

**University System
Prior Learning Credit Initiative**

I. Contact Information and Approval

Institution Name: University of Wisconsin Platteville


Project Title: Innovation in Prior Learning

Project Manager Name: Thomas Caywood
Title: Dr.
Department: Criminal Justice and Veteran Affairs
Phone: 608-342-1653
Email: caywood@uwplatt.edu

Amount Requested (\$55,000 maximum funding per institution):

Year One: \$27,663.00
Year Two: \$26,605.00

UW Institution Provost Name: Mittie Nimocks

Provost Signature:  12.15.11

UW Institution Grant Officer Name: Kathy Lomax

Grant Officer Email: lomax@uwplatt.edu

II. Project Abstract Please provide a one paragraph description of your project.

Our project team is a cross discipline team of staff who are Professors, Student Advisors, and prior veterans and have developed a two year evaluation plan for the improvement of prior credit analysis for non-traditional and veteran students. (Project Team credentials are in Appendix A) Our analysis will evaluate: institutional PLA policies, procedures and informal practices; current knowledge of faculty, administration and advisors on PLA requirements and opportunities. The evaluation will result in a gap analysis and through this identification of gaps we will establish a series of best practice solutions intended to recruit and retain non-traditional and veteran students and establish a PLA model that can be duplicated for other like institutions.

III. Project Narrative Please discuss the following questions in the narrative.

1. Approximately how many students are awarded credit for prior learning, in all of its formats, each year? (If possible, please disaggregate by format, i.e. Advanced Placement, IB, CLEP, departmental exams, portfolio, etc.)

As the project team all work as student advisors many of the themes associated with the targeted student population are intuitive; however, we validated our target population through an analysis of our institution's enrollment data available through the University of Wisconsin Platteville's Datamart. We have determined that the average amount of credit transferred to students in are target demographic since 2004 has been approximately 45 credits. On the average less than 6 credits of this 45 credit average results from prior learning credit. (This includes CLEP and departmental exams) The remainder of the credit is from accredited institution transfer. Our qualified sample focused on approximately 1400 students from the sample group. Because this type of credit has not been

prioritized compartmented evaluation against student ages or student types is not possible. In an informal evaluation of advisees who are non-traditional students (25 years and older) and veterans we have seen a trend of poor transferability of earned credit. It should be noted that these transferability rates are consistent with institutional policies that are not “trend reviewed” and that funding for this project will allow for an extensive analysis procedures and policies associated with this project.

2. What departments within your institution currently offer PLA opportunities to students, in non-standardized exam formats?

The institution’s granting of credit in non-standardized exam formats is based on larger program emphasis and is not controlled by department policy. The aggregate breakdown is as follows:

AP Examination:

Art : 4 courses
Biology: 3 courses
Chemistry: 3 courses
Computer Science: 4 courses
Economics: 2 courses
English : 4 courses
Environmental Science: 1 course
Languages: 15 courses
Geography: 1 course
History: 3 courses
Mathematics: 7 courses
Music: 2 courses
Physics: 3 courses
Political Science 2 courses
Psychology: 1 course

The policy on Veteran credit grants Phy Ed credit and advises the veteran student to coordinate transfer with the Registrar’s office. As discussed in the previous response there is limited flexibility in providing credit for non-traditional students and for veterans.

3. What are your PLA expansion goals and objectives? How many new PLA opportunities do you hope to make available to students as a result of this project? How many more students will participate in PLA challenges as a result of your work?

A. Project Goals and Objectives: The primary objectives of this project include:

A. Establish Thorough Institutional Benchmarks: Our initial evaluation suggests that the targets for PLA success and evaluative criteria are elusive. We intend to establish solid criteria and measurable benchmarks that will assist with student entry and retention while educating instructional and support staff.

B. Establish Campus-Wide Support: Although the project will improve campus awareness through department meetings with academic Deans and with the help of our student associations we intend on conducting focused “workgroups” which share information on the availability and success of prior credit learning projects.

C. Transcript Evaluation Modeling: Transcript evaluation for veterans, and for non-traditional students who have had varied educational experiences, is complex. We believe this evaluation process requires a “high touch” approach from dedicated advisors and we will establish an objective

model for this evaluation. A critical part of this model will be integrating the benchmarking strategies so they correspond with the transfer evaluation.

D. Establish Marketing Model: The collateral success of items A-C will allow us to generate an institutional practice that we will market through web, publication and recruitment materials.

