Gateway Community and Technical College

Portfolio Development
Student Handbook

Revised June 2014

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GCTC CREDIT FOR PORTFOLIO DEVELOPMENT

GCTC is committed to respond to the need for lifelong learning opportunities by providing a full range of educational services adapted to the needs of adults. In an effort to accomplish this goal, it is the policy of the GCTC to recognize and give credit for experiential learning. "Experiential learning" is defined as GCTC-level learning that takes place outside a GCTC or other accredited college setting.

Learning acquired through the following kinds of activities might qualify:

- non-credit courses, workshops, on-line, television and newspaper courses
- apprenticeship courses
- self-taught knowledge or skills
- career/work experiences/training
- volunteer work
- community services
- travel
- avocations, e.g., art, music, dramatics
- leadership roles in associations and organizations
- personal life experiences
- industry certification

Preparing a portfolio that documents learning from life and work experience can be time-consuming but immensely rewarding. The rewards lie not just in the award of credit for documented college-level learning, but in the personal growth and insight that may accompany the writing of the portfolio.

THE REASON FOR PORTFOLIO DEVELOPMENT

In recent years, GCTC has responded to the increasing number of adults who seek post-secondary training. Such adults are motivated by the desire to achieve job promotion, employment security, and personal satisfaction.   Educators have observed that these adults bring to formal learning a broad range of experience and knowledge, knowledge that may represent learning equivalent to that acquired through standard college instruction.

In recognizing that learning takes place in varied places – not just in the classroom of a college – GCTC has designed a process and established policies and procedures for awarding college credit, where applicable, for comparable knowledge. Exclusions include cooperative education, practicum, internships and externships.

Alternatives for obtaining credit for college include: CLEP (College Level Exam Program), STEP (Special Technical Education Proficiency), challenge tests, local and national certifications for credit, and portfolio preparation.

This handbook describes the process for preparing a portfolio for evaluation, and gives you; the student, information and examples that will help you prepare a portfolio that accurately describes your skills and knowledge.

RATIONALE AND CRITERIA FOR PREPARING A PORTFOLIO

In deciding whether or not to do a portfolio, consider:

1. Credit awarded via assessment is less expensive than tuition
2. Such credit can speed up graduation.
3. Preparing a portfolio brings self-examination, hence, greater self-awareness and confidence.
4. Because preparing a portfolio is time-consuming, it is recommended that portfolio development be considered only when seeking at least 3 hours of credit for prior learning.
5. Preparing a portfolio requires much time and good writing skills.
6. Knowledge, skills, and/or competencies must be documented for the course for which credit is applied.
7. Credit requests must fit into the curriculum of your program major.

Students who decide to prepare a portfolio will find that credit is not awarded simply for years of experience. Quantity and quality of knowledge and skills are the basis for awarding credit.

DIRECTIONS FOR DEVELOPING A PORTFOLIO

The portfolio is a collection of materials prepared by students to describe and document prior learning. The portfolio stresses learning outcomes rather than simply attendance or participation in events. The portfolio is developed under the direction of Gateway Community and Technical College's professional staff and is evaluated by the faculty for award of credit.

METHOD

There is a structured method for applying for credit through the portfolio. Students must be accepted to the college (i.e. apply and have a student identification number assigned) in order to apply for credit through portfolio assessment.

Step 1:
Begin by talking with an academic adviser at Gateway Community and Technical College. First, examine the course offerings in the KCTCS catalog for your potential portfolio. Portfolio development may be permitted in any discipline/course where a student can transfer in credits from another institution, excluding cooperative education, practicum, internships and externships. In consultation with your academic adviser, determine how credit for prior learning fits within degree requirements. (Recommended timeline: prior to semester or within the first two weeks of semester)

Step 2:
Obtain a list of competencies of the course for which you are seeking credit from appropriate faculty and set portfolio objectives. If you and the faculty evaluator agree there is merit, proceed to step 3. Note that programmatic limits on credit for prior learning may be established through the curriculum development process. The maximum number of portfolio credit hours accepted for the GOTS degree is twenty (20) credits. (Recommended timeline: prior to semester or within the first two weeks of semester)

Step 3:
Once you and the faculty evaluator have agreed to proceed, request that the assigned faculty evaluator and academic advisor sign the Application for Assessment (See Appendix A). Once this document is signed, pay the nonrefundable portfolio fee of $75.00 to the Gateway CTC Business Office. Provide a

copy of the paid receipt to the faculty evaluator. Portfolios will not be evaluated if the fee is not paid in full. (Recommended timeline: within the first two weeks of semester)

Step 4:

Working with the faculty evaluator, prepare a draft of the portfolio. This will be reviewed according to the guidelines for portfolio development. Revise as necessary and complete the portfolio. (Recommended timeline: midterm of semester)

Step 5:

Submit completed portfolio, Authenticity Statement (See Appendix B) and Credit Request Final Portfolio Assessment (See Appendix H) to your assigned faculty evaluator for evaluation. (Recommended timeline: two (2) weeks prior to end of semester)

Step 6:

Faculty evaluator will assess competencies presented in the portfolio and make a determination of whether credit is to be awarded or denied or whether additional documentation is required. (Recommended timeline: Last day of semester)

Step 7:

You will be notified as to the results of the evaluation by the faculty evaluator. (Recommended timeline: Last day of final exam week)

Step 8:

Credit will be placed on the transcript by the Registrar upon completion of an accepted portfolio.

