the THEO 3133 Biblical Discipleship course requirement.

You have a potential of earning up to 30 semester hours of credit through the assessment of your prior learning assessment portfolio, depending upon the depth and breadth of knowledge gained through your college-level life and work experiences. A maximum of 30 semester hours may be earned through the technical credit, and/or learning-experience essay section. The credit may all be technical credit, all learning experience credit, or a combination thereof, but credits cannot exceed 30 hours.

The number of credits needed through the portfolio will vary based on the number of elective hours a student possesses. In order to complete the bachelor’s degree program, a total of 124 semester hours is required. Through successfully completing the courses in the major, the student will earn 39-45 semester hours of credit. All students should possess 39-58 semester hours in the general education/ liberal arts category.

For example, for a student with 58 semester hours (SH) in general education:

+ 58 SH (General Education Hours)

+ 45 SH (Adult Studies degree major hours)

+ 21 SH (Additional hours needed may be earned through the portfolio)

124 SH (Total needed to graduate)

Although the preparation of the portfolio is a major undertaking, the Adult Studies office provides excellent resources to assist you in successfully completing your portfolio. You will receive detailed written materials explaining the portfolio process and requirements in your Portfolio course. The Adult Studies Director and/or the Lead Faculty are always willing to answer your questions via the telephone (405-470-2636), or advise you on completing your portfolio through an individual appointment. The Adult Studies office is available through email at: mydegree@swcu.edu.

ASSEMBLING THE PORTFOLIO

The prior learning assessment portfolio is composed of a **Title Page, Table of Contents** and the following six (6) sections:

I. Academic Resume

II. Transcript

III. Professional Schools & Training paper(s) with documentation and/or the

IV. Life Learning Assessment Papers with Documentation & Cluster Page

V. Journey of Faith paper & Cluster Page

VI. Request for Credit

This student guide will provide practical information about preparing these elements of the portfolio. To assist you in assembling your portfolio, references will be made to examples and exercise in the attached appendices.

TITLE PAGE

This is the traditional title page form used for graduate dissertations. The Title page should be spaced according to the guidelines provided in **Appendix A**.

TABLE OF CONTENTS

A table of contents is important because it provides a “road map” to help the evaluator read the portfolio easily. In the table of contents, the major headings and important sub-headings with the appropriate page numbers are listed. The Table of Contents should be spaced according to the example in **Appendix B**.

I. ACADEMIC RESUME

The resume functions as an organized, brief but comprehensive, description of significant life experiences. It serves as the source from which the student draws those significant learning experiences for which she/he will request college credit.

The **academic resume** resembles a job resume, because it selects and highlights those experiences which will convince the reader that the applicant has an adequate basis for seeking employment, or making a request for credit; however, it differs from the job resume in two significant ways. First, the purpose of the academic resume is to identify those experiences which reflect significant college-level learning, rather than experiences in a particular line of work. Thus,

the decision to include a particular life experience is made on the basis of the answer to the question “What did I learn from this?” or “Did I learn something through this experience?”

Second, the academic resume differs from the standard job resume because it is more comprehensive and complete. Instead of focusing almost exclusively on educational and job experiences, the academic resume grants equal time to other experiences which produce significant learning. These experiences might include: hobbies, volunteer activities, private study, and social, religious, or political activities. The academic resume should be approximately two to three pages in length.

For example, chronicle each learning experience within the appropriate section below. The refinements can be added later.

- Work experience
- Education
- Trade schools
- Specialized training programs
- Non-credited training programs
- Societal and Community activities
- Organizations
- Political office or other activities
- Volunteer Work
- Military experience—Job duties and specializations, (such as Medics, language schools)
- Travel experience
- Hobbies, special interests, sports
- Publications, reports
- Other experiences in which you accomplished significant learning.

After the student records her/his pertinent life experiences, she/he should organize them in chronological order, beginning with the most recent. Each event should include the name and address of the company where the student was employed, the agency where they engaged in volunteer work, or the school attended.

Next, the student will describe the substance of each experience. She/He should provide a title for the experience, a brief description, and explanation of the nature of the work responsibilities. Use phrases instead of complete sentences. For assistance, the student is directed to the sample of an Academic Resume in **Appendix C** to follow the format given.

II. UNOFFICIAL TRANSCRIPT

Students should include in the portfolio a copy of an unofficial transcript from Southwestern Christian University. The SCU transcript will include all transfer work from previous colleges and universities. Please note, in the event that the student has not yet provided official transcripts to SCU, transfer credit will not appear on the SCU transcript. A copy of the student's transcript is available through the student portal. In addition, the Adult Studies office and/or Registrar's office can provide unofficial transcripts upon request.

III. PROFESSIONAL SCHOOLS AND TRAINING WITH DOCUMENTATION (PST)

This section consists of professional schooling and training such as seminars, workshops, certificate training programs, formalized on-the-job training, ACE documentation, licenses and apprenticeships for which the student has not received transferred credit. Transcripts from non-accredited schools may be included in this section, but as supportive documentation only, particularly noting the clock, or seat, hours.

A summary sheet with headings is the first page of this section. Each training event is listed on the Summary Sheet with the date, length in hours, and page numbers of the certificates (if any) and documentation. **Appendix D** is a sample summary sheet. Each portfolio will include a Professional Schools and Training Section. If you do not have any training or do not anticipate submitting the training for evaluation for college credit, merely indicate on the summary sheet "No Training Available" or "Does Not Apply."

A Professional Schools and Training Articulation Worksheet follows the Summary Sheet and must be included for each similar grouping of training (i.e. One PST Worksheet for each group/genre: computer science, religion, counseling techniques, etc.). A PST Articulation Worksheet (**Appendix E**) is provided for photocopying, and a sample of the PST paper (**Appendix F**) is provided. When requesting credit for PST's, please note: 15 clock hours may equal 1 semester credit. Courses that are short in clock hours should be combined with other courses of similar content on one PST form, using one title.

In order to request prior learning credit for a PST, a student must fulfill the following requirements:

- A complete typed PST Articulation worksheet for each subject area.
- Each of the Learning Outcomes on the Articulation worksheet is to be answered individually and in order. Answers should be 1-2 paragraphs in length and articulation worksheet a total of 2-3 pages when completed.
- Provide official verification of successful completion of the course, workshop, seminar, etc. This may be presented in a letter from the agency

sponsoring the course, the instructor, the training or personnel officer, or in a certificate of completion. All letters of verification must be on letterhead stationery.

- Provide official verification of the number of class hours (time spent in training) and inclusive dates of attendance. If the hours are indicated, this may be presented through a brochure, program schedule, or course outline.

If your learning does not fit the criteria for the PST, your college-level learning experiences can be conveyed to the evaluator by writing the life learning paper (LLP).

IV. LIFE LEARNING PAPERS WITH DOCUMENTATION (LLP)

Knowledge, gained on-the-job or through independent study, is assessed using college-level learning-experience papers, or essays, which are developed by the student and evaluated by faculty members. Each essay must describe your college-level learning, as well as detail your experience, include some form of documentation or verification, and be a minimum of eight pages in length.

The normal credit request per essay is 3 semester hours of credit. All students also complete one “Journey of Faith” paper as a course requirement for PORT 2313. In addition, students are required to either include one additional LLP paper of their choice, or one PST paper of their choice, as a course requirement.

As stated earlier, if your learning does not fit the criteria for the PST, college-level learning experiences are conveyed to the evaluator by writing essays. Credit cannot be awarded for experience alone, nor can the evaluators assume what the student knows based on a given experience. The evaluators can only evaluate the knowledge the student presents in the essay. If the student cannot explain their knowledge on paper, it cannot be evaluated. Evaluators cannot read what is in the student’s mind or evaluate their intuitive knowledge. Documentation alone cannot explain knowledge. Products the student has created such as poetry, painting, photographs, technical manuals, etc. cannot be evaluated for credit by themselves. They must be accompanied by an essay presenting the student’s knowledge and experience related to the subject. In other words, the subject must be presented in the same manner and meet the same criterion as any other courses for which credit is petitioned. Samples such as poems, photographs of the student’s creation, manuals, etc., must accompany the essay as documentation.

The preparation of the college level life learning paper (LLP) is an important and demanding task. Each life learning assessment paper requires the student to choose a topic for their essay. There are several approaches which can be used to identify learning topics. The student can start with knowledge, competencies,

or experience. Sometimes a body of knowledge will be associated with single learning experiences, and thinking about that experience will help the student identify the knowledge areas, e.g., knowledge of Mayan culture from a trip to Mexico. There may be other instances, however, where a given experience may be associated with several knowledge areas. For example, a financial manager may have acquired knowledge to think of certain jobs or accomplishments and then identify the skills and knowledge required for each.

