

# CHAPTER 4

## Mapping Non-Traditional Learning through Portfolio Development

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The United States has an adult population that has more experience than it has credentials: well-qualified, yet with knowledge and skills that are poorly recognized and underutilized in an economic and social environment that desperately needs its enhanced contributions. The question remains: What can we do to help adults update, recognize, and benefit from their experiential learning, helping not only themselves, but the country as a whole?

## DEVELOPING A PORTFOLIO FOR ASSESSMENT

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As mentioned in Chapter 3, assessment via national or standardized exams is the most traditional method used to assess prior learning. Examinations are a great fit when the learning is straightforward and matches the subject discipline of the exam. However, this is not always the case. Fortunately, assessing prior learning by portfolio is becoming increasingly recognized and respected by higher education institutions.

A portfolio is a collection of evidence that supports a learner's claim for credit through a prior learning assessment process. It is a formal communication presented by the learner as part of a petition requesting credit or recognition for learning outside of the classroom setting. Colleges and universities may use different templates for portfolio development; some also use a formal prior learning course to guide students through the development of a portfolio. This chapter will guide through a formal process to document your learning, resulting in an actual document of your personal reflection.

There are multiple benefits to using a portfolio to assess your prior learning. As a practical matter, assessed learning that is counted towards the degree will save you time and money. At Kaplan University, for example, the average assessed portfolio was awarded almost one year's worth of credit toward the degree. This resulted not only in a time savings of almost one year, but also financial savings of almost \$10,000 per person on average (Kaplan University 2013). Numbers are based on the total number of students who have passed EL 203 and submitted a portfolio for evaluation. Past performance is no guarantee of future results. Tuition savings calculated as 26 quarter credit hours x \$371.00 = \$9,646.00. Figures are provided for illustrative purposes and are not a guarantee that students will earn any particular number of credits or achieve any particular savings. Statements regarding credits received, reduced time to graduation, and tuition savings are as of January 2013.

In this chapter, you will learn how to analyze and document your experiences in an effort to extract the learning you have gained through them.

## GETTING STARTED: IDENTIFYING YOUR EXPERIENTIAL LEARNING

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As we have emphasized so far, learning can be acquired through the experience of living. You have acquired learning through many years of work, as an employee, manager, or owner/operator of an organization, and life experiences such as caring for children or the elderly, and running a household. The key to earning recognition, and ultimately college credit, for your learning lies in your ability to recall, align, and document your learning to college-level courses. A map of your non-traditional learning to higher education can be articulated and documented in an experiential learning portfolio. These exercises will provide you with a review of various types of learning and in-depth information about portfolio development.

### College-level Learning vs. Experiential Learning

As you begin the process of reflection or recalling and documenting your prior learning, you need to understand the type of learning that you've acquired. You may have acquired learning at a college or university, from professional training, on-the-job training, or perhaps from training that led to a certification.

**College-level Learning** Learning is considered to be college-level if it meets the course outcomes or objectives for courses offered by regionally- or nationally-accredited colleges and universities. College-level learning is typically earned by taking courses directly from a college or university, meeting course objectives and outcomes.

**Experiential Learning** According to David Kolb (1984), experiential learning is any learning that results from a person's reflection on his or her experiences. This type of learning involves direct participation or observation. This is in contrast formal learning that occurs in a school-type setting. On-the-job training, a certification, and volunteer activities are all examples of experiential learning. Although, the hands-on learning provides a concrete or tangible learning, there is still learning that happens in tandem; we collect additional ideas and information in an intangible manner. We take the idea and learned information and test them to arrive at conclusions. Some learn by observation and some learn by doing. For example, you need to learn how to operate a new computer that you just purchased. Some people will read the manual, review the online video, and by asking others. Yet someone else might just turn on the computer and dive right into learning how it operates.