***PLA Opportunities:** We will validate our existing models through this project ; however we intend on focusing our operational changes on the creation of a “Portfolio Assessment” tool. This tool will allow students to introduce a portfolio which articulates previous educational efforts that may transcribe to calculable credit. Through the transcript evaluation modeling tool we hope to identify a series of “best practices” for credit evaluation that will allow the student to write a proposal for credit validation using an on-line evaluation tool.

***PLA Challenge Numbers:** Focusing on non-traditional and veteran students we anticipate reaching an additional 20% population per year and intend to increase the average credit transfer of PLA credit from 6 credits to 15 credits beginning in 2014. Our veteran enrollment has decreased by 37% percent during the last 3 years and it is our hope that this effort , combined with dedicated veteran resources, reverses this trend.

4. Where do you anticipate focusing your PLA development and expansion efforts? Describe the departments you envision to be involved in the initiative as well as the strategies you will implement to achieve your PLA expansion goals?

***Development and Expansion:** As detailed in previous sections our development and expansion efforts will be focused on veterans and non-traditional students (ages 25 and older) as our data suggests these populations are the most underserved and have the highest margins for enrollment growth.

***Department Partnerships:** The project team is based out of the Criminal Justice Department which is where the Student Veteran Association group is housed. The team will be partnering with the Office of Institutional Advancement, Student Admissions and the Office of Sponsored Programs. The team will use the following strategies to define and implement goals:

***Benchmarked Data Collection:** The project group will focus its goals on data driven benchmarks driven by current enrollment and potential enrollment trends.

***Best practice analysis:** As part of the project we will research best practices at other Universities and through recommendations written by the United States Department of Education. It is our hope to catalyze these best practices modeling the most effective and efficient for program success.

***Cooperative work groups:** The core work group , comprised of Criminal Justice Professors all of whom are advisors and have previous military experience, will engage student groups and student support areas as the projects evolves in cooperative work groups. Using these teams we hope to address the questions outlined in Appendix B.

5. What evidence have you collected to support the strategies listed above?

Our project approach is based on effective problem solving strategies that have been used for other campus wide initiatives. We are basing our approach on recommendations of American Council on Education in their series of studies and articles on creating success for returning veterans and non-

traditional students. (Education, 2010) Our needs assessment is based on the collective advising experience of our key project personnel combined with the institutional data we reviewed.

6. If not addressed above, how will you connect this project to other adult student initiatives currently underway at your institution? As a campus-wide collaborative activity this project will have a direct connection to PLA policy of the institution. **Using our checklist in Appendix B we intend to address all institutional issues as a result of the evaluation and policy implementation process.**

IV. Budget and Narrative

| BUDGET CATEGORIES | Requested Support | | | Institutional Support | Total Program Cost |
|------------------------------|--------------------|-------------------|--------------------|-----------------------|--------------------|
| | Year 1 | Year 2 | Total | | |
| Personnel Expenses | | | | | |
| Salaries (include stipends) | \$16300.00 | \$16300.00 | \$32600.00 | | \$ 32600.00 |
| Fringe (percentage) | 46.40 | 46.40 | | | |
| Fringe (dollars) | \$ 7563.00 | \$7563.00 | \$15126.00 | | \$15126.00 |
| | | | | | |
| Supplies and Expenses | | | | | |
| Materials and Supplies | | | | | |
| Equipment Rental/Purchase | | | | | |
| Travel | \$1500.00 | \$750.00 | \$2250.00 | | \$2250.00 |
| Meetings/Conferences | \$2300.00 | \$1000.00 | \$3300.00 | | \$3300.00 |
| Marketing | | \$992.00 | \$ 992.00 | | \$992.00 |
| Other: | | | | | |
| Total | \$ 27663.00 | \$26605.00 | \$ 54278.00 | | \$54278.00 |

Budget Narrative:

Salaries: The primary project team includes the following staff:

Dr. Thomas Caywood: Dr. Caywood will manage the project and serve as liaison to student organizations and administrators who are impacted by the project. It is anticipated that he will spend approximately 130 hours on the project at \$50.00 per hour over the two year period totaling: \$6500.00

Dr. Lorne Gibson: Dr. Gibson will work evaluate best practices of other institutions and coordinate information gathered from the projects demographics. Dr. Gibson will establish the best practices guideline and establish system benchmarks. Dr. Gibson will be the liaison with Institutional Advancement on data collection and benchmarking strategies. Dr. Gibson will spend approximately 290 hours on the project at \$45.00 over a two year period totaling \$13050.00