Knowledge in some subject areas may have been acquired from many experiences over a period of time rather than being associated with a single experience. The student may want to identify some knowledge areas first, and think about the experiences associated with them. Reviewing the topic ideas in this module might help the student identify areas where they have knowledge. Another approach is to make a list of competencies. Begin each statement with “I know...” or “I can...” This approach is useful in identifying the student’s knowledge and skills within a given course area, e.g., “Regarding supervision, I know..., I can...” The student can then discuss each knowledge area or skill in more detail.

Do not limit exploration to work-related learning when identifying knowledge areas. College equivalent learning can be gained from non-work related experiences, e.g., hobbies (art, music, drama), travel (foreign cultures), reading (literature, history, psychology), and community work (youth leadership, volunteering, government). These are just some examples.

Students should think about experiences and the knowledge gained from them; or think about knowledge in an area and the experiences which produced it. The student should then focus on the knowledge itself and explore it, trying to determine all they know about the subject. Only after the student has analyzed their college-level learning, will they be prepared to start writing the essay.

In choosing the course equivalencies for the learning experience assessment, avoid courses which duplicate credit that has already been earned through previous coursework or credit which might be awarded for certified courses presented in section 4. The student should re-check the list of their prior college courses before choosing the courses for which they will petition for credit in section 5.

To assist in the process of writing the Life Learning paper (LLP) the student should begin by:

- Completing the “Experiential Learning Worksheet” (**Appendix H**) to help evaluate the learning experience, and determine if it is college-level learning.
- Providing a list of the various experiences which have made her/him competent as a secretary, musician, librarian, administrator, pastor, etc.

These experiences can be formal schooling, work experiences, the result of private reading or research, etc.

- Expressing what she/he has learned in several specific “learning statements.” It is also helpful to check college catalogues and college textbooks in your area of competence to develop such “statements of learning.”
- Compiling a list of ways in which the knowledge she/he possesses could be verified to an evaluator.
- Transferring the material she/he has produced onto a summary or “cluster” page. It is important that the student use only one page for each cluster page (see below). If this proves impossible, it probably indicates that her/his knowledge should be organized into other specific leanings, which require separate cluster pages.

The life learning assessment paper is the heart of the portfolio, and describes in-depth the learning that a person has gained. The decision whether or not to award credit is based on the description of learning and documentation found in this section. The life learning assessment paper should contain the following:

1. Cluster Page
2. Life Learning Paper Content
3. Documentation to support learning claimed

1. Cluster Page

The life learning assessment paper begins with a summary or “cluster” page (1 page single spaced). The purpose of the cluster page is to group together, or ‘cluster’ the various types of college-level learning that a person may have gained from life experiences and to identify that learning (see **Appendix I** for a sample). Immediately following the cluster page, is the life learning assessment paper content (8-10 page paper, double spaced).

The summary or cluster page contains the following items:

- a. Title of Learning
- b. List of Related Experiences
- c. Brief Statement of Learning
- d. List of Documentation
- e. Request for credit.

The “***Title of Learning***” is a way to draw together one or more significant life experiences, and to identify the learning that was gained. When deciding on a “Title of Learning”, the University recommends the student use the title employed by the academic departments and divisions. The university catalogue is a guide to determine appropriate

academic titles. For example, the student will use the course THEO 3133 “Biblical Discipleship,” from the SCU catalog, as the cluster page title for their Journey of Faith paper (completed as part of the PORT 2313 requirements).

Sometimes the student’s learning does not match up with courses offered at SCU. The student can consult other college catalogues for titles that express more accurately her/his specific learning. As long as an accredited college grants credit in the applicable area, SCU will consider the student’s Life Learning Paper in that area. Some examples of academic titles from a university catalogue are:

Business: Marketing, Small Business Management
Speech: Public Speaking
Management: Stress Management
Sociology: Volunteerism
Practical Ministry: Pastoral Care
Computer: Programming
Music: Applied Guitar
Church Growth: Church Planting
Education: Child Growth and Development
Bible: Luke – Acts
Theology: Pentecostal Theology
English: Creative Writing

The “**List of Related Experiences**” area of the Cluster page is for the student to state those specific college-level experiences which comprise the learning identified in the title of the cluster page. Each specific learning experience should include dates, length of time involved, and where. Resources used should also be included in this section such as books, tapes, consultants, and seminars.

The “**Brief Statement of Learning**” is a synopsis of what the student knows about a particular subject. The brief statement of learning is one to two paragraphs in length.

Finally, the “**List of Documentation**” is a place on the page where the demonstrated ways of learning can be listed. (See **Appendix I** for an example of Cluster page & types of documentation of learning that might be used.) The list on the cluster page contains the items of documentation that are available to the evaluator. These items should be placed after the life learning paper content.

The final statement on the cluster page is the “**Request for Credit**”. Included in this statement are the number of college hours being requested and if the request is for lower division (1000 or 2000 level courses), or upper division (Junior or Senior level- 3000 or 4000 level courses) credit. The “Request for Credit” entails the evaluative aspect of

the Portfolio. The student is expected to assess the college-level learning that she/he has gained. The objectives of this task are:

1. To determine if it is college-level learning
2. To develop an argument that a certain number of credits should be awarded and at what level (lower or upper division).

In order to determine whether one's knowledge is equivalent to college-level learning, it is important to answer two crucial questions:

1. What evidences exist that the learning was more than just practical experiences and included the application of certain theoretical principles of knowledge?
2. What have recognized experts in the field done, thought, read, and said concerning the area of knowledge?

For example, if a student is seeking credit in the area of management, can the principles of management be identified? Is she/he familiar with what experts say are current trends in management?

Another pertinent way to determine if the knowledge equates to college level is to examine college catalogues and textbooks used for specific courses. Additionally, researching syllabi of specific college courses reveals an even better understanding of the instructional content. By following this procedure, the student's request for credit is based on the college-level content of particular areas of study approved by accredited colleges and universities.

To develop an argument for the number of credits that might be awarded, the following procedures may be of help.

- If the learning has taken place on the job without classroom study, 40-45 hours would equal one credit hour.
- The number of hours one spends in study or work does not prove that the learning was at college level. Nevertheless, it does help provide a framework for deciding the possible number of credits to be awarded after the learning is judged to be at college level.

It is important to keep in mind that the amount of credit or recognition usually will not be based on the number of years of experience one has had. Again, the key point is how much one has learned, not how much time one has spent in the activity. For, example, if a person has had twelve years of experience as a salesperson, most colleges will not award credits simply on the basis of twelve years of experience. Rather, they would ask the applicant to demonstrate what had been learned about sales as a result of those years. The reason for this decision is that the

student may have learned little about sales beyond the first year on the job. The result would not be twelve years of learning experience, but one year of learning experience counted twelve times.

If an applicant can demonstrate knowledge closely equivalent to a particular college course, or a portion of a college course, an argument for a certain number of credits can be made based on the number of credits that college assigns to that course.

2. Life Learning Assessment Paper Content

Once a course topic for the student's life learning assessment paper has been determined, and the Cluster page written, the "Learning Checklist" guiding questions (**Appendix G**) will help them thoroughly state the factual knowledge. Write the LLP using the format of four stages of the learning cycle as subject headings while answering these guiding questions. It will also help the student to demonstrate their comprehension of said knowledge through the discussion in the "Life Learning Assessment Content" section. The evaluators will be looking for evidence of mental or intellectual processing. The amount of credit the student will be awarded is directly related to the extent of their knowledge and comprehension presented in each essay.

Write the LLP using the format of four sections that represent the four stages of the learning cycle as subject headings. Address the questions for each stage (**Appendix G**) to organize the flow of the essay. David Kolb described learning as a four-part cycle: 1) the concrete experience (CE); 2) reflection & observation (RO); 3) abstract conceptualization (AC); and 4) active experimentation (AE). When the learner moves through each stage of learning there is the opportunity for the learning to be more complete. The purpose of writing the paper in Kolb's 4-section model can lead the writer to a rich and detailed narrative, with more academic theoretical comparability to college-level learning.

