Credit for Prior Learning: CFT 105

Students may attain credit for CFT 105, Machine Woodworking—Furniture, by demonstrating the Learning Outcomes and Objectives for the course have been achieved through prior learning. This document establishes the materials to be provided plus grading criteria of a Project Portfolio demonstrating Outcomes and Objectives have been achieved.

CFT 105 Student Learning Outcomes

1. **Critical thinking**--Students will be able to identify different types of carcass construction and be able to demonstrate an understanding of the construction details of a specific piece of case furniture.
2. **Material analysis**—Students will identify and analyze solid wood and man-made materials as they are related to design and function problems inherent in construction of furniture.
3. **Safety**--Students will demonstrate safe laboratory practices consistent with Palomar CFT and industry standards.

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| CFT 105 Objective | Evidence to be Provided | Information demonstrated in Project Portfolio and/or personal interviews |
| 1. Design and thoroughly document a basic cabinet compatible with current industrial standards.
 | * Research leading to the definition of the case piece(s).
* Complete documentation package.
 | * Articles and photographs detailing case piece research.
* Drawings, cut lists and plans of procedure used to define the case piece.
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| 1. Compare and contrast joinery as used in the wood product industry.
 | * Joinery options considered for use on the case piece.
 | * Detailed analysis of joinery considered and ultimately selected.
* Indicate machines/tools employed in implementing joinery.
* Photos showing completed joinery.
* Provide physical samples of joinery test pieces showing details when possible.
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| 1. Optimize the selection and understand the interaction of wood and man-made materials for each component of case furniture.
 | * Identify material selected for each component of the case piece.
* Identify consideration of the use of solid wood v. sheet goods for major components.
 | * Provide rationale for the use of materials to include appearance and consideration of wood movement over time.
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| 1. Utilize skills necessary to safely operate basic tools, machinery and other equipment necessary to solve basic joinery, milling and construction problems.
 | * Provide information on tools and machines employed to prep materials, fabricate components and assemble the case piece.
* Provide lessons-learned in solving problems encountered.
 | * Written or verbal analysis of the safety concerns for the use of machinery employed on the project.
* Written or verbal analysis of learning points and how leaning will affect future projects.
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| 1. Apply construction methods relevant to current industrial standards to fabricate the documented cabinet.
 | * Construction methods employed on the project.
 | * Provide photographic or textual evidence of the fabrication processes used, including rationale for selection.
* Provide a physical example of the completed case piece if possible, or photographs if not.
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Portfolio Rubric

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| Criteria | Description | Maximum Points per Criteria |
| Criterion #1: Examine and compose evidence of learning | The portfolio demonstrates critical thinking, high level communication skills, is well organized, coherent, and includes college level thinking, writing, and/or speaking.The student integrates each of the CFT 105 course objectives throughout the portfolio and emphasizes student learning outcomes in the opening and closing statements of the portfolio. | 40 |
| Criterion #2: Identify, discuss, and apply learning | Artifacts, exhibits, and other relevant documentation provide evidence of learning.Applied learning could be demonstrated in various ways to include, but not limited to, an interview, college level report, a hands-on skills demonstration, an exhibit or show. | 40 |
| Criterion #3: Describe and reflect learning | The student is able to integrate into the portfolio a reflective narrative that contextualizes their learning as it relates to the objectives of CFT 105. | 20 |

Rubric and Mastery Level

| Category | A, Superior | B, Good | C, Satisfactory | D, Less than Satisfactory | F, Failing |
| --- | --- | --- | --- | --- | --- |
| 1. Examine and compose evidence of learning | The portfolio is well organized with all learning outcomes and course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating critical thinking with minimal grammatical errors. | The portfolio is organized with all learning outcomes and the majority of course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating good critical thinking skills, but missing some analysis, synthesis, or evaluation, with minor grammatical errors. | The portfolio is organized with all learning outcomes and at least half of course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating some critical thinking skills, but missing more than one area of analysis, synthesis, evaluation, with some grammatical errors. | The portfolio lacks organization, has insufficient integration of learning outcomes and the majority of the course objectives are not integrated throughout. Written and/or oral communication is not composed at a high level and lacks skills in analysis, synthesis, and evaluation with grammatical errors at an unsatisfactory level. | The portfolio is unorganized with no evidence of learning outcomes and objectives integrated throughout. Written and/or oral communication is not composed at a high level and critical thinking skills in analysis, synthesis and evaluation are missing, with major grammatical errors. |
| 2. Identify, discuss, and apply learning | The student provided documentation and detailed descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided concrete examples of their application. | The student provided documentation and descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided sound examples of their application. | The student provided satisfactory documentation and descriptions of the learning experiences and related to most of the learning outcomes, demonstrating acquisition of the knowledge and skills gained from the course outcomes with sufficient examples of their application. | The student provided inadequate documentation and descriptions of the learning experiences related to the learning outcomes demonstrating limited knowledge and skills gained from the course outcomes. | The student did not provide documentation and descriptions of the learning experiences related to the learning outcomes, demonstrating minimal knowledge and skills gained from the course outcomes. |
| 3. Describe and reflect learning | The student described in detail an understanding of the learning outcomes with an in-depth reflection of how prior learning experience is related to each outcome and provided concrete examples. | The student described a sound understanding of the learning outcomes and reflected upon how prior learning experiences are related to the majority of the outcomes and provided good examples that were mapped to the outcomes. | The student described a basic understanding of the learning outcomes and included some reflection of prior learning experiences related to the majority of the outcomes and provided some examples. | The student described the learning outcomes but provided inadequate understanding of the learning outcomes, provided minimal reflection of prior learning experience related to the learning outcomes and provided minimal examples. | The student did not provide a description and understanding of the learning outcomes, did not reflect prior learning experience related to the outcomes and provided no examples. |