

Portions of this portfolio have been removed to protect the privacy of the student.

SAMPLE

Prior Learning Assessment
Construction Management/ School of Technology
Construction Safety- CNST 213

Cover Page-Part I: The cover page is the first impression of your portfolio that the assessor receives. Printing should be clear and well- spaced. Color and graphics are not required but may be used at your discretion. The cover page identifies the process (Prior Learning Assessment), the course sought and the department to which the portfolio is being submitted. The cover page may provide your contact information. However, you might prefer to place your contact information on a sheet in the front pocket of your portfolio binder to ensure privacy. Below is an example of how your first cover page should look.

The cover page should contain the following information:

Prior Learning Assessment Portfolio	(Identify process)
Department/ School	(Identify department/ school)
Course Name and Number	(Identify course for which credit is being sought)

Name: John Doe

Student Number: E00000000

Mailing Address: 101 Boone Hall, Ypsilanti, MI 48197

Cell Number: 734.487.0407

Email Address: johndoe@emich.edu

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Cover Page-Part II: Your second cover page will contain more personal information. The remaining information should be included inside the front cover on a contact sheet inside.

Student Name
Student number
Mailing Address
Telephone Numbers (work, cell, home)
E-mail Address

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Table of Contents: The portfolio table of contents will assist your evaluator in quickly accessing the various components of your portfolio. List each section and the beginning page number. Include the Index of Documentation (or the List of Documents) in the Table of Contents.

Chronological Record

November 1992- January 2000

Employed as a construction laborer for American Showcase Remodeling,
Ypsilanti, MI 48197

June 1996

Graduated from Dundee High School, Dundee, MI.

December 1996

Car Accident. Could not work for three years due to injuries. I suffered severe
Concussion, neck injury, fractured ribs, lacerations, and I have maintained migraines
since the accident.

January 2000- January 2002

Employed as a project administrator for American Showcase Remodeling,
Ypsilanti, MI 48197

April 2000

ATV accident. I suffered a dislocated shoulder and brachial plexus injury. My
Right arm and hand was completely paralyzed for almost a year.

January 2002- Present

Employed as a Project Superintendent for American Showcase Remodeling,
Ypsilanti, MI 48197

August 2008- Present

Enrolled part time at Eastern Michigan University, Ypsilanti, MI.

May 2012

Enrolled and passes OSHA 30 Construction Safety Course provided by EMU, Dr. Stein
Through the Washtenaw Contractors Association, Ann Arbor, MI. Course required by my
Employer- American Showcase Remodeling,

June 2012

Received my OSHA 30 card in the mail.

September 2012

Enrolled and passed American Red Cross course in Lansing, MI. (Adult, Child & Infant CPR/ First Aid certified). Received the certification same day. Course required by Employer American Showcase Remodeling.

April 2013

This was my first semester at Eastern Michigan University as a full- time student. I made Dean's List.

Chronological Record: The chronological record introduces you to the assessor. Keep in mind- the chronological record provides a framework for the material presented in the learning statement and documentation. "Chronological" requires that events be listed in order by date. Choose a style: outline or narrative. The outline style is recommended more often. The chronological record reinforces the sequence of events and material presented in the learning statement. The chronological record differs from a resume by including personal milestones (i.e. death illness of parent causing interruption of education or work) or significant events (military service, company downsizing) causing damage in employment. Including a disclosure of your personal events (i.e. divorce, illness) is optional. When you begin your chronological record you must choose a starting point. Most students start their chronological record with high school graduation.

Resume

The resume has been removed to protect the privacy of the student.

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Resume: Inserting a resume is optional. However, if you choose to insert a resume it must be current.

Goal Statement

This portion has been removed for the privacy of the student.

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Goals Statement: The goals statement is a statement of educational and career goals. Your educational goal should identify the name of your undergraduate degree sought (i.e. Bachelor of Science in Technology Management) and include plans for study at the graduate level. The career goal should include plans for use of the degree in your current field or in another field. The Goals Statement should be one paragraph or a brief paragraph for each goal.

Course Information

CNST 213 - Construction Safety

Philosophical, social, economic, and technological bases for safety related to the development of a construction job-site safety plan. Emphasis is also placed on the OSHA and MIOSHA construction industry standards.

Credit Hours: 3 hrs

Course Description-Part 1: The course description may be obtained from the current on-line Eastern Michigan University catalog: <http://catalog.emich.edu>

Eastern Michigan University
Construction Management Program

COURSE TITLE and No.: Construction Safety - CNST 213 (**Day section**)
INSTRUCTOR: Dr. Jim Stein
TERM: Winter 2009
CREDITS: 3 Credit Hours
PREREQUISITES: None
CONTACTS: 734.487.1940
Office in Roosevelt 206J
james.stein@emich.edu
OFFICE HOURS: TBA
Call 734.487.2490 for appointment
BOOK: MI Department of Labor-**Construction Health and Safety Standards**-you can view copies from
<http://www.michigan.gov/mioshastandards>
select "*construction*" from the menu bar
print as need.

