

PORTFOLIO DEVELOPMENT GUIDE

Regents Bachelor of Arts Program

Marshall University

I. Overview

This portfolio development guide is designed to help students who have achieved learning outcomes that are equivalent to learning outcomes in class(es) taught by our institution or a WV public higher educational institution to petition to receive credit for those classes. A portfolio is not meant to be a means to avoid classes, but is intended to afford students the opportunity to academically challenge a class so as to not waste their time taking a class in which they have already mastered the content in a nontraditional setting. To protect the academic integrity of the awarding of college credit for portfolios, the required supporting documentation for submission to earn equivalent college credit is extremely high. The academic rigor is such that it requires individuals to work a large number of hours to properly craft a portfolio and acquire supporting documentation. Because of the amount of work involved, individuals requiring fewer than 10-12 credit hours to graduate should consider taking class(es) in lieu of a portfolio since completing course work is usually a quicker route to earning college credits.

Portfolio credits may not be used to satisfy the RBA residency requirement, to raise the GPA, to earn an Area of Emphasis, or to earn a minor.

Definitions:

Equivalent College Credit: Education or training from nontraditional sources that has been determined by a college as having learning and academic rigor that warrants the awarding of college credit that can be applied towards earning a degree.

Faculty Reviewer: The faculty member who evaluates a petition. Per state guidelines these individuals must be a full time faculty member with subject matter expertise. The faculty reviewer is the person who recommends either approval or disapproval for the awarding of college credit. The faculty reviewers are not obligated to perform reviews, nor to award credit. They are doing this work entirely out of goodwill.

Petitions: A large document assembled as part of portfolio submitted by a student for PLA towards a specific college course. Normally a student's portfolio will consist of numerous petitions in an attempt to earn college credit for multiple courses.

Portfolio: A submission within one academic term (semester) of petitions for PLA by a student to the institution for review.

Prior Learning Assessment (PLA): The process of evaluating learning that occurred outside of the traditional classroom environment to determine if college credits should be awarded and amount of college credit hours as appropriate.

A. Portfolio versus taking classes

Is a portfolio the correct method for you to earn college credit? The answer to this question is based upon several considerations:

1. The average time to start work on and submit a portfolio is one year. Could you take classes and finish the requirements to earn your degree in the same amount or less? If the answer is yes then you need to take the classes.

2. Do you need to raise your grade point average (GPA) to 2.0 or higher in order to graduate? If the answer is yes, then you need to take classes since portfolio credit is GPA neutral. Portfolio credits show a grade of CR on the transcript and are clearly identified as portfolio credit.
3. Are you highly self-directed or motivated to earn your degree? If the answer is yes, then you are a strong candidate for developing and submitting a portfolio. The portfolio process requires an individual to be very self motivating because most of the work is completed on one's spare time and within the time frame that suits the individual's needs.
4. Have you maximized earning college credits from other nontraditional sources that are often quicker ways to earn college credit? If the answer is yes, then consider working on a portfolio.

B. Development of a Portfolio for Credit

The development and submission of a portfolio is an available option in the RBA program to earn equivalent college credit and is not a requirement. The central principle of the portfolio option is the recognition by our faculty that **what** a student knows is more important than **how** the knowledge was attained. If a student can demonstrate that his/her knowledge and skills are reasonably comparable to what a college student would have learned in a traditional post-secondary learning environment, then credit hours may be awarded and applied towards fulfilling the academic requirements of earning an RBA Degree. There is a **\$300.00** fee for submission of a portfolio, regardless of the number of credit hours requested. After the portfolio review is complete, there will be an additional charge of \$10.00 per credit hour awarded.

***Note:** Credit is not awarded for simply any kind of adult life experience, but only for those experiences that produce learning and skills comparable to the knowledge gained in the college classroom. Payment of the fee and submission of a portfolio does not automatically guarantee the award of college credit!*

Even considering the cost of a portfolio submission and transcription fee, a portfolio is a cost effective means to earn college credit for individuals who have learned a lot throughout their career or self-directed learning. Before starting to develop a portfolio, you should find out what course(s) you need to fulfill your program of study requirements. This will help you determine how many and what kind of credits you should petition for in the portfolio. For example, there is no reason to pursue credits for lower level courses if the requirement needed is upper level credits. Similarly, there is no reason to seek upper level credits in an area like Social Science when all that is needed is Humanities credit. You should also make sure that all other possible sources of credits have been pursued including: transfer credits from other institutions; industry certifications, professional and military training credits; and credits from challenge, CLEP, and/or DANTES examinations.