## REFLECTION: HOW YOU HAVE LEARNED OVER THE YEARS

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Recall Kolb's definition of experiential learning as learning that results from a person's reflection on his or her experiences. Not just experience, but *reflection* on experience is key to this type of learning. When Allen Tough set out to do the research that led to his ground-breaking book *The Adult's Learning Projects*, he formulated a series of questions designed to help learners reflect: to think about the people, the institutions, the things, the events, and other devices that they have used to learn over the years. And as you reflect, you will also undoubtedly remember additional learning, recalling knowledge and skills that you may have forgotten or overlooked.

This exercise of reflection is like raking your lawn, collecting all the leaves (evidence of what resources you used to learn) while leaving the grass (non-learning events) behind. In the recall effort of reflection, think of the following major areas of your life: your home or your family; your hobbies or recreation; your job; your community responsibilities; and writing, research, teaching, or coaching. The key here is to go event by event, or year by year, then month by month, and actively remember *how you learned* and *what you did to learn*.

For example, think back over the past few years at how you may have learned using the following.

### Written Material

Can you recall times that you set out to learn something in particular by reading

- a book;
- newspapers or magazines;
- booklets, pamphlets, or brochures;
- memos, letters, instructions, or plans;
- technical or professional literature;
- material in a library; or
- workbooks or online instruction?

## Experts

Can you recall times that you set out to learn something in particular by consulting an expert such as a

- medical doctor;
- counselor or therapist;
- lawyer;
- financial or tax advisor;
- coach, or
- private teacher?

## Multimedia

Can you recall times that you set out to learn something in particular by

- watching or listening to the news;
- watching documentary films;
- listening to a radio program or podcast;
- searching for information on the Internet; or
- taking a self-directed course or “attending” lectures on DVD, CD, or the Internet?

## Conversations

Have you tried to learn from conversations or discussions with any of the following

- friends or family members;
- employees, colleagues, or supervisors; or
- other stimulating individuals?

## Groups

Have you learned through a group activity, such as

- a conference, retreat, or weekend meeting;
- an institute, short course, or workshop;
- a club or association meeting;
- work on a board or committee?

## THE MAPPING PROCESS: PORTFOLIO DEVELOPMENT

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Now that you have a basic understanding of prior learning assessment, experiential learning, and college-level learning, you are ready to learn about the portfolio development process that you can use to create your experiential learning portfolio. You will need to understand this process in order to develop a portfolio that meets the requirements for submission, enabling you to earn credit for your learning.

The portfolio development process is both a reflective and a mechanical process. You will reflect on your life experiences and then organize and document the learning in an organized manner so that it can be evaluated by qualified subject matter experts.

In the portfolio development process, you will follow these steps:

1. Identify your educational goals to create an educational goal statement or essay.
2. Explore your prior learning and highlight your learning experiences to create an expanded resume format in chronological order.
3. Write about and document your learning to create a learning autobiography.
4. Search for college-level courses that match your learning to develop a course petition.
5. Gather documents to support your learning.

Each step is described below in more detail.

## Educational Goal Statement

The first step to attaining a goal is to actually establish one. An educational goal statement is simply a statement or short essay on what you plan to do with your education. Creating an educational goal statement is the beginning of the reflection that you will later demonstrate in your portfolio. In setting an educational goal, first think of what you plan to do in the next ten years: this will be your long-term goal. Then break your long-term goal into small, easy-to-accomplish chunks: these will be your short-term goals.

For the purpose of beginning your portfolio, focus your goal on your education. What information and skills do you need to help you achieve other goals, such as those related to your career? Do you have a short-term goal of updating your skills and a long-term goal of earning a degree? Include things like your reasons to return to school, what you hope to learn, and why.

To recap, an educational goal includes

- short-term goals,
- long-term goals,
- the reason for completing a degree or certificate, and
- how you plan to use the knowledge.

An example of an Educational Goal Statement is provided at the end of this chapter.