FORMAT*

The preparation of a portfolio is an exercise in self-evaluation, introspection, and synthesis. It can be an educational experience in itself. It requires you to relate your past learning experiences to your educational goals, to exhibit critical self-analysis, and to demonstrate your ability to organize documentation in a clear, concise manner. Remember, GCTC acknowledges credit for prior learning, not for prior experience. As you begin to assemble and write your portfolio, periodically check to make certain you have described learning in addition to experience. In this respect, your portfolio will differ from a resume, which describes what you did rather than what you learned.

Although your portfolio will represent learning that is unique to your experience, there is a prescribed format to be followed. It is important that you keep to this format while developing a carefully organized and well-written document. The faculty evaluator who will evaluate your portfolio must be able to follow it logically and identify substantiating evidence (documentation) easily.

*Adapted from *A Student Guide for Applying for Credit for Prior Learning,* Sinclair Community College.

The completed portfolio consists of four basic components:

1. **APPLICATION FOR ASSESSMENT**(Appendix A)

2. **CHRONOLOGICAL RECORD** of the relevant experience to the course credit being applied for, usually a sentence for each year (Appendix C)

3. Narrative **DESCRIPTION OF EXPERIENCES AND COMPETENCIES** (SKILLS) pages that present statements of experience and learning outcomes as related to course objectives. (Appendix D)

4. **DOCUMENTATION** of the learning experience substantiating each competency area described. A one page summary list precedes the actual pages of documentation (Appendices E – G)

COMPONENT 1: CREDIT REQUEST

The Application for Assessment is the first document to appear in your portfolio. It clearly and concisely sets forth your petition for academic credit based on the competencies presented in your portfolio.

In preparing the Application, use the following format (see Appendix A):

- List the GCTC department, course number, course title and credit requested when the Learning Outcomes of your competency are similar to a course offered at the GCTC.

COMPONENT 2: CHRONOLOGY OF SIGNIFICANT LIFE EXPERIENCES*

The purpose of this exercise is to give you the chance to list all your life experiences (See Appendix C). The following list of adult activities might bring some significant learning to mind:

- **WORK** would include any activity for which you were paid, including military service.

- **HOMEMAKING** would include those activities related to child rearing, family, and creative activities.

- **VOLUNTEER EXPERIENCES** would include internships or apprenticeships without pay, community activities, political activities, church activities, service organizations, elective offices held without pay, volunteer work in social service agencies, time contributed to supervising youth organizations, sports involvement, PTA, etc.

- **NON-CREDIT COURSES AND SEMINARS** would include in-service training, workshops, clinics, conferences, discussion groups, evening courses, lecture series, correspondence courses, etc. (For which no academic credit was given).

- **TRAVEL** would include study tours, significant vacations and business trips, living for extended times in various parts of the country or abroad, participating as a worker or volunteer in an American sub-culture setting, etc.

- **RECREATIONAL ACTIVITIES AND HOBBIES** would include performing in a musical group, acting or working in a community theater, sports, artistic activities, fiction and nonfiction writing, public speaking, nature interests, attending performances and concerts, visiting art museums, restoration of furniture, clothing construction and design, gardening, or any other leisure time activity pursued for the purpose of personal satisfaction and enjoyment.

- **INDEPENDENT READING, VIEWING, AND LISTENING** would include any subject areas in which you have had intensive learning for which you have not received GCTC credit, including significant reading, TV or radio programming, theatre or film viewing.

COMPONENT 3: THE NARRATIVE OF EXPERIENCES AND COMPETENCIES (SKILLS)

The student will outline the LEARNING achieved as a result of life experiences. It is critically important to make this section of your portfolio an exhibit of your very best work. It must be specific to learning, concisely stated, clearly and logically developed.

Criteria for Award of Credit for Prior Experiential Learning
In your portfolio you will be describing the learning outcomes from your significant life experiences. You are being asked to identify what you know, what you can do, and what valuable attitudes you developed as a result of your experiences.

In determining what knowledge and abilities you have that may be worthy of GCTC credit, it may be helpful to consider the following:

- Do you have **MASTERY** of knowledge or a skill greater than mere ability?
  The learning must be equivalent to GCTC-level work in terms of quality and outcomes. Students should not expect to receive GCTC credit for mere application of a manual skill or a narrowly prescribed routine or procedure.
- Can you **APPLY** the knowledge or use the skill elsewhere?
  The learning must have a general applicability beyond the specific situation in which it was acquired.
- Can you **VERIFY** it?
  You must be able to demonstrate to an expert in the field that you possess the learning that you have claimed, and such an expert should be able to objectively measure and evaluate the learning that has occurred.