***Note:** You cannot submit a portfolio petition and receive credit for courses for which you have already received credit.*

A portfolio is not a traditional college paper, nor is it solely a listing of job experiences/resume. It is a carefully thought-out, well crafted, and focused document designed to convince a faculty evaluator that a student has gained outside the classroom *knowledge, abilities, and skills* that are at a minimum equivalent to the knowledge gained by “C” students who have completed college level coursework. Once a portfolio is submitted, the RBA coordinator will review the completed portfolio for completeness before forwarding to the appropriate academic division(s) for credit evaluations. The faculty evaluator determines if, how much, and what kind of credit to recommend the student be awarded. This recommendation is then sent back to the RBA office and reviewed.

Portfolios are sent out for evaluation during only two periods per school year:

- First class day in August – last class day in September
- First class day in January – last class day in February

All reviewed portfolio petitions are returned to the RBA Office to be maintained in the files for the required five (5) years. Students may come by the office to see their portfolios/petitions; however, the portfolio and petitions must remain on file for five years and made available to our accrediting body and/or state council for review.

II. Portfolio Development

If you are thinking about preparing a portfolio, consider these hints:

1. Get started on paper (or disk). Don't rely on mental “exercise” and daydreaming.
2. Impose some self-discipline. Set aside time, set a schedule, and ask others to respect your need for time to work on it.
3. Impose order. Organize your work and work space. Keep lists.
4. Start with one course or department at a time. It is less daunting.
5. Stick to it.

The portfolio involves three tasks – Identification, Justification, and Verification.

IDENTIFY – Identify courses for which you have not been awarded credit, but have had learning experiences you believe are equivalent to college level learning.

JUSTIFY – Justify the award of that credit by citing what you have learned from experiences. You must **demonstrate** college level learning, not just **claim** it.

VERIFY – Verify your learning experiences.

The portfolio is a multi-part document.

- Section one consists of a listing of the courses being challenged and the student's resume.
- Section two contains a written narrative which outlines experiences and describes how they equate to college-equivalent learning.

- Section three consists of verifying documents which support your narrative claims.

(Each of these parts is explained more fully below.)

Clearly, the portfolio process is a challenging one. The departments, for good reason and by nature, are both demanding and critical of materials submitted for credit from “non-traditional” means. The portfolio applicant’s task is to meet the challenge with thorough research, documentation and personal reflection. College students attending classes have an entire 15-week semester to convey to their professors their competencies through classroom participation, promptness in meeting assignments, research projects and exam grades. Through these means, professors get a good idea of student motivation, breadth and quality of knowledge, and communication skills. **Your chance to do all of the above occurs when the portfolio is evaluated – one time. Make the effort the best it can be!**

A. Identifying Competencies

The first step is to identify the college level knowledge, skills, and abilities you possess that can be used in your portfolio. The goal is to develop a combined list of your skills and your knowledge. In other words determine, in detail, what you KNOW (theories, principles) and what you DO (skills, abilities). The following are some steps to help you identify the college level knowledge, skills, and abilities that you possess:

1. Develop a chronological list of the jobs you have held, including part-time work. Appendix A (p.16) has an example that can be used as a guide. The Chronological Table will help you to develop an accurate portrayal of your work history as it blends in with your learning. Use job descriptions if available. Identify any responsibilities not included in the official job description, if any. Include any minimum educational qualifications for the position.
2. Determine what you have to know to do your job.
3. Determine what you have learned that makes you good at your job.
4. Determine what you have to know (or say and do) to teach someone else your job.
5. Determine what work-related training you have attended.
6. Determine what tests you have taken for your current and previous jobs.
7. Determine what work-related licenses or certificates you possess.
8. What learning outcome does this experience support?