## Expanded Resume

Now that you've had an opportunity to reflect on how you have learned over the years, it's time to record and document the experiences in a formal manner. This exercise will help you expand your professional resume; it is called an expanded resume because it will contain much more information and detail than a typical resume for a job application. The information in the expanded resume can be divided into employment history, education and technical skills, professional activities, and extracurricular activities. As with a typical resume, you will

- Identify work and life experience from which you have acquired knowledge, skills, and abilities in chronological order.
- Organize your experiences according to the categories (employment history, education and technical skills, professional activities, and extracurricular activities).

## Learning Autobiography

A learning autobiography is chronological narrative or essay that describes what you have learned and how your learning has grown as a result. As previously mentioned, reflecting and remembering is a big part of the portfolio development process. Most people forget important moments and learning projects that they have undertaken. So, another approach to identifying your experiential learning is to write an account of your important experiences. In the beginning, don't worry about describing learning or skills. Simply describe important life experiences as they come back to you.

Begin your autobiography by adding to the learning statement that you created. From there, you will continue the essay in a chronological manner. Use your expanded resume as a guide as you develop a chronological account of your learning experiences.

Significant life experiences often build on one another. As you remember and list experiences, describe how one activity may have prepared you for others. Be sure to include experiences that have been significant to your personal development and learning. What you are striving for is to identify themes – short- and long-term experiences that carry common characteristics.

A strong Learning Autobiography has the following characteristics

- is clearly written, in chronological order,
- highlights your learning experiences,
- describes in detail your learning acquired from those experiences,
- describes in detail how your learning has grown as a result of those experiences, and
- clearly articulates how you have learned from your experiences.

An example of a learning autobiography is provided at the end of this chapter.

## Course Petitions

Now you're ready for the mechanical process of assembling and connecting your experiential learning with college-level courses. The learning autobiography is your reflective story; the next step is to develop course petitions to show how your acquired learning meets college standards.

A course petition is the component of the portfolio in which you will demonstrate that your learning is equivalent to college-level learning. It is your opportunity to show just how much you have learned through years of work and activities, and to make that learning count toward the completion of your college degree.

To develop your course petitions

- *Identify college-level courses that match your learning.* You can do this by visiting a college's website, browsing through a course catalog, or searching a college-level course database. First, search by course title, then review the course outcomes. Course outcomes or learning outcomes are statements that describe the knowledge, skills, and abilities that the learner can expect to attain by completing the course. Course outcomes are typically listed in a course syllabus or in the course catalog.
- *Connect sources of learning to a course petition.* A source of learning is where you actually experienced the learning. The source of learning is one of the experiences you listed in your expanded resume; it could be a position that you previously held, from a community activity, or from job training.
- *Create learning statements.* Learning statements are concise, brief statements that describe your prior learning as it relates to the courses that you are petitioning for. These learning statements will help you describe your learning in terms of how you met the course outcomes for each of the courses for which you are petitioning for credit. Examples of learning statements can be found at the end of this chapter.

In your statements, be sure to use verbs that describe the cognitive level of your learning. (Refer to Bloom's Taxonomy, a classification system of learning goals, objectives, and achievements.)

- *Write a course petition.* A course petition is where you make the case that you have met the learning of an actual college-level course. After identifying a course that you think reflects the learning that you've acquired, you will build the petition to document that you've met the course objectives. The course petition should include course outcomes, sources of learning, and learning statements. Examples of Course Petitions are provided at the end of this chapter.

## Supporting Documentation

Supporting documentation ties the learning that you have described with actual work or evidence. The documentation is important because it provides evidence that the knowledge, skills, and abilities you have acquired are in fact college-level and aligned to the courses you are petitioning for. Supporting documentation includes

- Primary documentation: letters of verification written by people that have *first-hand* knowledge of your learning and are able to provide verification;
- Secondary documentation: any other information that can support your learning, including licenses, certificates, and project examples. Secondary documentation supplements your primary documentation with items such as original work samples that you've created including presentations, or reports.