It is desirable to include in the "Life Learning Content" section, an essay from any book(s) the student has read, or any other references that have utilized in the course of one's life. Be sure to include the references and citations where appropriate, following proper MLA format. The student should discuss what prompted them to use that resource, how it has added to their observations, and how it is applicable. (See **Appendix J** for an example of a "Life Learning Paper.")

3. Documentation

Documentation should be provided to validate knowledge in regards to the life learning assessment paper. Two or three of the most pertinent

items of documentation should be copied (no originals please), and inserted in the portfolio immediately behind the life learning assessment paper they support. It is not necessary to provide copies of all possible pieces of documentation. It is up to the evaluator to request additional items if necessary.

V. Journey of Faith (Jof F) paper

The PORT 2313 course requires the student to write this paper, as stated in section IV. If assessed for college credit, the paper will be awarded 3 credit hours for the equivalency of THEO 3133, Biblical Discipleship. The Journey of Faith paper requires a Cluster page, but does not require any additional supporting documentation. **Appendix L** shows a model of the Cluster Page for this paper. The student can follow this template. **Appendix M** is a model of a Jof F paper, written in same format as the topic-driven Life Learning papers.

Just as in the LLP paper, address the questions for each stage (**Appendix K**) to organize the flow of the essay: 1) the concrete experience (CE); 2) reflection & observation (RO); 3) abstract conceptualization (AC); and 4) active experimentation (AE). When the learner moves through each stage of learning there is opportunity for the learning to be more complete. The purpose of writing the paper in Kolb's 4-section model can lead the writer to a rich and detailed narrative, with more academic theoretical comparability to college-level learning.

VI. Request for Credit

A final, "Request for Credit" letter should be included at the end of the Prior Learning Assessment Portfolio. An example can be found in **Appendix P**.

SUBMISSION INSTRUCTIONS

PORT 2313 Course

After the graded prior learning assessment portfolio is returned to the student, she/he is responsible for making any instructor-recommended corrections to the portfolio submission. The paper version of the portfolio is bound using the report cover provided by the Adult Studies Office. This version of the portfolio is not the completed product for submitting to the Adult Studies Office as a final, edited portfolio with all papers and documents. The student can continue to add to this portfolio and prepare it for final credit request submission electronically.

For Final Credit Request Submission

Students should submit their final, edited portfolio as a digital version via email or via thumb drive to the Adult Studies office for final credit evaluation prior to the semester they graduate. The entirety of the electronic version of the portfolio should be in a single *Microsoft Word* document. This document should follow the formatting requested in this handbook. The *Word* document should be sent to portfolio@swcu.edu.

Students graduating in the fall semester should submit their portfolio no later than August 15th, whereas students graduating in the spring semester should submit their portfolio no later than January 15th. The portfolio must be in the recommended format (MLA), and follow all guidelines outlined in this Portfolio handbook.

Portfolio Fees:

The fees in reference to portfolio submission are the following:

1. A \$50.00 fee will be applied to the student's account for each PST or PLA paper the student submits (regardless of how many credit hours requested in paper).
2. A \$50.00 fee will be applied to the student's account for each hour of credit granted in the portfolio.

For example, a student may submit 2 papers, "Journey of Faith," and "Lifetime Wellness." Upon submission of the portfolio, their account will be charged \$100. If the "Journey of Faith" paper is awarded 3 credit hours, and the "Lifetime Wellness" paper is awarded 2 credit hours, then the student's account will be charged \$250. In summary:

Submission of "Journey of Faith" paper- \$50
Submission of "Lifetime Wellness" paper- \$50
Three credit hours awarded for "Journey of Faith" (50*3) \$150
Two credit hours awarded for "Lifetime Wellness" (50*2) \$100

Total Charged to Student Account \$350

*Please note that while portfolio fees will be applied to the student's SCU account balance, it is possible (but not guaranteed) that financial aid refunds will be awarded before fees are applied. For this reason, it is advisable that students retain any financial aid refunds they may receive, until the student has received her/his diploma. Students will be responsible for paying any balance on their account before receiving their diploma.

CONCLUSION

When the student has completed the portfolio for credit assessment, she/he will have documented her/his significant college-level LIFE and LEARNING EXPERIENCES and translated them into equivalent COLLEGE LEVEL academic accomplishments. The student should utilize this formal document as a lens through which to view her/his past and envision her/his future. She/He should recognize the prevenient work of God throughout her/his life.

APPENDIX A:
Sample of Title Page

LIFE ASSESSMENT AND PORTFOLIO

By

Larry Cucumber

Submitted in accordance with the requirements

for the degree of

BACHELOR OF SCIENCE

in the Subject

**BIBLICAL LEADERSHIP/BUSINESS LEADERSHIP/HUMAN AND FAMILY
SERVICES/BUSINESS ADMINISTRATION (Your Major)**

At Southwestern Christian University

ADVISOR: _____
Gary Burchette (Signature Required)

Date _____

APPENDIX B:

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APPENDIX C:

Academic Resume

Larry Cucumber
1000 Veggie Ln. Tomato, Oklahoma 70000
Home: 405.100.0000 Cell: 405.200.0000
Email: larry.cucumber@swcu.edu

Professional Objective

To serve in a college, university, or seminary as a servant leader and teacher where my experiences and abilities may be utilized collectively with others in order to assist both colleagues and students in discovering, developing, and deploying their individual and communal gifts to Christ's Church and his world.

Employment

Senior Pastor

Glory Tabernacle, Newberry, South Carolina (June, 1991-June, 1997)

- Co-writing and co-teaching a continuing education seminar on "Eldership" for pastors and church leaders at the regional (state) level.
- Designing, teaching, and implementing a successful church strategic management course based on the Book of Nehemiah entitled "*Blueprint for Restoration.*"
- Creating, developing, and teaching various courses in the Department of Church Education Ministries including *James: Faith Produces Works; Matthew: Manual for Discipleship; Building Godly Homes; Prayer, Good News Evangelism; God's A,B,C's (Children's Ministry);* and *I Peter: A Present Hope.*
- Producing and ministering on a weekly, one-half hour radio broadcast at a local station (WKMG 1520 AM) for two years.
- Challenging the Christian community regarding unity in, with, and by diversity through sharing and modeling my Christian social ethic within various racially segregated churches and denominations in order to initiate and maintain harmony.
- Leading and revitalizing an established and diversified church in a rural community environment.
- Assisting in the reorganization and serving as the Chaplain of the Newberry Chapter of the National Federation of the Blind of South Carolina.
- Supervising ministerial students through the ministry programs of the local college and the church conference.
- Serving as Vice-president (1993) and President (1994-95) on the Executive Committee of Interfaith Community Services, a trans-denominational and inter-racial social ministry, during which time I assisted in securing the incorporation of this ministry and attaining tax exempt status with the Federal Government.
- Representing the Newberry County Clergy on the Medical Ethics Committee of Newberry County Memorial Hospital for two years.

- Serving for six years on the Upper South Carolina Conference (U.S.C.C.) Evangelism Board which functioned as the primary ministry for church planting and church revitalization in the conference. I was one of the catalysts for the largest church planting project in the history of the IPHC denomination.
- Functioning as the pastoral representative on the U.S.C.C. World Missions Board for four years as a result of my leading the church into record giving to missions.
- Guiding congregation through two renovating and rebuilding projects.
- Leading this congregation into racial diversity and community service activities, which included multi-racial and inter-denominational evangelistic rallies and feeding over three hundred underprivileged people every Thanksgiving.

Research Analyst

International Appraisal & Research Group, Decatur, Georgia (July, 1988-May, 1991)

- Researching commercial sales for owner and lead appraiser of an international company which specialized in Automobile Dealerships, Funeral Homes and Cemeteries, Commercial High-rises, Apartments, and *Imminent Domain* litigation.
- Analyzing comparable sales and preparing presentations for owners, buyers and sellers.
- Composing and writing regional, state, county, district, and local area descriptions of subject environs.
- Compiling evidence and preparing visual aids for city, county, and state *Imminent Domain* court cases.
- Collaborating with realtors, business owners, buyers, sellers, lessors, and lessees regarding various properties and business transactions.
- Promoted to Lead Researcher and Trainer after one year.

Pastor

Terry Creek P.H.Church, Travelers Rest, South Carolina (June, 1986-June, 1988)

- Leading and pastoring a rural church in a small mountain community while working as a bi-vocational minister.
- Providing vision and new direction for a church in abeyance.
- Increasing church membership and attendance one hundred and fifty percent over the two year period.
- Initiating financial support to the regional conference.
- Establishing monthly financial support for local evangelism and global missions.
- Designing and teaching curricula in Bible, discipleship, prayer, and church ministries.
- Prompting the remodeling of the church building and inspiring the membership to new ideals of service and substance in the Kingdom of God.