In general, the credit awarded through a portfolio evaluation is directly related to the level of your knowledge, regardless of how you learned a particular subject. From simple facts and names at the first level of knowledge, you may have progressed to more complicated skills like analysis, comparison, and evaluation. The following guidelines may help you to describe your learning:

1. Do you know the terminology of the field?
2. Do you know specific facts?
3. Do you have knowledge of current practices of the field?
4. Do you have knowledge of trends and sequences?

5. Do you have knowledge of classifications and categories?
6. Do you have knowledge of criteria?
7. Do you have knowledge of methodology?
8. Do you have knowledge of principles and generalizations?
9. Do you have knowledge of theories and structure?

Not all of these questions will apply to what you know or to the courses in your request. But by using those that seem to apply to your own field of knowledge and experience, you will be well on your way to identifying what it is you really do know and this will guide you in drafting your paragraphs in detailing your attainment of learning outcomes in the Experiential Learning Narrative portion of your credit petition. *It is important to focus on learning and application; time in a job is insufficient justification for the awarding of equivalent college credit.*

B. Determining Your Credit Request

In general, your portfolio needs to equate your knowledge to specific college courses. Begin by using college catalog descriptions or course syllabi as your information source. This is the starting place to make an initial judgment as to whether experiences match courses. Generally though, the catalog course descriptions are not comprehensive enough to identify all the major aspects of the course and, subsequently, to compare working experience to them.

Consider seeking more complete information in several ways:

- Go to the bookstore and examine the texts used for the intended courses.
- Review the texts via the library.
- Seek information about text book content via the internet at Barnes and Noble (www.barnesandnoble.com), Amazon (www.amazon.com) or other booksellers.
- Borrow a friend's text book.
- Request course syllabi from specific departments or faculty offering the courses. Some departments make this information available on-line.

Begin with the **current** Marshall catalog. If there is no match between expertise and the Marshall catalog, use catalogs from other West Virginia state institutions of higher learning. Catalogs from the other West Virginia colleges and universities can be found in local or college libraries or online.

If skills or knowledge cannot be matched to specific courses, consider combining college level skills and knowledge to a particular academic discipline instead of specific courses. This approach results in a request for unspecified credit in a particular academic area. Use this approach as a last choice.

One of the most difficult tasks is determining the courses and amount of credit to request. **Be reasonable.** If you have been in a position for fewer than 5 years and have few (or no) certificates of training or licenses, you may not have enough experience to justify

much credit. Also, do not ask for credit for most or all courses in a department (unless your experience is truly exceptional). Departments will rarely grant this kind of request. Finally, do not ask for credit in internships or practica. When reading the descriptions, ask:

- Do I know that?
- Have I done that?
- Is that what my evidence shows?
- How does my experience relate to the course?

The goal is to determine the entire content range of the course(s) comparing content to learning experiences. Is there a sufficient overlap? Can it be described and documented in enough detail to be convincing? The answers may mean narrowing the scope of a request and/or changing to other courses.

Check with the RBA director when you have selected a list of possible courses for review. There are some courses and departments that the director knows are not likely to grant credit. You should probably not waste your time working on petitions for those classes.

Non-collegiate learning most likely to generate college equivalent credit is:

Measurable – Learning that has resulted in licenses or certificates for non-credit training programs may be more readily converted to college equivalent credits. Training or experiences leading to demonstrable skills, such as typing proficiency, are also easily evaluated.

Both Theoretical and Applied – Learning which can be described as leading to both “understanding” and “demonstrable skills” is most likely to impress a faculty evaluator as worthy of college credit.

Generalized – Learning which leads itself to a broad variety of applications is typically viewed by faculty as more creditable than that which relates to a single setting.

After you have determined the courses that you plan to petition, match the competencies that you identified with specific courses. It may very well be that a specific competency actually relates to several courses. This is not a problem and you can use work experience to equate to learning in more than one class.

C. The Narrative(s)

The narrative outlining your skills and knowledge and requesting college course credit is a very important component which matches your competencies and learning with specific college courses. It communicates who you are and what experiences you have had resulting in college-level learning. You are trying to convince the evaluator you know as much about the course as if you had attended the class, submitted the assignments and passed the exams.