## Top Tip: Gathering Your Supporting Documentation

The following helpful hints will assist you when gathering your supporting documentation:

- Start early!
- Select appropriate documentation such as licenses, certifications, and work samples. The documentation should connect specific learning with a college-level course.
- Avoid proprietary information. Proprietary information is any form of confidential information that is not readily available to the public. It could include things like a company's salary structure, a customer list, or content that you developed for a specific client (for example, privately developed software).
- Identify your references or sources. Your reference may be an expert in the field, a client that can attest to your abilities, or a supervisor.

## Key Terms

**Course Petition.** A document that shows how experiential learning maps to specific college-level courses

**Portfolio.** A collection of evidence that supports a learner's claim for credit

**Learning Autobiography.** A chronological, first-person narrative that describes what an individual has learned from experience and how their learning has grown

**Expanded Resume.** A detailed list of work and life experience from which a learner has acquired knowledge, skills, and abilities

## RESOURCES

### Bloom's Taxonomy

<http://www.edpsycinteractive.org/topics/cognition/bloom.html>

Bloom's taxonomy is a classification system of thinking and learning that can be used to develop learning statements.

## REFERENCES

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Smith, P. (1986). *Your Hidden Credentials: the Value of Learning Outside of College*. Acropolis Books, Inc. (117-120).
- Tough, A. (1971). *The adult's learning projects: A fresh approach to theory and practice in adult learning*. Toronto: OISE.

## EDUCATIONAL GOAL STATEMENT SAMPLE

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My educational goal is to eventually complete my Master's in International Finance. It has always been my ambition to be involved in stocks, bonds, and global trading. I'm currently enrolled in the Associate of Arts program with an emphasis on finance. The AA program leads directly into the Bachelors in Financial Management.

My interest first peeked when I started working part-time with my father in high school. He initially gave me the books to balance for his clients then I eventually was given the task of reviewing his stock and bond trades. I was immediately hooked and started learning about finance on my own. During the summer breaks, I took some independent stock classes at the local community college – which just reassured me that I had a future in finance.

I have had several part-time jobs with my father's financial advising company. I continued my bookkeeping work but also observed him with clients. I realize that to be respected and to get the job that I'd eventually like, I need the credentials required for the field. I'm currently studying to sit for my CFP (Certified Financial Planner). I will sit for it next year. That will give me a credential in addition to my degree.

I look forward to accomplishing all that I can in my degree process; this class, hopefully will help me gain valuable credit for learning that I've acquired. I am excited to be on my way to accomplishing my goals – I feel like they are within reach!

## SAMPLE EXPANDED RESUME

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### Artistic Pursuits

Art Appreciation

June 1984 to Current

Developed an appreciation for all forms of visual art, working with interior designers on properties and as a Director of the Symphony Orchestra Design Showcase and the Melbourne Harbor Festival of Arts. Continue to attend and support diversified art exhibits.

Photography

August 1974 to Current

Photography and film development instruction as the high school yearbook photographer. Primarily engaged in digital and computer photographic programs now for business and personal pursuits.

Impressionist Art

June 1960 to Current

I have an impressive collection of all paintings and drawings by impressionist artist such as Monet, Cassatt and Sisley. I attend art meetings around the world to study the works of the impressionist.

### Computer/Technical Expertise

Computer Systems Technician Diploma

January 2010 to March 2011

Field Technician - Advanced

January 2006 to May 2006

Technical Support Specialist

January 2003 to August 2004

Network System Technician

March 2011 to Current

### Employment History

XYZ Company

Fayetteville, GA United States

Truck Driver

May 2007 to Current

As owner-drive, I maintain shipping orders, receivables, payables, and deliveries; drive regular routes in the South-east delivering orders on contract; manage customer database, write marketing and public relations information.

ABC Consulting

Jacksonville, FL United States

Self-Employed – Vice President

March 2012 to Current

Oversee client relations for higher education and corporate universities; manage company contracts, hire maintain faculty pool, write and provide work proposals, manage agreements; manage website presence; manage company receivables.