Professor Aric Dutelle: Professor Dutelle will manage the work flow and conduct the focus group sessions. Professor Dutelle will interview key stakeholders and provide modeling recommendations for the final evaluation tools. Professor Dutelle will work approximately 290 hours on the project over a two year period totaling \$13050.00

Fringe Rate: The institutional fringe rate for the listed staff is 46.40% totaling: \$15126.00

Travel: The project team intends on traveling to 3 institutions to evaluate their prior learning credit models. The institutions will be identified through the team's research. An average cost per trip of \$750.00 was used in the analysis. We anticipate needing to take additional team members.

Meetings/Conferences: The team will conduct 12 focus groups throughout the University and will be required to meet with UW system staff on the project. There will also be a series of informational sessions on best practices in Year 2. This will cover the travel expenses.

Marketing: At the conclusion of the project, in year 2, it is anticipated that a modeling tool will be disseminated. This cost will cover materials to develop and disseminate a best practices toolkit for PLA.

Appendix A: Credentials of Project Team For PLA

Project Manager: THOMAS EDWARD CAYWOOD

EDUCATIONAL:

Doctor of Philosophy, August, 1995, Sam Houston State University, Huntsville, Texas. Criminal Justice. Dissertation "Social Ecology and Urban Homicides: Milwaukee, Wisconsin 1987-1992."

Master of Science, May, 1981, Central Missouri State University, Warrensburg, Missouri. Criminal Justice Administration.

Bachelor of Science, November, 1977, Central Missouri State University, Warrensburg, Missouri. GPA 3.09. Major Criminal Justice Administration. Minor Sociology.

Associate of Science, May, 1976, Missouri Southern State College, Joplin, Missouri. GPA 3.07. Major Law Enforcement.

WORK EXPERIENCE:

Department Chairperson, August 2007 to present.

Criminal Justice Department, University of Wisconsin - Platteville, Platteville, Wisconsin.

Duties and responsibilities include: teaching 2 undergraduate classes with .5 release time for administrative duties; principal advisor for graduate research papers; supervisor of interns during regular semesters; manager of 10 full time faculty and teaching academic staff members, one full time program assistant and 1 part time program assistant; member of departmental review board; evaluate all teaching academic staff; development of class schedules and classroom assignments; preparation and oversight of budgets; liaison with college and university administration; active supporter of student-faculty interaction; presents annual state of department to the College of Liberal Arts and Education College Council; presents the department's assessment plan to the University's Assessment Oversight Committee; and represents the Department before a number of College and University committees.

Professor of Criminal Justice, August 1991 to present.

Criminal Justice Department, University of Wisconsin - Platteville, Platteville, Wisconsin.

Duties and responsibilities include: teaching 4 undergraduate and graduate classes per semester; supervision of interns during summer semesters; student advisor for about 60 criminal justice majors; and member of numerous University, College and Department committees. Developed and taught one undergraduate and three graduate courses. Courses developed; criminal justice research methods (u/g), criminal justice systems, policing in a democratic society and law as social control (grad); principal advisor for a number of graduate seminar papers. Courses taught in the undergraduate program included; police function, interviewing, police administration, comparative criminal justice systems, patterns of criminal and delinquent behavior, criminal justice research

Appendix A Continued

methods, police community relations, issues in criminal justice planning and management, and criminal justice seminar. Courses taught in the graduate program included; criminal justice systems, policing a democratic society, law as social control and graduate seminar papers.

Lecturer, October, 1990.

Missouri Safety Center, Central Missouri State University, Warrensburg, Missouri. Lectured on delegation of authority, communication and decision making for the Mid - Level Management course. This course was for Wyoming peace officers conducted at the Wyoming Law Enforcement Academy in Douglas, Wyoming.

Guest Lecturer, July, 1990.

National Police Institute, Central Missouri State University, Warrensburg, Missouri on accident investigation for the basic law enforcement academy.

Doctoral Fellow, August, 1987 to December, 1989.

Sam Houston State University, Huntsville, Texas. Part time research and teaching assistant.

Instructor of Criminal Justice, January, 1986 to August, 1987.

Central Missouri State University, Warrensburg, Missouri. Courses of instruction included: Introduction to Criminal Justice; History of Corrections and Penal Institutions; Criminal Justice Management; and Civil Commitment in the Criminal Justice System. Member of several Department and University committees.