The narrative should be precise and focused on the objectives and learning outcomes of the course(s) you are requesting. It should not be a diary or contain

vagueness and generalities that do not directly relate to the course. It should identify specific dates, times, employers, supervisors, equipment and materials utilized, activities, responsibilities, training programs, testing, advancements, promotions, skill levels acquired, knowledge acquired, and competencies achieved through life experiences. It should also be limited to the specific life experiences which directly relate to the course for which credit is requested. **You should include in the narrative specific references to the appropriate supporting documentation.** The end product of this effort should be a concise, well written, and grammatically correct descriptive narrative of a specific life experience which correlates with a specific college course(s) for which credit is being requested.

It is important to focus on providing concrete examples to parallel individual course objectives. The document is not an autobiography. General statements claiming mastery of concepts must be supported with detailed examples. You must write a unique narrative for each course. Evaluators do not want to weed through a narrative to find the thread of their courses. Finally, it is important to have “tabs” that make supporting documentation easy to locate.

- Begin in a straightforward manner. State your goals and relate them to your reasons for seeking credit for your prior learning.
- Use a tone that is self-confident and assertive (but not arrogant). You want to communicate your strengths and accomplishments and also provide a description of your motivation to earn a degree.
- Organize your narrative in a clear, logical, and comfortable way. You may wish to organize your narrative chronologically. Where appropriate use terminology appropriate to the discipline in which credit is sought. It may be useful to consult texts and other resources for terms in preparing the narrative.
- Convey what is important. Provide the learning experiences that directly relate to the credit you are requesting. Make sure to include everything that seems relevant or important.
- Develop a conclusion. Ensure that the end of narrative sums up your intention for earning credit through the assessment and evaluation of prior learning. Summarize your main points.

Narrative Length: There is no “right” length for a portfolio narrative although less than 2 pages might not include enough information. Be as technical as required since your portfolio will be reviewed by teaching faculty. If using technical language, make sure you use it correctly. You will have the opportunity to supply additional information if it is requested by the faculty evaluator.

Request for Multiple Courses within a Department: Multiple requests from within a single department should be done in the same manner as a single request in one binder with separate narratives for each course. If you are requesting courses from the same department that are closely related, for example, HST 230 American History to 1877 and HST 231 American History from 1877, you do not need to write two separate narratives. If the courses you are requesting from the same department are not closely related, you

will need to write two separate narratives, but they would be contained in the same portfolio binder.

Narrative Format: The narrative must begin with the following statement:

I request that the following information and documentation be evaluated and that I be granted credit for the course(s) shown at the division level and credit hour recommendation(s) depicted.

Reproduce the course information from the current catalog, as below:

**Marshall University 2001/2003 Undergraduate Catalog
MGT 320 Principles of Management 3 hrs**

A comprehensive survey of the fundamental principles of management applicable to all forms or organizations, the course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management process. Some case analysis of management problems used.

The narrative needs to demonstrate, as clearly as possible, what your skills, knowledge, and abilities are in the areas covered by the course(s) you are requesting. Even if you do this, however, the success of the portfolio depends in great part on the quality of your supporting documentation.

D. Supporting Documentation

In order to receive college credit for what you know and can do, there must be clear documentation for your learning. Just as students in a classroom must provide evidence of their learning in the forms of book reports, oral presentations, research papers or examination results, you must demonstrate possession of the knowledge you claim to have. **IMPORTANT: merely claiming knowledge or skills is not enough; you must demonstrate them.**

Documentation is critical to your success in earning credit through a portfolio. Make sure that the evidence presented does the job it is intended to do, namely, validate without question that you possess the college level knowledge you claim to have. Identifying the relationship between your knowledge and your sources of documentation is critical. It is possible that a specific item of documentation may be used as appropriate documentation for more than one course or more than one academic area.

Check your documentation for appropriateness:

Does the document:

- Verify your knowledge? Can you explain how each piece of documentation verifies your knowledge?
- Describe your knowledge in as much detail as possible?