EBSCO Host

Seattle, WA United States

Director of Sales

March 1999 to May 2007

Manage customer requests; initiate customer calls; write up sales orders; follow up with customers to make sure deliverables were satisfactory; manage customer communication plan; oversee media development for customer interface.

### History, Cultural, or Regional Studies

History of Art

June 1999 to Current

Provided tours of local museums when impressionist art was on display.

MOSH Volunteer museum curator.	April 2006 to 2009
Art Research for local paper Provided art research for continued articles to local newspaper.	May 1999 to Current
Art Tours Subject matter expert on tour with national museum to countries around the world.	January 1999 to Current
International Travel Family members live abroad, so I spend months in various countries learning about their art culture, history, and education.	January 1999 to Current

**Religious and Spiritual Activities**

First Presbyterian Attend religious-art classes once per month. In addition, I sometimes fill in as class leader.	May 2000 to Current
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**Sports and Recreational Pursuits**

Swimming (Intermediate) Provide private swimming instructions to ages 3+; participate in regular team competition events for the city.	May 1995 to Current
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Yoga (Advanced) Provide private instruction.	May 2004 to Current
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Shooting (Intermediate) Recreational shooting; marksman competition; private instruction	January 1995 to Current
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**Volunteer Activities**

American Association of Community Colleges (AACC) Served as a member of the AACC Board; maintained membership records; solicited new members; made new member presentations.	June 1999 to June 2007
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**Languages**

French  
 Speaking Level: Intermediate  
 Reading Level: Beginner  
 Writing Level: Beginner  
 Completed French I and French II with the ability to speak, read and write. After spending many months in France, I have secured this knowledge by self-study.

**Speaking Events**

Museum Curator Event/Conference: Monthly art lectures Role: Presenter Organization: Jacksonville Museum. Description: As museum curator, I provided monthly presentations on the art exhibits, primarily from the impressionist era.	January 19, 2011
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Art History Lectures June 13, 2012  
Event/Conference: City of Jacksonville Art Walk  
Role: Featured Speaker  
Organization: Chamber of Commerce  
Description: As the local museum curator, I provided monthly talks on impressionist art at the Art Walk Events.

### **Associations**

Society of Human Resource Management July 1995 to Current  
Professional

Chamber of Commerce January 2008 to Current  
Professional

National Association of Museums August 1979 to Current  
Professional

### **Accomplishments**

Association of Realtors May 2005 to July 2008  
As Chair of the EP County Association of Realtors RPAC Committee received an annual recognition award for meeting and exceeding all RPAC fundraising goals in terms of amount of funds raised and percentage of membership participating.

Certified Real Estate Brokerage Management Magazine May 2008 to July 2008  
Selected as a feature writer for the "Coaching Corner"

EP County Association of Realtors May 2008 to July 2008  
Recipient of the Young Outstanding Political Achievement Award

Corral Ranch May 1990 to July 1990  
Received Today's "Best" Award for being voted the best Western Wear store in Albany County by its readers

## LEARNING AUTOBIOGRAPHY SAMPLE

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In the mid 90's, I began working with my father at his business. He was a Financial Planner; he manages financial portfolios for over 120 clients. At first, he let me simply do accounting-type work by reviewing numbers, checking the balances for accuracy, and creating ledger sheets. I loved the work as I have always been interested in numbers and how they numbers completed a bigger picture, like with balance and ledger sheets. The work for my father's business continued through high school. I eventually got to observe him in meetings with clients and insight into their financial portfolios.

During my summers in high school, I completed many independent finance-related training courses at the community college. Many of them were simply lower-level accounting, understanding ledgers, and basic stock trading information. This only solidified my decision to enter the community college's program for Financial Planners which led to an Associate of Arts with a financial emphasis. After my second semester, I applied for an advanced start program at the University to pursue my Bachelors in Financial Management. I completed my community college courses early and was able to transfer right into my Bachelors program.