Claims Adjuster, June, 1981 to December, 1985.

Farm Bureau Insurance Company, P.O. Box 658 Jefferson City, Missouri. Duties included handling insurance claims for the company in a five county area, making detailed investigations of automobile accidents, home and farm losses and liability claims.

Police Officer, August, 1977 to June, 1981.

Warrensburg Police Department, 102 South Holden, Warrensburg, Missouri. Duties included routine patrol, conducting criminal investigations both as a patrol officer and as an investigator, investigation of traffic accidents, interviewing witnesses, making arrests and processing arrested subjects.

Security Policeman, United States Air Force, June 1970 to May, 1974.

Duties included missile security, base defense security, security alert team patrols and arms room attendant. Honorably discharged at the rank of sergeant.

Appendix A Continued

ON GOING RESEARCH:

Principal Investigator along with Mike Dalecki and Robert Roberts to determine whether Wisconsin's Sex Offender Registry Program will be in compliance with Adam Walsh Act. Wisconsin Department of Corrections and US Department of Justice award number 2008-DD-BX-0028. Grant of \$105,000 received by UW-Platteville.

PUBLICATIONS:

Authored a chapter on ethics in the military for Dutelle, A.W. (2011). *Ethics for the Public Service Professional*, Taylor and Francis Publishing, Boca Raton, FL.

Co author with Stephen Walters (2006) *Correctional officers in America: The Emergence of a New Profession*. Lewiston, NY; The Edwin Mellen Press.

Routine Activities and Urban Homicides: A Tale of Two Cities. *Homicide Studies*. Vol. 2, No. 1, 1998.

Race, Public Assistance, and Homicides. *Sociological Imagination*. Vol. 35, No. 1, 1998.

PRESENTATIONS:

Presented paper entitled "Race, Public Assistance and Homicides." At the annual meeting of the Academy of Criminal Justice Sciences. March 11- 15, 1997, Louisville, Kentucky.

Chair and discussant for the panel "Race and Justice." At the annual meeting of the Academy of Criminal Justice Sciences. March 15, 1997, Louisville, Kentucky.

Presented paper entitled "Social Ecology and Urban Homicides Milwaukee, Wisconsin 1987 _ 1992." At the annual meeting of the Midwestern Criminal Justice Association. September 14 _ 16, 1994, Chicago, Illinois.

Presented and co authored paper entitled "A Partial Replication of the Application of the Routine Activities Approach to Urban Homicide." At the annual meeting of the Academy of Criminal Justice Sciences. March 8 _ 12, 1994, Chicago, Illinois.

Technical Skills

All Microsoft Office applications, including PowerPoint and Excel
Desire 2 Learn (D2L) All on line courses are in D2L and I use D2L for on campus courses.

Understanding of Peoplesoft

PASW 18.0

AFFILIATIONS:

Midwestern Criminal Justice Association

Academy of Criminal Justice Sciences

Appendix A Continued

Vitae
LORNE D. GIBSON

Education

Ed.D. Education Administration: Adult and Higher Education

2004 University of South Dakota • Vermillion, SD

- Dissertation: *Students' Perception Toward General Education Curriculum at a Selected Mid-Western University* Chair: Jay Heath, Ed.D. (See Appendix B for Abstract)

Ph.D. Sociology

2007 South Dakota State University Brookings, SD

- Dissertation: *A Structural Symbolic Interactionist Explanation of Attitudes Toward Unwanted Pursuit Behaviors* Advisor: Don Arwood, Ph.D. (See Appendix A for Abstract)

M.A. Sociology

1998 University of South Dakota Vermillion, SD

B.A. Majors: Criminal Justice; Behavioral Science

1995 Dakota Wesleyan University Mitchell, SD

Professional Academic Experience

Courses Taught

Introduction to Sociology, Introduction to Behavioral Sciences, Introduction to Criminal Justice, Patterns of Criminal and Delinquent Behavior, Research Methods in Criminal Justice, Social Deviance and Control, Social Change, Organization Theory, Film and Society

Assistant Professor

2011- Present Dept of Criminal Justice/UW-Platteville Platteville, WI

- Courses taught: Patterns of Criminal and Delinquent Behavior, Research Methods in Criminal Justice, Introduction to Criminal Justice

Service:

- College of Fine Arts and Education Budget Committee Representative
- Criminal Justice Association Representative
- Department Web Content Steward
- 2011 Faculty Search Committees Member