- Focus on the contents of the course(s) you are requesting? Your documentation must directly relate to the skills and knowledge taught in the classes you are petitioning.
- Show some general applicability? For example, knowing the personnel procedures at one organization may be helpful, but does your documentation demonstrate that you could apply your accumulated personnel skills in more than one way?
- Demonstrate knowledge of theory and application? In many cases, people either have theoretical or practical knowledge of a given subject area. When you select your documentation, make sure you can demonstrate mastery of both.

Common Types of Supporting Documentation:

- Certificates of completion for courses or workshops attended
- Official job descriptions and evaluations
- Commendations
- Magazine or newspaper articles documenting accomplishments
- Letters, on company letterhead, attesting to skills and knowledge by:
 - Employers
 - Supervisors
 - Teachers
 - Church, community or government
- Program notes from performances given or exhibits in which work was shown
- Examples of work, including:
 - Manuals and brochures – written or designed
 - Patents
 - Architectural drawings
 - Curriculum plans
 - Books or articles
 - Computer programs
 - Documents, spreadsheet and other computer-generated work
 - Poems, plays, stories, or articles
 - Paintings, sculptures, or drawings
 - Photographs
 - Audio or audio-visual tapes of performances
 - Musical arrangements
 - Clothing – designed and sewn

Regardless of the type of documentation used, remember that its chief purpose is to verify that college level knowledge has been attained.

Documentation Steps:

Identify What You Know: Before requesting or assembling your documentation, be sure you know what learning you are trying to verify. Review the course information and the skills that match the knowledge “pieces” in the course.

List Your Documentation Evidence: Inventory the documentation you plan to use – certificates, transcripts, job descriptions, etc. After making an inventory, organize all the pieces in one location. Make a list of all the people who might document your knowledge and abilities. Be as thorough as possible.

Gather personal articles you have, program notes listing you as a participant in performances, or commendations you have received for outstanding work.

Request the Documentation: This process may take extra time. Start gathering early. Request documentation letters twice – once in person or by phone and once in writing. Explain the reason for the documentation and explain how the documentation will be useful.

Specify exactly what knowledge you want documented because only documentation that verifies learning is useful. Make sure that it is not simply a letter of recommendation. Additionally, ensure that the directness of your relationship with this individual comes across in the letter and that it is from personal observation. Letters should include:

- The length of time you worked with this person
- The particular duties you had to perform
- The level of your performance
- The “normal” requirements for the job
- Changes in responsibility you successfully mastered
- How your performance compared with that of fellow workers

Monitor Documentation Requests: Develop some system to keep track of documentation requests, follow ups and documents received.

No Documentation Available: If you have a competency that cannot be documented by the usual means, such as a language skill, faculty evaluators may assess your knowledge through an interview, oral exam, or through a written exam.

E. Portfolio Contents and Organization

This segment provides information about the specific parts of the portfolio mentioned in the introduction: the resume, the narrative, and the supporting documentation. Paying careful attention to both the contents and organization of your portfolio is of the utmost importance. Well researched, written, and organized portfolios stand the greatest chance of gaining you credit. Expect to contact the RBA Office several times in the process. The staff will help with procedures and approve the final document before submission to the faculty reviewers. Do not hesitate to ask questions or send rough drafts for review.

It is also important to adhere to the standards for portfolio organization. A critical task is to make the job of the portfolio evaluator as easy as possible. This means presenting materials in a straightforward, clearly organized, easily understood manner. It is essential that the evaluator knows what course(s) you are petitioning, what the basis of your claim is, and what documentation you are offering in support of your claim. This is most easily accomplished through clear and consistent organization.

1. Cover Sheet

The portfolio should be bound in a three-ring binder of sufficient size to make turning the pages easy. It should have a clear plastic cover which allows you to put a cover sheet in it. Your cover sheet should look like this:

Cody Copeland
A Portfolio of Learning Experiences
Regents Bachelor of Arts Degree Program
Marshall University
August 15, 2004
Department of Management

Center the text on the page and in a type size 14 or better to be easily read. Avoid clip art or anything too fancy or unserious.

Create a separate 3-ring binder for each department from which you are requesting credit.