Associate Pastor

North Anderson P.H. Church, Anderson, South Carolina (June, 1984-May, 1986)

- Collaborating with Founding Pastor in a church plant.

- Assisting the senior pastor in all aspects of pastoral ministry including visitation, pastoral care, preaching, discipleship, water baptism, Holy Communion, and parishioner training.
- Teaching weekly the adult Bible class.
- Completing Ordination requirements.
- Preparing for a senior pastoral position.

Assistant Pastor

Easley First P. H. Church, Easley, South Carolina (June, 1982-May, 1984)

- Volunteering as a Minister Intern while completing an undergraduate degree.
- Planning, coordinating, and supervising all youth ministry activities for a growing church in a thriving city environment.
- Assisting the Senior Pastor and the Church Board in various ministry endeavors.
- Conducting worship services, including preaching, during the transition of senior pastorate.
- Preaching at Youth Rallies in various cities and churches in South Carolina.

Vegetable Warehouse Manager

Southern Wallcovering Corporation, Travelers Rest, S. C. (June, 1982-May, 1986)

- Managing the warehouse and office of a national wholesale distributor of wall coverings.
- Collecting, verifying, and shipping all wall covering orders.
- Receiving and validating all deliveries.
- Meeting with sales representatives from many and various companies.
- Negotiating shipping and receiving contracts with regional, national, and international carriers. These companies included Overnight, United Parcel Service, Conway Southern Express, Colonial, ABF, England, and Canada Express.
- Overseeing all sales, customer services, and inventory operations of the company during the frequent absence of the owner/operator.
- Ordering materials and supplies.
- Maintaining building.

Green House Carpenter/Supervisor

Laurin Young Builders, Greenwood, South Carolina (June, 1972-June, 1982)

- Learning all residential carpentry skills including framing and finishing.
- Operating safely and maintaining power tools as well as using various hand tools such as tri-square, framing square, levels, and survey equipment.
- Reading blueprints.
- Acquiring sales and customer service skills.
- Ordering building materials.
- Supervising all crews during my last five years with the company.
- Overseeing all crews and operations of a million dollar residential construction company from 1977-1982.
- Figuring costs of contract and spec housing.
- Building, marketing, and selling my own spec house for college tuition.
- Assisting in the development of two residential housing communities.

Education

Associate of Arts, General Studies, May 6, 2001

Oklahoma City Community College, Oklahoma City, Oklahoma

OR

Associate of Applied Science, Early Childhood Development, May 6, 2001

Paris Community College, Paris, Texas

OR

Certificate in Welding, May 6, 2001

Francis Tuttle Technology Center, Bethany, Oklahoma

Continuing Education

Dr. Leroy Baker, "Evangelism Conference" (January, 1997)

Dr. Ronald Carpenter, Sr., "Eldership" (January 1995)

Dr. Owen Weston, "Church Growth Principles" (January 1994)

Dr. E.V. Hill, Jr., "Pastoring Multi-racial and Multi-ethnic Churches (August, 1993)

Dr. Owen Weston, "Church Revitalization" (January, 1992)

Bishop B.E. Underwood, "Pastoral Leadership Conference" (January, 1988)

Dr. Lewis Coward, "Ministerial License and Ordination" (June 1985-1987)

International Pentecostal Holiness Church School of Ministry (15 courses)

Professional Associations

Adult Higher Education Alliance

Oklahoma Council of Adult Degree Educators

Helping Hands Community Outreach

Yukon High School Band Booster

Awards

Southwestern Christian University, *Presidential Above and Beyond Award* (2004)

Who's Who Among American Gardens, 2002, 2003, 2005 and 2006

Best Vegetable of the Year, 2009, 2011

Hobbies

Farming; Horseback Riding; Coaching Soccer; Chess; Travel

Appendix D:
Sample
Professional Schools and Training
Summary Sheet

Year	Course Description/Title	Length in Seat Hours	DOCUMENTATION (pp. #) Articulation Description	
1992	Dun & Bradstreet Customer Service Seminar	6	8	9-11
1993	Basic Networking Operations	10	12	13-15
1984- 1986	Christian Development	80	16	17-18

OR

NOT APPLICABLE

Appendix E:

Professional Schools and Training Articulation Worksheet

Professional Schools & Training Articulation Worksheet

The professional section is a means of evaluating learning outcomes from seminars. One of these worksheets should be completed for each training in section 4 of the prior learning assessment portfolio.

Name: _____

Date: _____

Title of Seminars:

1. _____
2. _____
3. _____

Agency providing training: _____

Dates of training: _____

Number of seat hours: _____

Documentation included:

1. _____
2. _____
3. _____

List of books used:

(MLA Bibliography)

Was there a test required? _____

Learning Outcomes

1. What were the underlying theories identified in the training? (Provide explanation)

2. What were the most important pieces of information? (Provide explanation)

3. How have I applied the information presented in my professional life? (Provide explanation)

4. What have you personally gained from the experience? (Provide explanation)

Appendix F:
Sample
Professional Schools and Training Paper

Professional Schools & Training Articulation Worksheet

Name: Larry Cucumber

Date: 10-4-2011

Title of Seminars:

1. Therapeutic Foster Care Training

Agency providing training: Department of Human Services

Dates of training: 9/2008 – 8/2009

Number of seat hours: 42

Documentation included:

1. Certificate of Completion

List of books used:

1. Foster Care Handbook (BIB not available)
2. OHCA Provider Rules Manual (BIB not available)
3. Fires / Disaster Plans (BIB not available)

Was there a test required? No

Learning Outcomes:

1. What were the underlying theories identified in the training?

The Therapeutic Foster Care Training has been designed by the Department of Human services, and The Shadow Mountain Behavioral Health Systems, to train workers to successfully assist with some of the major issues in family settings. This program will train, educate and equip a willing, qualified person with the powerful abilities to handle different types of emotional or behavioral disorders. Some of the

disorders these children are struggling with are: depression, developmental problems, aggression, learning difficulties, sexual/physical abuse, defiant disorders, and more.

Becoming a therapeutic foster care parent will give a child with behavioral health issues a place to live, and the chance to be loved. A structured setting, and a firm schedule, will provide the child, or children, with special care, and with the individual attention that is desperately needed for the special needs child. The Therapeutic Foster Care Training is identified as a major resource to assist children who have been removed from their homes, due to abuse or neglect. Some of these children have also been diagnosed with emotional and/or behavioral disorders. Therapeutic foster care provides family living skills, and special services, to children from 3 to 18 years of age, who would otherwise be placed in institutional or residential group settings due to their disorders. As the largest therapeutic foster care agency in the state, Shadow Mountain is in a unique and special position to provide access to multiple resources throughout the state.

2. What were the most important pieces of information? (Provide explanation)

The most important information in this program is the requirements to becoming a foster parent. Having a passion for helping children and being able to provide a positive example is of utmost importance. One must also be able to provide healthy, family relationships. Some of the major requirements include a minimum age of 23, a clean background check, and the completion of pre-service training. It takes special people to care for children with emotional and behavioral disorders; these are children that have been affected by abuse and neglect. Children with behavioral disorders come from all ethnic, religious, and cultural backgrounds. Often these children have brothers

and sisters who need foster care too. Shadow Mountain is committed to trying to keep siblings together whenever possible, and preparing the children for adoption.

3. How have I applied the information presented in my professional life?

I have applied many of the principles learned in the Therapeutic Foster Care Training to my daily life. As I work at my job, I understand that everyone I come in contact with may be dealing with an emotional or behavioral disorder. Because of this, my listening skills and simple communication skills begin to work if I detect a communication break down. I have also come in contact with the angry or aggressive person, and that is when my humble spirit reaches out to see if I can help them in any way. In addition my passion for helping children grows within me when I see my own grandchildren dealing daily with the Department of Human Services appointed counselors.

My desire is to be a positive example to my children daily. I seek to establish higher education for myself, as well as for my daughters. I desire to provide a steady schedule for my children and grandchildren; teaching them that one must work in order to receive knowledge and a paycheck. My desire is to show the example of respect for others. I believe children need to be given a daily routine, as well as receive basics such as food, clothing, shelter, supervision, and nurturing. One should provide a plan of permanence in the home, which is best suited for the child.