Assistant Professor

2006- Present Dept of Behavioral Sciences and Leadership/USAFA
USAFA, CO

- Courses taught: Social deviance and control, Social change, Introduction to behavioral sciences

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Service:

- Web and Microsoft Sharepoint director: Assisted department faculty with utilization of online course instruction and assessment
- Advisor-in-Charge: Served as liaison to the Academy's Registrar, set dept student academic advising policies, provided academic advisor training, and directly mentored Air Force cadets on academic and personal development issues
- Served on department 2008-2009 curriculum revision committee
- Served department hiring committees
- Presented and organized department's Summer Scientific Seminar program, 2007-2009
- Presented "Love at All Costs: Stalking that Special Someone," to behavioral science students and faculty, 2007, 2008, 2009.

Awards: Department Company Grade Officer of the Quarter, 2008
Social Science Division Team of the Quarter, 2008-2009 Curriculum Revision Committee

Adjunct Professor

2008-2009 Continuing Education/ Colorado State University Pueblo Colorado Springs, CO

- Courses taught: Organization theory, Film and society

Graduate Assistant

2000 – 2003 South Dakota State University Brookings, SD

- Completed literature reviews, edited article drafts, and completed instruction administrative tasks

Graduate Assistant

1996 – 1997 University of South Dakota Vermillion, SD

- Course taught: Introduction to sociology

Professional Experience

Residential Counselor

1998 – 2003 McCrossan Boys Ranch Sioux Falls, SD

- Counseled, supervised, and trained juvenile boys with delinquent, substance dependency, and various problematic backgrounds

Senior Occupational Analyst

2003 - 2006 U.S. Air Force Occupational Measurement Squadron Randolph AFB, TX

- Led in the development and integration of new data analysis software processes for Canadian, American, and Australian occupational measurement programs
- Developed and analyzed Air Force occupational surveys to assess career field training and curriculum needs
- Wrote survey reports and presented training and education implications to Air Force career field managers

Appendix A: Continued

Service:

- Served as lead analyst on Air Education and Training Command's Sexual Assault Assessment Team, 2004
- Served as panelist for AFROTC Distinguished Educators' Visit luncheon, 2003
- Served as occupational analyst trainer, 2004

Reports and Conference Presentations:

- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 1C2X1 Combat Controllers*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2004 1C2X1 Utilization and Training Conference, Goodfellow AFB, TX
- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 61SXA Analysts*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented to Air Force Studies and Analysis Agency, Arlington, VA
- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 2A6X5 Aircraft Hydraulic Systems Maintenance*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2004 2A6X5 Utilization and Training Conference, Sheppard AFB, TX

TX

- U.S. Air Force Occupational Measurement Squadron. 2005. *USAF Occupational Training Survey Report: Infection Control Practitioners*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2005 Infection Control Practitioners Utilization and Training Conference, Sheppard AFB, TX

Awarded: Air Force Commendation Medal, 2003-2006

Memberships

2003-2005 *Alpha Kappa Delta: International Sociology Honor Society SDSU, SD*
2008-2009 *American Sociological Association*

Aric W. Dutelle

EDUCATION

M.F.S., Master of Forensic Sciences

National University, La Jolla, CA. May 2004.

Thesis: "ARE WE MISSING SOMETHING? A look inside the world of footwear impression evidence"

POST Certification Training, Colorado Sheriff's Training Institute, Highlands Ranch, CO. 2000.

B.S., Business Administration-Human Resources, University of Wisconsin-LaCrosse. December, 1996.

WORK EXPERIENCE

Assistant Professor, University of Wisconsin-Platteville, Platteville, WI. February 2010-Present.

- Responsible for development of Forensic Investigation as a major, minor, and emphasis as part of the Criminal Justice curriculum at the University of Wisconsin-Platteville.
- Responsible for design, funding, and implementation of forensic lab at the University of Wisconsin-Platteville.
- Responsible for design, funding, building, and implementation of Forensic Investigation Research Facility and Crime Scene House.
- Responsible for educating, mentoring, and ensuring adherence to ASCLAD-LAB requirements of forensic labs.
- Responsible for daily lab supervision of 10-12 students, regarding forensic analysis of physical evidence.
- Responsible for acting as mentor to new forensic faculty.
- Responsible for overseeing and mentoring 3-5 students year around with regards to research related to decomposition rates.
- Responsible for academic advising and professional development mentoring of 80 students per semester
- Responsible for academic instruction of approximately 120 students per semester

Lecturer, University of Wisconsin-Platteville, August 2004-February 2010.