2. Portfolio Summary

This is a single sheet which should be the first thing the evaluator sees when opening the binder. It must contain all the elements presented in the example below. They are:

- Heading
- Personal Information
- Brief justification and description of work experience
- Requested Courses and credits
- Internal routing information

A sample of the portfolio summary page follows on the next page:

Marshall University
Regents Bachelor of Arts Degree Program

PORTFOLIO SUMMARY PAGE

Name: Mary Jane Jones ID#: 999-99-9999
Address: Rt. 1, Box 99
Paw Paw, WV 20000
Phone: Home: 304-999-9999
Work: 304-777-0000

Brief Description of the work or training experience which forms the basis for this request:

As a supervisor for the WV Department of (omitted) for the past six years, I believe that I have learned a great deal about managing the staff and office where I work. I have been involved in the development of the programs that I work in, the training of the staff, development of protocols and statistical forms to track success of an effort. I interview prospective employees, receive training in issues concerning Civil Rights , Sexual Harassment and Drugs in the Workplace in addition to many management workshops.

Courses for which credit is requested/number of credits:

| | |
|-----------------------------------|---------|
| MGT 320 Principles of Management | 3 Hours |
| MGT 419 Business and Society | 3 Hours |
| MGT 424 Human Resource Management | 3 Hours |
| MGT 460 Strategic Management | 3 Hours |

3-12 hours of unspecified credit

Note: *Include this request only if you are not requesting specific classes.*

This portfolio includes the items checked here:

- List of Courses Requested
- Simple Resume
- Course Challenges
- Verifying Documents
- Detailed Descriptive Documents
- Examples of my Work

Date Submitted to RBA Office: _____

Date Forwarded to Department: _____

3. The Resume:

This resume section is brief and straightforward. It provides some personal, educational, and employment background for the evaluator. It is not the same sort of resume used for a job search, and does not need to include a statement of purpose or objective.

Personal Information:

- Name
- Address
- Telephone numbers
- Email address, if any
- Student ID number

NOTE: Do not include your date of birth

Education – (On a separate sheet, in reverse chronological order)

- Names, years of attendance, and number of credits earned at educational institutions.
- Transcripts for each institution should be included and location referenced.

For example: Marshall University 1997-99

45 credit hours (Tab A, Marshall University Transcript)

Ashland Community College 1987-90

22 credit hours (Tab B, ACC Transcript)

- Relevant training programs attended with dates:
U.S. Dept of Transportation, Bridge Inspector's Training, 1986.

Employment History (on a separate sheet, in reverse chronological order):

- List name of each employer and dates of employment
- Include job titles
- Brief job description

Special Interests – *Where relevant* – on a separate sheet:

- Civic or volunteer work
- Unusual awards or accomplishments
- Publications
- Exhibitions
- Performances
- Hobbies

4. The Narratives

The narratives come after the resume. Group your courses or learning components by academic department. For example, if you are requesting courses from the Management Department (MGT) and Communication Studies Department (CMM), you would submit two portfolio binders, one with the MGT course requests and one with the CMM course requests. Each binder will have a cover page, portfolio summary page, resume, request for credit (the narratives), and documentation. Each course narrative will have its own set of documentation identified with tabs.

5. Presentation of the Portfolio

It is no secret that the way we present ourselves often tells more about us than the words we speak. The same is true in presenting yourself through your portfolio. Although you may have clearly identified your knowledge and gathered together excellent supporting documentation, the first impression made by the physical appearance of your portfolio can influence your success in earning credit. Be sure it looks as good as it can! Typographical errors, misspellings, or punctuation errors can lessen the impact of any written message. Remember that college level knowledge, regardless of the subject area, assumes a basic competence in communication – writing in particular. Be sure to prepare your portfolio neatly and accurately.

Assist faculty evaluators by labeling each part of the portfolio. Identify which documents verify your knowledge of each course or learning component through the use of a table of contents and tabs on the key pages of the portfolio. Take the time to carefully label your documentation and the course or learning component it is intended to verify.

Always, have someone else check your work before it is submitted – spouse, friend, or co-workers are useful readers.