During that time, I managed to secure a part-time position with a financial trading firm. This gave me insight into the world of stocks, bonds, and trading. While I loved working directly with people, as a financial planner, I really grew to love the experience and opportunity that the stock and bond markets offered. After two years of part-time work, I was finally offered a full-time position as a junior trader. This wasn't exactly the position I was interested in, but it gave me more insight into what actually goes on during a trading day. Although at times, it was energetic and exciting, there were many nights of long, hard work researching the financial position of companies, researching the performance of particular stocks and bonds, and then assembling all the research. I impressed my boss with my ability to conduct and provide accurate research; he eventually promoted me to Senior Accountant.

As Senior Accountant, I gained the experience of managing people. I gained insight into being an effective manager however; I realized that I needed more mentoring and training. My boss introduced me to one of his most effective managers; I was able to shadow him for a few months to gain more insight into managing people.

In August, 1999, after a year as a Senior Accountant, I was offered another promotion, but this time; it included a move to New York. The firm needed someone with my stock and bond insight to fill a critical open position on the trading floor. I accepted the position and was off to New York.


At the firm in New York, I was Senior Advisor, managing over 300 accounts. I had about 45 portfolio managers that reported to me. This position really stretched my skills and abilities, but I learned additional insights into the world of stock trading. I conducted domestic and foreign stock sales, became knowledgeable about compliance as well as international regulatory standards.

During that first year, I my manager recommended me for a side-job as editor for a stock trading magazine. I provided a weekly article to a stock magazine. The articles featured a weekly stock pick and provided research about that particular stock.

In 2003, after a few years of experience, I was ready to pursue my CFP (Certified Financial Planner). I began studying at the local community college. After completing the program, I started studying for my CFP examination. I joined and worked with a local study group for about 6 months before I felt that I was ready to sit for the exam. I passed on the first try!

In January 2004, my manager advised me of a position that would be open in the future. However, that position requires a Master's degree. So, I accelerated my degree process and completed my Bachelors so that I could enroll in the Master's program. I only needed a few courses to finish my Bachelors and continued right into my Master's program. I didn't want to miss this opportunity; so I continued my studies at an accelerated pace in addition to working 40 hours!

Late in 2005, as I was well into my Master's program, I decided to leave the firm, move back home, and start my own business. As much as I enjoyed my experience and all of the things that I learned as a stock broker in New York, I realized that I longed for a different lifestyle. Upon my return home, I joined the local Small Business Association (SBA) to learn all the specifics of starting my own business. I also used this as a networking opportunity to learn from other small business owners who had already gotten past the start-up phase. I took several classes at the SBA to gain insight into the local government, state laws, and financial options of a new start-up.



In 2007, I assumed a position with the local Chamber of Commerce as the small-business manager. This offered me the opportunity to help other small business owners when they relocated to the city. I was able to pass on to others the results of my many years of being mentored, learning from larger businesses, then being able to share my personal experience of starting my own business.

Today, I am a happy business owner, doing what I love by helping people manage their money. I've developed many financial plans, arranged college accounts, and have hired a wonderful team of financial managers. I keep my toes in the stock market with a few clients, helping them develop a strategy to buy and sell.

## SAMPLE LEARNING STATEMENTS

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Below are examples of learning statements that describe a student's learning as it relates to a college course.

**Note:** These learning statements do not include the full list of learning statements to meet the course outcomes of these courses. The samples below are just examples.