- Responsible for instruction of courses related to forensic investigation.
- Responsible for educating, mentoring, and ensuring adherence to ASCLAD-LAB requirements of forensic labs.
- Responsible for daily lab supervision of 10-12 students, regarding forensic analysis of physical evidence.
- Responsible for acting as mentor to new forensic faculty.
- Responsible for overseeing and mentoring 3-5 students year around with regards to research related to decomposition rates.
- Responsible for academic advising and professional development mentoring of 80 students per semester
- Responsible for academic instruction of approximately 120 students per semester
- Proposed, developed and implemented "**Investigative Photography**" course of instruction.

Appendix A: Continued

- Proposed, developed and implemented “**Crime Scene Processing Techniques**” course of instruction.
- Proposed, developed and implemented “**Fingerprint Classification and Development**” course of instruction.
- Developed and implemented “**Introduction to Crime Scene Investigation**” course of instruction.
- Developed and implemented “**Evidence Collection and Preservation**” course of instruction.
- Responsible for writing \$75,000 of successful grants for the Department of Criminal Justice at UW-Platteville.

Deputy Sheriff, Grant County Sheriff’s Office, Grant County, WI. 2006-2008.

- Part-time employment on the Sheriff’s Patrol
- Responsible for patrol and evidence collection associated with an assigned sector of responsibility.
- Training related to underwater investigation and search/recovery.

Police Officer, Crime Scene Technician, Loveland Police Department, Loveland, Colorado. April 2000-July 2004.

- Aided in implementing the Crime Scene Technician program at Loveland PD
- Officer in Charge, (senior ranking officer) on night-shift for approximately 50 percent of time in final 2 years at this position.
- Proposed and established a training/education program for first responders, relating to clandestine methamphetamine laboratories.
- Developed and implemented an instructional program for area high school students and staff, relating to club drug awareness.
- Developed and assisted in implementing an operational staffing program based upon problem oriented policing.
- Responsible for training regarding latent print classification and development within the department.
- Extensive experience in writing and executing search warrants at state and federal level.
- Extensive experience with investigations and testifying before municipal, county, district, state, and federal courts of law.

Reserve Medico-Legal Investigator, Larimer County Medical Examiner’s Office, Loveland, Colorado. 2003-2004.

- 24 hr, on-call response for medico-legal investigation assistance.

COURSES TAUGHT

- **BIO3530, “Biotechnology”**, University of Wisconsin-Platteville, 2009-2011.
- **CJSA 1322 “Introduction to Criminal Justice”**, NCPACE, CVN-74, John C. Stennis, Jan 2009.
- **CJSA 1313 “Courtroom Systems and Practices”**, NCPACE, CVN-74, John C. Stennis, Jan 2009.
- **CJ1130, “Introduction to Criminal Justice”**, University of WI-Platteville, 2009
- **CJ1330, “Intro to Crime Scene Investigation”**, University of WI-Platteville, 2004-2007.

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- CJ2320, "*Fingerprint Classification and Development*", University of WI-Platteville, 2004-2010.
- CJ2420, "*Evidence Collection and Preservation*", University of WI-Platteville, 2006-2010.
- CJ2520, "*Crime Scene Processing Techniques*", University of WI-Platteville, 2006-2010.
- CJ3120, "*Investigative Photography*", University of WI-Platteville, 2005-2010.
- CJ3130, "*Criminal Investigation*", University of WI-Platteville, 2005-2007.
- CJ3140, "*Criminalistics*", University of Wisconsin-Platteville. 2004-2010.
- CJ4730, "*Honors Research in Criminal Justice*", University of Wisconsin-Platteville, 2006-2010.
- FI2320, "*Fingerprint Classification and Development*", University of WI-Platteville, 2011
- FI2620 "*Investigative Photography*", University of WI-Platteville, 2011.
- FI3040, "*Crime Scene Processing Techniques*", University of WI-Platteville, 2011.
- FI4720, "*Honors Research in Forensic Investigation*", University of WI-Platteville, 2011.