A therapeutic foster parent is also required to work with others as a team player. The therapeutic foster care parent is preparing the child for adoption or for another foster home. Working as a team player means that the biological parents, the therapeutic foster parent, and the Shadow Mountain counselor get together and prepare

a plan and therapeutic counseling schedule for the child. The team is working together to do whatever is supportive, and in the best interest for the child. On occasion, the therapeutic foster care parent must advocate and speak up on behalf of the child, always keeping the child's safety first priority. It is important that the child is a part of the decision-making process, and the biological parents obey any rules and regulations that the judge requires.

The rules and regulations of this program have allowed me to set higher educational goals, use my listening skills with clarity and patience, and help me to recognize the positive good in everyone I come in contact with. I realize today that many people are dealing with uncomfortable issues in their lives, but I have a great desire to assist children in their growth process. It is so important to believe in every child, and to know that every child deserves a home.

4. What have you personally gained from the experience?

I have gained so many things while attending this training. One accomplishment was receiving the Certificate of Completion. Another accomplishment was gaining the abilities and skills to become a therapeutic foster care parent, which means I can provide a stable and safe environment for any child. I believe in promoting higher self-esteem in every child. Today, I can recognize the different behavioral disorders. I also can show love, as well as teach logic. I have learned more about my own home and how to safe-proof it for children. I believe more in counseling sessions for those that need it, and I am more disciplined in my daily structure. I now have a clear safety plan for my home and for my children. I know today that discipline and daily structure is required for all involved in therapeutic foster care.

Appendix G:

Experiential College-Level Learning Checklist/Guiding Questions

Concrete Experience

1. What did I do? Where? When? For how long? Why?
2. How many other people were involved? Are my role, responsibility, and contribution clear, from that of the group or committee?
3. What was the extent of my involvement?
4. What techniques, methods, or procedures did I use? Why?
5. What were my goals and objectives? How did they influence my approach?
6. What resources did I use?

Observations and Reflections

1. What were my thought processes? What were the considerations, decisions, and rationale?
2. What did I notice? Trends? Patterns? Differences? Similarities?
3. What was important, significant, different, and/or unique?
4. What worked and what did not work?
5. What can I say in retrospect?
6. What relationships have I noticed?

Formation of Abstract Concepts and Generalizations

1. What ideas, insights have I had?
2. What hypotheses, rules, laws, theories, and principles have I formed to explain why this happens, why this works, or does not work, why this is the same or different, or why this trend pattern or relationship exists?
3. Is this explanation or theory appropriate for more than one situation?
4. What would also be true or relevant for other persons or situations? How can this be applied?
5. Can I look at my learning experience from a broader perspective and make generalizations from it?

Testing or Applying Concepts in New Situations

1. Would my knowledge be useful in other situations? How?
2. Based on this knowledge, what have I done, or what would I do?
3. Can I make predictions based on my knowledge?
4. Have I tested my ideas, concepts, or those of others that I have learned? If not, can I guess what would happen? Why?
5. How does my knowledge affect or apply to other situations? Is it relevant or significant?

Appendix H: **Experiential Learning Worksheet**

Course Title: _____

A. Concrete Experience: Describe the nature of the experience, e.g., what you did, why, when, where, for how long, others involved, the depth and breadth of the experience, other experiences contributing to the knowledge gained.

B. Observations and Reflections: Describe and analyze the effects, e.g., what worked and what did not, what you learned about yourself, others, or that particular situation, what you noticed as a result of this experience.

C. Formation of Abstract Concepts and Generalizations: Describe the underlying principles that shaped the experience(s), e.g., theories, patterns, rules, methods, beliefs, etc., and why they work.

D. Testing or Applying Concepts in New Situations: Describe how you can use or have used what you learned, e.g., how you can use this knowledge in other situations in the future, of what use is the knowledge, does it apply to other organizations, to other people.

Appendix I: **Cluster Page Sample**

MGT 3133 Small Business Management (3 hours):

The course is designed to acquaint the student with the opportunities and problems encountered in a small business enterprise. Managerial functions and processes as related to the small business environment are covered. A pragmatic approach to the real world environment is followed. (Course description taken from the SCU Catalog)

Related Learning Experience:

I have many years of experience as the sole proprietorship of sales distributorship for several companies. My first business distributorship was in 1977, with a company called House of Lloyd. I maintained a House of Lloyd distributorship during the Christmas seasons of 1977, 1986, and functioned as a supervisor with this company in 1988. I also established a sole proprietorship of sales distributorship for Tupperware in 1978, 1981, Creative Circle in 1980 through 1982, and Home Interiors in 1991.

Statement of Learning:

I learned that operating my own business was a stressful, never ending job; however I enjoyed the freedom of owning my own business. I also learned that there are many necessary components to small business management, and they are each interrelated and vital to the success of the business. The components include: bookkeeping, office work, customer service, marketing, money resource management, and compliance with Federal and State tax laws. I noticed personal growth when I was managing my business. The most successful part of my business was in the area of customer services. I enjoyed getting to know my customers, and selling them a product became an opportunity to meet new people and make new friends. My customer service policy was built on Christian principles; honesty, fairness, commitment, courtesy and concern for the needs of the customer.

I learned not to expect any profit from the business for the first six months. All income generated was invested back into the business for advertising, discounts and promotions, in order to build a stronger customer base, build a larger source of products, and allow for product inventory. Marketing was something done through sales, promotions, and discounts. I learned to watch the cost effectiveness of sales promotions very closely when determining the effectiveness of this marketing tool. Money resource management is important to maintain a successful business. I struggled with finding the right balance of money to reinvest in the areas of advertising, promotions, demonstration products and recruiting.

Documentation:

- Impendent contractor agreement
- Supervisor contract

Request for Credit: I hereby respectfully request three hours of college-level experiential learning assessment credit for Small Business Management.

Appendix J:

Sample of Life Learning Assessment Paper

Small Business Management

I. CONCRETE EXPERIENCE

Home Party Sales was a business opportunity I first explored as a young bride. A few months after I married in December of 1976, I moved out of state so that my new husband could attend college. I worked full-time at the university he attended, and the financial demands were overwhelming. The income from the University barely provided for normal living expenses, and did not begin to cover the tuition cost.

Home party sales became a second job for me. I have operated a home party sales business several times since that first one in 1976. Owning my own business was an avenue that both met additional financial expenses, and fit my lifestyle.

My first home party sales business was with House of Lloyd. House of Lloyd only operated from July first through Thanksgiving of each year. The sales line consisted of toys, decorations, and gift items for Christmas. All items were delivered directly to the hostess by UPS. No parties were held after Thanksgiving in order to guarantee Christmas delivery.

I was attracted to the freedom of scheduling my own hours, no initial investment, and the short term design of the sales plan. The design of this business was perfect for my personal goals. I needed a second job, with flexible hours, to cover Christmas expenses. My only goal with House of Lloyd was to operate my own business for the purpose of providing my friends and family with gifts for Christmas without touching

the regular monthly budget, and I was successful at accomplishing my goal. I contracted with House of Lloyd for the Christmas seasons of 1977, 1985, 1986.

I advanced to a Supervisor level in 1988. As a Supervisor, I attended a three-day training seminar. Training was designed to teach the skills to recruit, hire, train, motivate, and assist independent sales associates in the field. This was an aspect of business I enjoyed, and I worked hard to learn these skills. I was one of only two first year supervisors asked to return the next year, however family circumstances prevented me from doing so.

I have operated several other home party businesses, with the overall goal of earning the merchandise sold by the company for my personal use. In 1978, and 1981, I sold Tupperware. I operated Creative Circle home parties in 1980 and 1982. (Creative Circle's product line was needlepoint and hand sewing kits and accessories).

After a fire resulted in the loss of my home in July of 1990, I needed decorations for my new home. This was a luxury, not a necessity, and there was no ready cash for decorating. So, I once again invested my time in my own business. I sold Home Interiors from April of 1991 to March of 1992.

Each of these business lasted from 10 to 12 months. The demands of a small business, in addition to a full time job and raising three children, was something I did not have the stamina to do for very long.

One of the benefits of the home party sales companies I worked with was the training. Each of these companies provided one-on-one training. The areas covered

in training were salesmanship, advertising, promotions, record keeping, customer service, product information and even simple bookkeeping and tax records.

The training Manual provided by Home Interiors came complete with a tax book. The book was written by a CPA firm specifically for Home Interior Distributors. It is called The Little Tax Book. The other books and materials provided by the various companies I sold for were for the purpose of advertising promotions, motivation, recruitment, and product information. Regular monthly sales meeting were also a standard part of each company's interaction with their distributors.