1. **Course Description:**
Philosophical, social, economic, and technological base for safety related to the development of a construction job site safety plan. Emphasis is also placed on the OSHA and MIOSHA industry standards.
2. **Course Objectives:**
 - A. Investigate the state of the art for construction related accidents.
Develop awareness for federal and state standards for construction safety.
 - B. Develop an awareness of the significant areas related to construction accidents.
 - C. Develop a job site safety plan and the strategies for implementation.
3. **Topical Outline:**
 - I. State of the art
 - a) History of safety
 - b) Government regulation
 - c) Collecting and using data
 - II. Government regulations
 - a) Enactment of OSHA
 - b) Development of MIOSHA
 - c) Requirements of MIOSHA
 - d) Compliance
 - III. MIOSHA Safety and Health Standards
 - a) Applicable standards
 - b) **Coverage of MIOSHA standards as noted on page 5**
 - c) Scope of standards
 - d) Interpreting standards
 - e) Legal rights under MIOSHA
 - f) Fine process

- IV. Safety analysis and prevention
 - a) Needs assessment
 - b) Development of policies/goals/objectives
 - c) Investigation of accidents
 - d) Safety audits
 - e) Site inspections
 - f) Crises management
 - g) Training design
 - h) Fire prevention
 - i) Developing accountability for safety
- V. Awareness of major construction accidents
 - a) Accident categories
 - b) Types of injuries
 - c) Accident causation
- VI. Selling safety
 - a) Costs of accidents
 - b) Indirect costs of accidents
 - c) Relationship of worker/compensation
 - d) Mandated safety programs
- VII. Developing a company safety plan and program
 - a) Major components of a safety plan
 - b) Relationship government reputation
- VIII. Components of the safety plan
 - a) Statement of purpose
 - b) Company objectives
 - c) Right to know law
 - d) Crisis management plan
 - e) Safety training and education
 - f) Program evaluation

4. Evaluation and Grading:

Test I	100 points
Test II	100 points
*Tool Box Talk	50 points (sign up)
Safety program	150 points (ten eCompanion assignments)
Participation	<u>100 points</u>
<i>Total Points</i>	<i>500 POINTS</i>

Grade Point Breakdown:

A	500-475	C	389-375
A-	474-450	C-	374-350
B+	449-440	D+	349-340
B	439-425	D	339-325
B-	424-400	D-	324-300
C+	399-390	E	below 300

Course Requirements:

All students are expected to read all assigned materials, complete all assignments, and participate in all examinations. The text will be supplemented with lectures. Students will be responsible for lecture information as well as reading material. All work turned in must be neat, well organized, complete, and on time.

ECompanion:

Assignments, PowerPoint presentations, and grades will be available on-line via the eCompanion site. PowerPoint presentations will be made available after classroom presentations. They can be used to study for tests and in preparing safety program sheets. In addition, assignments will be submitted electronically through the same site. Your professor will grade assignments and return them electronically as well. Assignments must be submitted in the drop box as Word documents (**not pdf**). See the attached sheet for access information.

Participation:

Participation for the semester is worth 100 points. This grade includes class discussion, possible in-class assignments, and attendance. Ten points will be deducted for each unexcused absence (5 points for leaving class early). A doctor's excuse or similar documentation is required for officially excused classes. Students are responsible to sign in for each class session.

Late work:

Late work will be penalized 20% if turned in after the due date (to the hour). **No late work will be accepted 24 hours** after assignments are due.

Missed Exams:

Students are required to be present for all exams during the class period for which they are scheduled. A doctor's excuse or similar documentation is required for a make-up exam and the instructor must be notified before the test (if possible) or within 24 hours after the scheduled exam period in order to be eligible to take a make-up exam.

Academic honesty is expected on all assignments

Any form of academic dishonesty will result in a failing grade (E) in the course and referral to Student Judicial Services for disciplinary action. Please consult the EMU undergraduate catalog to determine those activities that constitute academic dishonesty which include cheating and plagiarism. Also, refer to the following website for further information (<http://www.emich.edu/halle/plagiarism.html>)

Misc. Rules

- Keep your cell phones in the silent mode during class.
- Students who are absent are responsible for all class material covered and announcements (including changes to syllabus) made during missed classes.