AWARDS AND HONORS

- 2006 College of Liberal Arts and Education Academic Staff Excellence in Teaching Award
- "Outstanding Service" recognition, Honduran National Police, February 2006.
- "Certificate of Gratitude", Honduran government, August 2005.
- "Spotlight Employee of the Month", UW-P, May 2005.
- "Meritorious Service Award", Loveland PD, 2004
- "Workhorse Award", Loveland PD, 2003.
- NCCIA's "Officer of the Month", 5/2002.
- Nominated "Loveland PD Employee of the Year" 2001.
- "Director's Award" Colorado Sheriff's Training Institute, 2000.
- Eagle Scout Award, Boy Scouts of America, 1988.

PROFESSIONAL ASSOCIATION MEMBERSHIP:

- Member of the American Academy of Forensic Sciences (AAFS).
- Member of the Evidence Photographers International Council (EPIC).
- Member of the International Association for Property and Evidence (IAPE).

FUNDING AND GRANT WRITING EXPERIENCE

- Awarded \$28,000 "lab modification" grant for the Dept. of Criminal Justice at UW-Platteville, 2009.
- Awarded \$35,000 "lab modification" grant for the Dept. of Criminal Justice at UW-Platteville, 2005.
- "1866 Grant Fund", \$5000, summer 2007.
- Awarded \$3400 federal grant writing grant, University of Wisconsin-Platteville, 2011.
- Awarded \$3500 federal grant writing grant, University of Wisconsin-Platteville, 2010.
- Awarded Dean's fund support for 2005, 2006, 2007, and 2009.
- Awarded Academic Staff Professional Development fund support for 2006.
- Awarded Curricular Improvement Fund support for 2006.
- Responsible for requesting and subsequent donation of \$30,000 Automated Fingerprinting Identification System (AFIS) to the University of Wisconsin-Platteville Criminal Justice Department.

Appendix A: Continued

PUBLISHED WORKS

- Dutelle, A. W. & Becker R. (2012). "*Criminal Investigation*", 4th Ed. Jones and Bartlett Learning, Sudbury, MA. Currently in production. Anticipated publication date, January, 2012.
- Dutelle, A. W. (2012). "*Criminal Investigation Workbook*", Jones and Bartlett Learning, Sudbury, MA.
Currently in production with an anticipated publication date of January, 2012.
- Dutelle, A.W. (2011). "*Ethics for the Public Service Professional*", Taylor and Francis Publishing, Boca Raton, FL.
- Dutelle, A.W. (2011). "*Ethics and Forensic Science*", Evidence Technology Magazine, Wordsmith Publishing, Volume 9, Number 2. March-April, 2011
- Dutelle, A.W. (2010). "*An Introduction to Crime Scene Investigation*", Jones and Bartlett Learning, Sudbury, MA.
- Dutelle, A.W. (2010), "DNA Answers From an Expert", *PI Magazine*, PI Magazine INC, Freehold, NJ, April, 2010.
- Dutelle, A.W. (2010), "Nanotechnology for the Investigator", *PI Magazine*, PI Magazine INC, Freehold, NJ, May, 2010.
- Dutelle, A.W. (2010), "Exporting Basic Forensic Investigation", *PI Magazine*, PI Magazine INC, Freehold, NJ, June, 2010.
- Dutelle, A.W. (2010), "Saying Goodbye to Film", *Law Enforcement Technology Magazine*, Cignus Publishing, June, 2010.
- Dutelle, A.W. (2010), "Documenting the Crime Scene", *Evidence Technology Magazine*, Wordsmith Publishing, January-February, 2010.
- Weiss, Sandy (2009), Chapter 15: Photographing in the Underwater Environment, *Forensic Photography: Importance of Accuracy*. Prentice Hall Publishing.
- Dutelle, A.W. (2009), "Underwater Crime Scene Photography", *Public Safety Diver Monthly*, Issue 67, Oct/Nov 2009.
- Silberberg, Martin (2008), "DNA Fingerprinting in Forensics" A chapter introduction written for *General Chemistry*, 5th Ed., McGraw-Hill Publishing. 2008.
- Weiss, Sanford L. (2008), "Forensic Photography for SANE and SART Practitioners," *Evidence Technology Magazine*, July-August 2008 (Volume 6, Number 4), photographs provided.
- Dutelle, A.W. (2007), "Underwater Crime Scene Processing" *Law and Order Magazine*, Vol. 55, No. 3, Hendon Publishing, March 2007.
- Dutelle, A.W. (2007), "Photographing in the Underwater Environment", *PI Magazine*, PI Magazine INC, Freehold, NJ, September, 2007.