II. OBSERVATIONS AND REFLECTIONS

My father always worked a second job, his own business, when I was growing up. By the time I reached high school, my father had built his customer base, and could quit working two jobs. He owned and operated his own business successfully for almost 20 years before he retired. From his example, I knew the physical demands of my own business would be burdensome. I had learned from my father that I would get as much as I put into it. My goals and expectations of having my own business were very small. I wanted to earn the money to be able to purchase for personal use the products I sold.

I learned a very surprising thing about myself in my new business journey: I enjoyed stepping out in front of people and selling. I had always been very shy, and the thought of standing in front of a group of people and speaking had always terrified me. However, I found that when I spoke to small groups in homes, to demonstrate a product, I enjoyed it.

I knew owning my own business would require many hours each week. I spent most of my evenings doing home parties (sales demonstrations), completing product orders, preparing merchandise for delivery, calling customers, and keeping books. The hours required were anticipated, but the percent of time spent in each of these task areas was not.

I also learned that I am not self-motivated. I became easily discouraged when problems occurred with merchandise, customer orders, or slow periods in sales. Regular sales meetings became a necessity for me to stay motivated.

In addition, I realized that operating my own business was a stressful job. Being a sales representative was a never-ending job, and I could not leave my work and go home. My work was in my home, which was both an enjoyable and frustrating part of my business. When my children were young, it allowed me to keep them with me while working. However, my customers and sales associates seemed to be the only people I ever saw, which added to my feeling of me never escaping work.

I enjoyed the bookkeeping and office work involved in operating my business. I also enjoyed the personal growth I received in managing my business. I was more outgoing, confident and motivated, and I felt good about being able to be in charge of something.

The most successful part of my business was in the area of customer services. I enjoyed getting to know my customers, and selling them a product became an opportunity to meet new people and make new friends. This was very important to me when I stayed at home with my children, and my business became my outlet for interaction with other adults.

Marketing was another aspect of owning my own business, which I enjoyed. Marketing was done through the basic structure of the home party sales program. The concept was that your customers (hostess) would invite her friends and family to her home for you to demonstrate/sell the products. This allowed for multiple sales in a limited time period. Sales promotions and discounts were marketing incentives used to recruit hostess and increase sales. Cost effectiveness of sales promotions was something I learned to watch closely in determining the effectiveness of this marketing tool. One form of marketing I particularly enjoyed was the advertising done through the state fair. I joined together with several other demonstrators to rent a booth at the state fair, and we each took turns working shifts in the booth. This was an opportunity to increase the customer base rapidly, due to the tremendous volume of people at the fair. I learned to be a 'hawker' (one who calls out to people passing by), and start conversations with complete strangers. Money resource management is important to maintain a successful business. I found it is always necessary to reinvest a per-cent of the profits back into the business. I struggled with finding the right balance of money to reinvest in the areas of advertising, promotions, demonstration products and recruiting.

Tax laws were communicated to me through materials from the Federal and State tax offices. I also had assistance with tax information from the companies whose products I sold. The cost of maintaining an office in the home, mileage deductions, car maintenance, demonstration items, and office supplies all became items to keep track of when determining the profit or loss from the business for my annual tax report.

If I were to once again contract with a home party sales company there are some things I would do differently. The first change would be in my time schedule. I would block off a set amount of time each day, which would allow me to perform some aspect of the business. Addressing the routine demands of the business on a daily basis would prevent them from becoming overwhelming. It would also serve to maintain motivation, and prevent delays in customer service. The second change for a small business would be in money management. I would not expect to realize any profit from the business for the first six months, which would increase the cash flow to build a stronger customer base for the business, build a larger source of demonstration products, and even allow for a small product inventory. I would also reinvest profits into advertising through discounts and promotions, to build a stronger initial customer base.

My business was very different from some, due to the marketing design of being a home party sales business. My Dad had a plumbing business. Our businesses were similar in that he took his work to the customers home, scheduled appointment times, dealt primarily with the homemaker of the family. This is where the similarities end. His business was based on customer need for the service he provided. My business was based on convincing the customer that they wanted the product I had to sell. My business was also a little different, in some ways, than other home party demonstrators. My customer service policy was built on Christian principles; honesty, fairness, commitment, courtesy and concern for the needs of the customer. Some sales associates based their business on pride, and high profits regardless of the needs of their customers.

III. ABSTRACT CONCEPTS AND GENERALIZATIONS

One of the most important qualities to possess when owning your own business is self-discipline. As a business owner, you have no one to check-up on you. If the work is not done, or a customer is disappointed, you have no one to blame but yourself. Another important quality for the small business owner is motivation. Sales meetings, positive-thinking books, and articles are tools to maintain motivation, which is necessary because of the work responsibilities. Self-discipline is the backbone of all small business owners' attributes, and only a person with good self discipline can make a small business a long term success.

An entrepreneur needs to possess several characteristics to operate a business: including vision, perseverance, and dedication. Vision is the ability to determine a direction for the business, and set short and long term goals for progressing toward that direction. Other characteristics of an entrepreneur are decisiveness and willingness to take risks. An individual who is unwilling to take risk, or has difficulty making decisions, can not successfully own their own business. The venture of investing time and money in a small business is a financial risk. You may succeed, or you may lose your investment. All the decisions that determine success or failure rest on the shoulders of the owner.

The decision to own a small business begins with a need. The need can be to be your own boss, have control of your own schedule, or to express your ideas and make decisions regarding your own creativity.

There are several avenues of assistance for starting your own business. Banks and financial institutions have small business loans that assist the beginning entrepreneur. There are also health insurance programs that work with small business to assist in providing health care. One of the most important consultants for a small business is an accountant. The accountant can help in guidelines for record keeping for tax preparations, and provide information on options for tax payments.

Some of the basic concerns in running a small business are customer service, advertising, legal and tax requirements, and inventory control. Customer service will make or break a business, and a good reputation for helpful, fair, and honest service is a valuable asset in business. In addition, the accountant is the source for ever-changing tax laws, as well as performing the task of quarterly and annual tax preparation.

Advertising is one of the duties that must be done on a regular basis, or the business will lose its customer base. Special promotions and/or holiday sales are one form of advertising that can bring in a short-term increase of revenue. Cold canvas telephone calling, craft fairs, local papers, and word of mouth are the most economical forms of advertising for home party plan businesses.

The small business has a vital economic role. The jobs provided by small business, as well as the revenue generated by them, are an important part of the economic structure in the United States. More important, is the role of the small business owner in society. The self-perceived quality of the individual in society is determined largely by the job they perform. The small business provides a one-on-one relationship between the employee and the owner. The free enterprise system

in the United States allows the opportunity for an individual to own and operate a business. The potential to build a small business into a large business is a tangible goal. Many small businesses fail in the first few years, usually due to lack of knowledge on the part of the owner in the area of financial planning.

Some businesses succeed in becoming solid companies that support families, and fulfill the dreams of financial independence of the owner. The hope and vision of the individual is made a reality through hard work and perseverance. Business should be more than a financial goal. People must spend a great deal of their daily lives at work to support their families. The small business owner has a chance to spend that time doing something they enjoy. Business should be profitable and enjoyable.

IV. APPLICATION TO NEW SITUATIONS

The attributes and characteristics developed as an owner of a small business are applicable in other areas of life. Setting goals, making decisions, taking risks, and being dedicated all have significant applications in your spiritual and personal relationships. From a spiritual perspective, setting goals is the beginning to improving your relationship with God, which can be done through dedication to a daily plan of Bible study and prayer. Taking risks with physical comfort, for the benefit of the spiritual, can be done through fasting. Setting goals for a growing marriage relationship is necessary to prevent the relationship from becoming stagnant. Decision making is another important characteristic the small business owner carries in to the marriage/family relationship.

The economic climate in the country has a tremendous effect on small businesses. This awareness on the part of the consumer is beneficial to the business owner. Owners of small business become aware of the need to seek other small business as a consumer. Having been associated with a small business makes a person much more conscience of changes in legislation that affects them. Many recent changes have had a negative impact on small businesses in Oklahoma. All of the information gained as a business owner contributes to making one a better consumer.