### Course: ACT 2021 – Financial Accounting

- Prepare financial statements
- Interpreting financial information for decision-making
- Control routine operations (budgeting and standard costing)

### Course: ARH 1000 – Art Appreciation

- Use various forms of media to develop client brochures
- Identify key forms and elements of art to create 2D and 3D media
- Define materials and techniques needed for specialty projects

### Course: DIG 2113 – Fundamentals of Digital Media

- Developed web animation using digital tools
- Create interfaces for site navigation
- Create 3D animation on client sites

### Course: OST 1336 – Fundamentals of Business Communications

- Organized the company's business communications
- Develop, format, proofread and edit company's client communications
- Manage company's client communication plan, including presentations and business correspondence

## COURSE PETITION SAMPLES

COURSE PETITION - MT 201: INTRODUCTION TO MANAGEMENT		
Course Outcomes	Source of Learning	Learning Statements
By the end of this course, you should be able to: * Describe solutions to management problems * Recognize the four functions of management * Explain the steps to manage change * Understand competitiveness and collaboration in a global economy * Demonstrate college-level communication through the composition of original materials in Standard American English * Distinguish among different theoretical perspectives in the social sciences	IMG Consulting January 2006 – October 2008	* Understand four primary functions of management * Utilize problem-solving techniques * Schedule quarterly staff meetings to identify and resolve potential issues * Maintain professionalism and effectiveness in the workplace * Managed ethical and legal issues as they arose * Developed new business concepts for the launch of new products * Evaluated and facilitated the SWOT Analysis for projects
	United Support Systems, October 2008 – Present	* Understand and manage with a global competitiveness objectivity * Manage daily audits of employee feedback; ensuring that employees received the appropriate feedback and instruction * Oversee conflict resolution on projects * Prepared project schedules, ensuring that timelines stayed on track * Delegated and managed work responsibilities * Developed clear channels of communication
COURSE PETITION - IT 190: FOUNDATIONS IN INFORMATION TECHNOLOGY		
Course Outcomes	Source of Learning	Learning Statements
By the end of this course, you should be able to: * Demonstrate operating systems software functionality * Perform personal computer maintenance * Describe the basic components of a computer network * Understand competitiveness and collaboration in a global economy * Practice verbal communication by presenting ideas to others * Identify ethical issues within the field of study	IMG Consulting January 2006 – October 2008	* Solved computer software and hardware issues by problem solving and testing * Installed operating systems * Provided training on operating systems software * Provided personal computer (PC) maintenance * Provided troubleshooting efforts for computers, printers, desktop, and laptop devices

	United Support Systems, October 2008 – Present	<ul style="list-style-type: none"> <li>* Presented technology updates at quarterly meetings</li> <li>* Presented ethical or compromising case studies at the quarterly meetings</li> <li>* Maintained the computer network system for over 1,000 PCs</li> <li>* Planned and installed software and hardware upgrades</li> </ul>
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COURSE PETITION – AC 122: PAYROLL ACCOUNTING		
Course Outcomes	Source of Learning	Learning Statements
<p>By the end of this course, you should be able to:</p> <ul style="list-style-type: none"> <li>* Explain the characteristics of a good record keeping system</li> <li>* Describe the major applications of the Fair Labor Standards Act</li> <li>* Calculate social security taxes on individual incomes</li> <li>* Calculate withholding allowances for income tax purposes</li> <li>* Evaluate the factors that determine unemployment eligibility</li> <li>* Prepare payroll registers and employee earnings records</li> </ul>	<p>Any Corporation May 2005 – April 2011</p>	<ul style="list-style-type: none"> <li>* Manage payroll process for over 500 salaried and contract employees</li> <li>* Use and oversee the ADP Payroll Services</li> <li>* Maintain the payroll system to accurately reflect employee working and leave hours</li> <li>* Processed and ensured quality and accuracy of the payroll data</li> <li>* Ensured accurate payroll deductions</li> <li>* Managed the 401k and other employee savings programs</li> <li>* Trained staff on the Fair Labor Standards Act; provided quarterly updated</li> <li>* Managed unemployment process ensuring eligibility; responded to unemployment claims</li> <li>* Reconciled payroll reports monthly</li> <li>* Oversee conflict resolution regarding payroll issues</li> </ul>