Appendix A: Continued

Dutelle, A.W. (2007), "Underwater Crime Scene Response, Part 1" *Evidence Technology Magazine*, Wordsmith Publishing, July-August, 2007.

Dutelle, A.W. (2007), "Underwater Crime Scene Response, Part 2" *Evidence Technology Magazine*, Wordsmith Publishing, September-October, 2007.

Dutelle, A.W. (2006), "The CSI Effect: How is it affecting your Department?" *Law and Order Magazine*, Vol. 54, No. 5, Hendon Publishing, May 2006.

Dutelle, A.W. (2006), "Exporting Basic Forensics to Honduras" *Evidence Technology Magazine*, Wordsmith Publishing, March-April 2006.

Dutelle, A.W. (2004), "*Are We Missing Something?*" University Press. La Jolla, California. March 2004.

2003 Vehicle Design Contest photographs, *Law and Order Magazine*, Volume 51, No.7, July 2003.

University of Wisconsin Platteville Prior Learning Assessment Policy Development Worksheet

Points to consider when developing Principles and Practices for Prior Learning Assessment (PLA)

First step:

- In addressing the following, consider involving institutional stakeholders who will be involved in the PLA process (e.g. faculty, administrators, advisors, registrar, bursar).
- Identify the steps necessary to approve and implement PLA at the University of Wisconsin Platteville.

The context:

- How does the institution define PLA?
- Within the mission of the institution, articulate the purpose of PLA.
- Define college-level learning.
- Identify the criteria for awarding credit for prior learning.
- Identify the specific ways to earn credit for prior learning.

Applicability:

- In which programs will students be eligible to receive PLA credit?
- Are there specific courses that are exempt from PLA?
What is the rationale for this decision?

Credit awards:

- Is there a limit to the number of credit hours a student may earn through PLA?
What is the rationale for this decision?
- Does the limit apply to the total number of PLA credits or only portfolio credit?
- Does PLA credit apply as residency credit?
- How will PLA credit be reflected on the transcript?
- Will PLA credit from other institutions be accepted?
100% of the credits accepted? A limit on the number of credits accepted?
How will this transfer of PLA credits be reflected on the transcript?

Assessment Criteria:

- Will the criteria for portfolio assessment be uniform and consistent?
- How will the criteria be written?
- What are the criteria for challenge exams?
Who will write the exams?
How will the exams be kept secure?

- How will the criteria for all PLA opportunities be communicated to assessors, advisors, students, prospective students and (if necessary) accrediting bodies?

Assessment:

- Who will assess portfolios and/or challenge exams?
- How many assessors will evaluate each portfolio/challenge exam
- How will the assessors be trained?
- How will the assessors be evaluated?
- What are the expectations and provisions for ongoing training?

Student Eligibility:

- When is a student eligible for PLA credit (e.g. upon applying, upon matriculating, after/before completing a specific number of credit hours, after earning a minimum GPA, after completion of a required course)?

Preparing Students:

- How will students be trained in portfolio preparation?
- Will the institution develop a course?
Will the course be credit or non-credit?
Which department will offer the course?
What are the specific learning outcomes of the course?
Who will teach this course?
- Who will advise students about PLA?
How will the advisors be trained?

Financial considerations:

- What are the fees for assessment?
- CAEL maintains that fees "should be charged independent of the assessment outcome" (Fiddler, M.). What services are provided for an assessment fee?
- Will a different fee structure apply to different types of PLA credit (e.g. CLEP, challenge exams, portfolio)?
- How will fees for PLA be assessed?
At which point in the process?
- Where do students pay the assessment fee?
- How will assessment fees be credited within the institution?
- How will faculty assessors be paid?
- Is assessment a part of faculty load?
- Is the PLA process cost-effective for the institution?
How does the institution address the issue of cost effectiveness?

Step-by-Step:

- Develop a flow chart of all steps in the process, including all forms of PLA
- What are the provisions for maintaining privacy?
Is this necessary?
- What is the anticipated timeframe for portfolio preparation?

- What is the anticipated timeframe for evaluation of a portfolio after submission?
- What is the appeals process?
Is there an additional fee for evaluation during appeal?

Post-review:

- Where will portfolios be housed post-review?
For how long will portfolios be archived?

Communication:

- How will information about PLA be disseminated?
To which audiences?

Review of PLA:

- What provisions are made for the review of the PLA process itself?
- What are the steps?
- Which office(s) will be charged to review the PLA process?
- What is the schedule for review and updating?