Appendix K:

Sample

Journey of Faith Guiding Questions for Paper

This life learning paper is a theological and philosophical account of the progression and changes that have occurred in your life which have affected your worldview. It should include your reflections on God, others, and yourself, especially as these relate to your adult development. **This paper is not an autobiography; rather, it focuses on specific experiences in your life which charted your journey to faith.** The paper must be 7-8 pages in length, with Sections 1, 2, and 4 receiving equal emphasis and length (approximately 1 ½ to 2 pages each) and Section 3 comprising the primary core (approximately 3 pages). Use the following guide based on Kolb's LSI to assist your completing this assignment.

Section 1 – Concrete Experience(s): Focus on specific experiences. Be clear and concise. Do not over elaborate.

1. What was the specific nature of the learning experience/faith event? When/How as an adult did you begin to learn about spiritual matters? Approximately how much time have you spent in this learning activity? When did you learn about spiritual matters?
2. What were your influences? Include all types of resources used in learning about faith and spiritual concepts: books, tapes (video, audio, CD, DVD), seminars, workshops, counseling, Bible studies, documentaries, etc. Be specific.

Section 2 – Observations and Reflections: What questions arose from your spiritual journey? How did you feel that your views and beliefs were being challenged? Statements like "I have come to realize...I began to understand...or...What still confuses me..." are important. Be specific but not extensive. Do not continue Section 1 here; this section is a **REFLECTION** on section 1.

1. What kind of reactions did you experience as you learned about spiritual issues? Confusion, relief, revelatory. How did you arrive at some of your conclusions? What has been one of the most meaningful concepts which you have learned? Why? What has been one of the most difficult/confusing concepts for you to understand? Why?
2. Have you observed changes in your behavior, thought processes, life outlook since you began your journey? Confusions or revelations from events? Explain.
3. What differences have you observed between those you consider to be "good" Christians and those whom you would question their integrity? (No names!)

4. What resources (mentioned in Section 1) have had the most impact on your spiritual growth? Explain.

5. In what area of spiritual growth do you feel that you need to improve?

Section 3 – Abstract Concepts: This section is the heart of your paper, so you must address all of the following. You may use the first person “I” in this section. Scriptures may be used ONLY when they verify a concept. **DO NOT USE SCRIPTURES EXTENSIVELY HERE!** The reader needs to discover how well you understand these concepts, not how well you can find Scripture references in your Bible.

1. What have you learned about the essence of God?

2. What have you learned about yourself? What is the nature of humanity?

3. What is the meaning of “personhood”?

4. How does the presence of disease, suffering, death, natural calamities, and other adversities affect your belief in God?

5. Is it possible to prove that God exists? Why are you convinced that God does exist or that God does not exist?

6. What changes have occurred in your concept of Christianity and religion in general?

Section 4 – Application to New Situations: This is the section where you “come down from the mountain and live in the real world.”

1. How has your understanding of spiritual matters been useful in other aspects of your life?

2. Based on your learning experience, how would you counsel another as she/he begins the journey of faith?

3. After reflecting on your journey of faith, is there another area of spiritual growth which you would like to investigate? What ? Why?

Appendix L:

Sample Journey of Faith Cluster Page

Please Note: While this paper is mandatory for the Adult Learning and Development and Professional Development courses, it is optional for the final assessment portfolio. Only those in need of this credit should submit this paper in their final portfolio.

Cluster Page

THEO 3133 Biblical Discipleship (3 hours)

This course examines models of spiritual disciplines from individuals such as, but not limited to: Thomas á Kempis, William Law, Thomas Merton, Richard Foster, and Dallas Willard. Students will explore the theological basis and practical implication of Christian maturation through, Scripture, reason, tradition, and experience.

Related Learning Experience:

My first memory of my relationship with Lord was in 1976 when I was eight years old. I asked Jesus into my heart. I felt that he was a distant God, but certainly one whom I admired and respected. Through the death of both of my parents in 1996, I was able to view God in a way that I never had. It was not until then that I truly felt that He was a father to me. From that day forward, I made a commitment to do daily devotionals. Specifically, I used a book titled, *Devotional Classics* by Richard Foster. Later in 2001, I felt I grew in my walk with the Lord when a great friend of mine suddenly became ill. I began to see how the Lord was using my experiences to minister to others in similar circumstances. I then was asked to become the Associate Pastor of Pastoral Care at my church in 2005, and I have served in that capacity ever since. (Examples: Church Committee, a hospital stay, illness and/or death of a loved one, et al.)

Statement of Learning:

I soon learned that my relationship with God was meant to be a very close one, and that God desires his creation to know him in an intimate way. I learned that God can use you and your difficult situations in life, to minister to others. I learned not to take my relationship with him for granted. I enjoyed having Him to speak to and rely on.

I learned that the key to growing in my relationship with God is to pray and speak with him daily. I learned not to wait to ask him for help. I feel that at times I definitely struggled in the journey of my faith, but what matters is where I am at now. I feel that I am growing with the Lord on a daily basis—trying each day to know Him a little better.

Documentation:

- Foster, Richard. *Devotional Classics: Revised Edition*. San Francisco, CA: Harper, 1993. (books, commentaries, tapes/cds/videos, conventions, or any type of devotional materials)

Request for Credit:

I hereby respectfully request three hours of experiential learning credit for Biblical Discipleship.

APPENDIX M

Journey of Faith

I. CONCRETE EXPERIENCE

My Journey of Faith started when I was around five years of age. I can remember going to Granny's house on Saturday, as a little boy, to spend the night. My Granny would take me to a little Methodist Church across the street from her house, where my Granny was my very first Sunday School Teacher. I could not wait until it was time to walk to Church.

When the pastors of that Methodist Church moved to New Guinea to be missionaries, it closed down. My Granny then started attending a tiny Baptist Church behind her house, which only had about twenty attendees. I was in middle school, and Ms. Mac was my Sunday School Teacher. I was usually the only youth attending Sunday school. Granny and Mrs. Mac really impacted me spiritually. I can still see my Granny reading her Bible in the kitchen by the window. I can look back and understand some of the Christian behavior my Granny and Ms. Mac had displayed – Grace.

In the sixth grade I was sent to Sacred Heart Catholic School. At Sacred Heart, I had a core class called religion. For the next five years, I experienced a religion class, and weekly Mass. While I was in middle school, I would also attend a Baptist and a Methodist Church. I would go to Mass on Friday morning, and I would attend the Baptist Church on Sunday. On Wednesdays, I would walk to the Methodist Church. I could not get enough Church.

I finally got a drivers' license, but I never really drove myself to Church. During my senior year of high school, I was working at a grocery store where the owner attended Church. A new store manager started attending with her, and soon got about twenty-five of us boys to attend also. There was only one problem, we got together and smoked weed before and after service. I was high the first time I was baptized.

During the next twenty years, I forgot about God and Jesus. During this time, my mother became my God. My parents were "good people," but they never attended Church. I never had to learn to believe or ask God for anything. All I needed to do was ask, beg, or manipulate my mother for anything I needed or wanted. Finally, after I received a job making \$40,000 a year, I became my own God. I did not need anyone or anything helping me.

I finally fell from my throne. I could not go to my dear mother for help, because she had dementia, and I was at a place where I had to call on God. Still not convinced God would help me, I started going to Church again. A pastor told me that "the things of God were not to be played with." I really should have thought about this. I learned over the next two years just what that phrase meant.

My first tangible experience with God happened at Victory Church. My oldest daughter invited me to an Easter Program they were having. My daughter called me every day to make sure I was going to attend. The night before the program, I used methamphetamine and oxycontin. Before I went to the Church, I used, and was high when I got there. I had no intentions of receiving Jesus, and only went to spend some time with my daughter Sarah. When I walked in the building, something

strange started happening, and by the time I reached the Sanctuary the Holy Spirit was all over me. There is not any person that can ever tell me God isn't real. I walked out of that service Born again, and finally had some hope for my life.

The next two years were up and down. I was in the middle of a giant spiritual battle. I was introduced to a program called Celebrate Recovery. CR helped me understand I had a need for spiritual healing. I found spiritual healing in a program called My Brothers' Keeper. MBK is a discipleship program taught at The Word of God Church. I was taught the Word of God. I was taught how to pray and learned about the Baptism of the Holy Spirit.

II. OBSERVATIONS AND REFLECTIONS

As I look back upon my childhood, my Granny was the best Christian example I have ever known. I did not understand how my Granny could be so understanding and forgiving towards family members who displayed atrocious behavior. Forgiveness was the most difficult concept for me to understand. I was raised to not let anyone get away with doing harm to me, and was very good at holding a grudge. I believe the most meaningful concept I have learned is: Unforgiveness is equivalent to me drinking poison, and expecting the other person to die. When I worked my first twelve step program, it became a very freeing experience.