OSHA Card:

Assuming you attend just about all the classes, you will qualify for an official OSHA card from the U.S. Department of Labor. The card validates your successful completion of the 30 hour construction OSHA training course. The cards do not expire.

Sign up sheet for tool box talks, reading assignments, test dates and safety program dates:

Session #	Topics	Read part prior	Date of Present.	Name
1	PPE	6	1/6	
2	Masonry wall bracing	2	1/8	
3	Fall protection	45	1/13	
4	Guarding	21	1/15	
5	Scaffolding	12	1/20	
6	Ladders	11	1/22	
7	Steel erection	26	1/27	
8	Aerial work platforms	32	1/29	
10	Health issues	none	2/3	
11	Hazardous communication	42	2/5	
13	Emergency procedures	none	2/10	
15	Tools	19	2/12	
16	Midterm test		2/19	XXXXXXXXXXXXXX
17	Confined space entry	1	3/3	
18	Excavation	9	3/5	
19	Lifting and digging equipment	10	3/10	
20	Material handling/storage	8	3/12	
21	Mobile equipment	13	3/17	
22	Concrete work	25	3/19	
23	Training and inspections	none	3/24	
24	Welding	7	3/26	
25	Fire protection	20	3/31	
26	LO/TO	1	4/2	
27	Electrical	17	4/2	
28	Demolition	18	4/7	
29	Substance abuse	none	4/9	
30	Other		4/14	
31	Other		4/16	
	Final test		4/21	XXXXXXXXXXXXXX

Alternative: You may attend Michigan Construction Safety Day 3/25/08 (all day in Livonia). If you volunteer it is free (limited amount of volunteers are needed). Otherwise, student rate was \$50 last year. If you attend, you do not need to do the tool box talk.

Course Description-Part II: Course Syllabus- You can get the course syllabus by emailing a request to the PLA Coordinator < prior.learning@emich.edu >. Requests for syllabi should not be made during the first two or last two weeks of a term (see Academic Calendar <http://www.emich.edu/registrar/calendars/index.php>) Syllabi requests must include the 1) name of the department 2) exact course number 3) correct course title. Syllabi may change every term; a current course syllabus should be used.

Learning Statement

This portion has been removed to protect the privacy of the student. However, in your learning statement, be sure to:

- Address the topics listed in the course description
- Address the subjects listed on the syllabus
- Review required text and address relevant topics
- Choose style (narrative, online, essay)
- Describe your experiences concisely as background for learning
- Identify learning, competencies, skills, roles (acquired and required)
- Note how knowledge, skills or values were applied
- Use appropriate tone. Use an expository, conversational tone; levity is inappropriate. Learning statements range from 5-20 pages. Spell check does not detect homonym errors. Grammar check does not always comprehend context. It would be in your best interest to select someone to act as your second pair of eyes to proofread your portfolio for spelling and grammatical errors.

Learning Statement- Your learning statement is a major component of your portfolio. This is the part that describes your experience and identifies the learning acquired. You should identify experiences with appropriate detail (who, what, where, when, why and how). It would also be advantageous if you reflect on the learning you have acquired and how your new knowledge has been applied. Before writing the statement, read the catalog course description and review the syllabus and the required text for the course. Remember- it is your responsibility to show that the learning you have acquired is equivalent to the learning acquired by students taking the course for which you seek credit. When you identify and describe the learning you have acquired in an articulate, persuasive learning statement you will illustrate to the assessor that you have command of the subject and of college- level writing skills.

List/ Index of Documentation

OSHA 30 Hour Training Class Certificate.....D.1
OSHA 30 Hour Card.....D.2
American Red Cross CPR Card.....D.3

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List/ Index of Documentation and Documentation-Part I: Compile a list of documentation for the learning statement labeled “List” or “Index of Documentation”. Decide on a referral system (Letters or numbers or both). Label each document clearly. The assessor should be able to immediately turn from the learning statement to supporting documentation. Be consistent. Choose a clear referral system that permits easy access to the documentation supporting the learning identified in the learning statement then maintain that system throughout the learning statement. Check with the department about the preferred reference style for papers and use that style.

Documentation

This portion has been removed for the privacy of the student.

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List/ Index of Documentation and Documentation-Part II: Documentation is evidence of experience direct and indirect, including work products.

NOTE: Do *not* submit original documents. Copies of documents are included in departmental portfolio. Only the List(s)/ Index of Documentation, not copies of the documentation, are included in the Master Portfolio.

Transcripts

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Transcripts: Include transcripts from all colleges/ universities attended. For the Eastern Michigan University transcript, you may use the tabulation of credit available via your “my emich” account. Include unofficial transcripts from all colleges/universities attended.