6. General Notes:

- Make sure the portfolio is well designed and organized.
- The portfolio must be typed; written portions must be double-spaced.
- **Do not submit original documents;** submit photocopies of all original evaluator.
- For art work, enclose photographs.
- Bulky printed materials should be briefly summarized with a photocopy of the title page and table of contents.
- Contents must be bound in a 3-ring binder.
- All sections should be clearly separated with labeled tabs.
- **Make a complete back-up copy of the entire document.** The submission copy will not be returned.

7. Final Suggestions:

Carefully review the entire portfolio. Be sure that it represents college level work. Check grammar, spelling, punctuation, organization, content, and overall appearance. Then have two other people do the same thing!

Be critical in checking content. Are you convinced or persuaded by what you have written? Did you overlook any experiential learning or make extravagant and unsupported claims? Have you been specific and detailed?

1. Do you have the correct academic division identified for the credit requested?
2. Are your credit requests reasonable?
3. Are your credit requests documented? Did you **IDENTIFY, JUSTIFY, AND VALIDATE** the skills, credit requested?

Portfolio Submission

The coordinator of the RBA program will examine and approve your portfolio before it is sent for evaluation. The earlier you start this review process the better. The RBA coordinator will also review your narrative drafts at any stage of development. It is not wise to submit a completed portfolio without prior review by the coordinator. The portfolio will not be sent to departments for review until the \$300.00 submission fee is paid.

Portfolio evaluators may make several types of recommendations:

- Credit for individual courses as requested
- Credit for individual courses, but not for the hours requested
- A specific number of semester hours of unspecified lower division credit
- A recommendation for no credit
- A request for additional materials or a demonstration of skills and/or competence

The credit hours that are recommended and approved will be placed on your permanent record as soon as the \$10.00 per credit hour fee is paid.

Portfolios are only accepted by the RBA office in January-February and August-September. There is no guarantee that the portfolio review will be completed by the end of the semester in which the portfolio is submitted because there is no obligation on the part of the faculty reviewers to be prompt. This means that you should not count on graduating in the same semester that you submit a portfolio, although this sometimes does happen.

Portfolio credits will appear on your transcript with the course equivalent number and title, but they will be labeled “College Equivalent Credit”, and the grade will be CR. These can be transferred to an RBA program at another school, but they cannot be used in any degree program except the RBA.

Appendix A: Chronological Table/Learning Chart

Example of a completed Chronological Table/Learning Chart

| DATE | Personal | Professional/Vocational | Educational | Volunteer/ Community Service | Hobbies/ interests | Learning Outcome |
|------|---|---|---|--------------------------------------|-------------------------------------|---|
| 1983 | | | Graduated High School | | Music, sing in choir and play organ | Completed when attached to each petition |
| 1983 | | | Entered Marshall University | | | |
| 1984 | Married | Sears: Sales Clerk, Part-time job | Dropped out of College, after 1 semester | | | |
| 1986 | First Child born, son | Quit Part-time job | | | Return to Church Choir | |
| 1988 | 2 nd child born, son | | | Began teaching Sunday School classes | Sing in Church Choir | |
| 1992 | 1 st Child goes to school 2 nd child in pre-school | | | | Sing in Church Choir | |
| 1993 | | Part-time job, classroom aide at Easter Seals | Workshop on caring for physical needs of children with physical handicaps | | Sing in Church Choir | |
| 1994 | Both Children in elementary school | Changed job at Easter Seals, Assistant to Physical therapist, Part-time | Conference: Assisting Families of Special Needs Children | Easter Seals Telethon | Sing in Church Choir | |
| 1996 | Mother developed Lung Cancer | | Workshop: Physical Therapy assisting Attended Workshop: Cancer Survivors | Easter Seals Telethon | Began to sing solo parts in choir | |
| 1998 | Mother died, lung cancer | Began selling Avon products | Workshop: Physical Therapy assisting | Easter Seals Telethon | Sing in Church Choir | |
| 2001 | 1 st Son in Junior High School | Take a full-time job as PT assistant in Easter Seals Recognized by Avon for top sales person in region | Took basic computer class at MCTC, through Continuing Education | Easter Seals Telethon | | |

Date