I have also had to learn how to love. Before receiving the Lord, my definition of love was a physical display, at best. God asked me how I thought I could give something away that I did not possess – love. I now understand how my Granny was always able to love everyone, because she had a relationship with God.

After receiving the Lord, the first thing I worked on was the way I thought. My whole thought process was turned upside down, and I learned that the mind is the place that Satan attacks. I have learned to guard my mind. I know that if I allow evil to enter my mind, then evil will come out of my mouth. I now put a great amount of God in, so that God will come out. I have moved from talking to myself to praying in tongues. I go all day edifying myself with prayer in tongues. Now that God has gotten my thought process straightened out, the rest of my behavior has had to line up.

Pride was another behavior flaw that I have changed. I am able to stay humble most of the time, so God will not humble me. I have also become less impulsive. Instead of acting first, I now think about my actions, and the consequences of those actions. My new outlook on life has been wonderful, and I no longer hate everyone and I wish for death's sweet release. I have not been depressed in several years. I also have confidence that God loves me, and He is always helping me. Finally, I do not decide anything without praying about it first.

Since my behavior has changed, and I have lessened my pride, I no longer judge anyone except myself. I have learned that only God really knows a person's heart, and I await his direction when beginning a new friendship. God always knows what is best, and I soon found out the reason why. I am very cautious about whom I associate with, and I do not get caught up trying to decide who has integrity and who does not.

The resource that has had the most impact on my life is the Holy Bible. When I attended My Brothers' Keeper, we studied the Bible from end to end. I have the

Bible on compact disc. At night, when I sleep, I put on headphones and let the cd play all night. It is amazing how much my Spirit is fed at night. Psalm 1 is my favorite chapter in the Bible, and I believe I could live the rest of my life on this one passage. I also watch TBN and Daystar, which allow me to watch Christian television, instead of the junk that is on the other channels.

I am always working to improve all areas of my spiritual growth. I do not believe I will ever stop growing. I learned that I can either go forward or backwards in my walk with Christ. I once tried to stop at a place that I felt was comfortable. The minute I stopped going forward I started backsliding. I really enjoy picking up my cross daily. I will not need to improve anything once I receive my glorified body.

III. ABSTRACT CONCEPTS AND GENERATLIZATIONS

I have learned that the Essence of God is: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Since God is invisible to my natural eyes, He reveals Himself to me through Creation. God is also a Trinity, or Godhead, and this Trinity is three persons of one substance, power, and eternity: God the Father, God the Son, and God the Holy Spirit.

God has unlimited universal power, and is called Omnipotent. God is all-knowing or omniscient, and He has the ability to be everywhere at all times. He is called Omnipresent. God will never leave me or forsake me, and I can always rely on the perfect nature of God.

I have learned that no matter how much I believed I was in control, I was really out-of-control. I have also learned that I need a power higher than myself to

successfully function in this world. I have learned I can do all things through Jesus. I also need to acknowledge God in all my ways and He will direct my paths.

The nature of humanity is the choice to do the right or wrong thing based on a persons' belief system. Human nature differs from person to person and culture to culture. Everyone seems to believe that their way of living life is the most correct way.

Personhood is freedom to be an individual human being. This state allows individuals to live their life, and make their own choices. Some criteria for personhood are: consciousness, reasoning, self-motivation, the capacity to communicate, the presence of self-concepts, and self-awareness. People not only have a physical nature, but also a spiritual nature. Men are made up of mind, body and spirit. I believe the body is the temple of the Holy Spirit, and God made man out of the dirt of the ground and breathed life into him.

The presence of disease, suffering, death, natural calamities, and other adversities was confusing to me. I would wonder how such a powerful God would allow this type of things to happen. After I learned about the true nature of mankind's' fall, I understand. I wonder why people who do not have a relationship with God get upset when these events happen to them. I quit trying to understand why things happen, and I just have a relationship with God. I know God says that trials and tribulations are pure joy. My faith has been tempered through adversity, and God has been able to reveal Himself to me through trials.

I believe if a person looks at creation, they would be able to see God. I would rather believe by faith that God exists. Some people need proof, and that usually comes through some type of tribulation.

The biggest change in my concept of Christianity is the fact I can have an intimate relationship with God. When I received the Baptism of the Holy Spirit, I really became a believer. I always thought praying in tongues was of the Devil. I finally realized that I had served the Devil for 20 years, and he had never asked me to pray in tongues. Paul writes that tongues is not for the believer, but the unbeliever. I really became a believer when I received that power. I now believe in miracles, signs, and wonders, as well as the idea that prayer will change any circumstance.

IV. APPLICATION TO NEW SITUATIONS

The spiritual understanding of forgiving others is a powerful application. Once I accepted that I do not war against flesh and blood, but against principalities, and powers of darkness, my walk got easier. It is easier for me to forgive someone when I know Satan is using that person to trip me up. I have also been one that had brawling tendencies. I would fight at the drop of a hat, and I was usually the one dropping the hat. Fighting usually solved nothing, and would get me into trouble. I have never thought of myself as a punk, but if someone messed with me I knew just how to take care of that person. Satan is not visible, and I cannot physically fight him. I have had to learn how to fight spiritual battles through prayer. I have an awesome prayer life, and have become a big tattle-tail. I guarantee anyone would

be better off having me pray for them, instead of about them. I have become a tongue praying spiritual warrior.

The next spiritual understanding I enjoy is tithing. I understand that a preacher does not want my money, but God takes my tithes and offerings, and blesses me with them. God gave us Jesus, and Jesus gave us the Holy Spirit. The Holy Spirit gives us gifts of the Spirit. When I became a giver, I became more like God. I believe the tree in the Garden of Eden represented God's 10% and Adam ate God's tithe, then had to go work at the sweat of his brow.

Another spiritual understanding is the trinity between God, man, and woman. I realize God created Adam, and had a relationship with Adam first. God then put Adam to sleep, took his rib and created woman. When woman awoke, the first thing she saw was God. God had a relationship with man first, and then woman. After these two separate relationships were formed, God introduced them to each other. I believe I need to put God first, my wife needs to put God first, and then we can have a productive, healthy, loving relationship.

The best way I believe to counsel another person who is a new Christian is by simply walking the walk. Anyone can talk the Christian talk, but actually living a Christian life is another thing. I do not think anyone needs to be beaten over the head with God's Word. I just need to live my life for Jesus, and be a good Christian example.

One reason I decided to come to SCU was to explore all aspects of my spiritual growth. I have an addicting personality, and always thought my personality was a curse. God showed me that it is not the personality that is the problem, but what I

was addicted to was the problem. Once I got addicted to Jesus I have had to feed the addiction like the drug addiction. I cannot get enough Jesus, Word, or prayer. SWCU is helping me to feed my Jesus Addiction. God always takes my weakness and makes me strong.

Appendix N:
Samples of
Documentation for Professional Schools and Training

REAL ESTATE EDUCATION CENTER

Springdale, Arkansas

This Certifies That

Larry Cucumber

Has completed sixty [60] classroom hours of instruction in basic principles and
practice of Real Estate.

Real Estate Licensing Course

CERTIFICATE OF

COMPLETION

December 09, 2002

(Signed)

The above named completed this course by actual classroom attendance with a certified instructor present.

Tomato Tamato, Instructor

The intent of this course is to meet the educational Requirement of Arkansas Salesperson License applicants Approved by the State
Board of Private Career Education IAW 1997 Arkansas License Law Regulation 4.1.B.2 license number 99 Reg - 156

Appendix O:
Samples of
Documentation for Life Learning Assessment Paper

The Church Multiplication Training Center
Is pleased to announce

Larry Cucumber

Survived and Successfully Completed

Boot Camp for Church Planters

August 21-24, 2000

"... On this rock I will build My Church, and the gates
of Hell will

Not overcome it. I will give you the keys of the
kingdom of heaven..."

Jesus Matthew 16: 18-19

(Signed) (Signed)

CMTC Executive Director Boot Camp Facilitator

Appendix P:
Samples of
Sample of Request for Credit Letter

January 1, 2012

Vice President of Academic Affairs
Southwestern Christian University
P.O. Box 340
Bethany, OK 73008

To whom it may concern:

I respectfully submit my request for _____ college credit hours to be awarded for the submission and assessment of my college-level learning from work and life experience. Thank you, in advance, for your consideration.

Sincerely,

First and Last Name

Updated 5-2014