Translating Prior Learning into Specific Learning Outcomes
The best way to start a portfolio is to have a syllabus for the course in which learning outcomes are listed. Using this as a guide, separate your narrative into three sections:

a. Experience
b. Knowledge/skills acquired as a result of the experiences
c. Learning outcomes as a result of experience

List those experiences that provided opportunities for learning. Be sure to include dates and location where the learning took place. Then list the knowledge or skills acquired or developed during each significant experience.

Example:	Experience:	Copyright Department, XYZ Corp. (1999-2004)
	Knowledge/Skills learned:	- library research skills in preparation of copyright applications - proofreading and editing of research manuscripts - preparation of research abstracts

After you have noted the knowledge or skills resulting from experience, you may find that some of the same components appear in several areas of your experiential background. Now cluster these components to see if they result in learning outcomes or competencies. For example, the person cited above has worked — in addition to the XYZ Corp. — in a small community library, in the Employee

Communications Department of a large manufacturing company, and has done some freelance nonfiction writing. A preliminary grouping of skills may appear as follows:

Library Skills	Editorial Skills
Knowledge and use of reference sources	Proofreading
Familiarity with the Internet	Copy editing
Skill in reference search methods including appropriate databases	Research materials and techniques
	Manuscript evaluations
Computer skills	Abstract writing

As you identify areas of competency, look for specific GCTC courses designed to give similar knowledge/skills. Use the following guidelines:

- Begin by examining the KCTCS Catalog. Look for courses and course descriptions that closely approximate the competency you possess. Check the course competencies for each course (can be obtained by contacting your academic advisor). Compare course objectives with the knowledge/skill you have identified. Examine the textbook designated for the course; compare the extent of your learning with the range of topics covered in the text.

- It might be possible for a competency to be credit worthy but not fit an established KCTCS course description. In this case, consult with your advisor to title the competency appropriately and note the reason in your documentation.

The Competency (Skill) Narrative (*the heart of the portfolio*)
Each competency area of the portfolio consists of a **DESCRIPTION OF EXPERIENCE, KNOWLEDGE/SKILLS ACQUIRED,** statements of **SPECIFIC LEARNING OUTCOMES**, and appropriate references to the **DOCUMENTATION** section. Remember, content is more important than volume.

Description of Experience and Competencies
Appendix D illustrates a narrative description of the experiences that led to the accomplishment of the course objectives.   Here you will indicate:

Where the learning took place
When and for how long this experience lasted
Your job title
Your job responsibilities
If you were in a supervisory role, the number of people supervised
A description of seminars and workshops you attended.
Titles and authors of books and articles which were helpful to you.
Any description that will guide the faculty evaluator to a better understanding of the circumstances of your learning.

Whenever appropriate, or at the request of the faculty evaluator, reference the experience statements with an item in the documentation section.

Specific Learning Outcomes**

A well-written statement of learning outcomes describes learning in terms of what the student <u>knows</u> and <u>can do</u>. It should be <u>clear</u>, <u>specific</u>, and <u>observable</u>. It should also describe a <u>skill</u> or <u>knowledge</u> that <u>can be applied</u> in more than one situation. And finally, a good statement should be written in such a way that you can readily demonstrate the competence to another person.

Identifying what you have learned and substantiating through evidence is at the heart of learning how to learn. Since the focus is on what was learned rather than how it was learned or taught, it is more important that you be able to provide evidence that you have learned. To do this, it is necessary to describe the learning in a way that can be observed and evaluated.

The easiest way to write good learning outcome statements is to go from the general to the specific. You might start your statement with one of the following "learning terms." Notice the importance of personalizing your portfolio by the use of the word "I."

> I developed the skill of . . .
> I know and can apply . . .
> I became aware of . . .

Now make it more <u>specific</u> by asking yourself:

> What do I need to know in a specific field?
> What can I do that would <u>show someone else</u> what I have learned?

Some Verbs to Consider

Here are some verbs that might help you be more specific in developing your statement:

participate	write	apply	name
establish	identify	use	order
interview	design	interpret	describe
counsel	develop	translate	construct
help	organize	analyze	distinguish

**Adapted from the Council for the Advancement of Experiential Learning handbook by Aubrey Forrest: *Assessing Prior Learning — A CAEL Student Guide.*

Follow the format illustrated by Appendix F, referencing statements to the documentation section wherever possible.

COMPONENT 4: DOCUMENTATION

Documentation of learning from experience is essential to the award of credit. It is the process by which you verify that you have had the experiences and acquired the competencies you claim. Learning from prior work or personal experience can be verified in a number of ways. One of the most common is the use of third party validation letters from a supervisor who has had first-hand knowledge of your learning or skills (see Appendix E). Other means of documenting your learning are suggested in Documentation Alternatives (see Appendix F).

In preparing your documentation, keep in mind that:

- Multiple documents for each experience may be necessary. However, remember thickness does not necessarily denote quality.

- Excessive documentation, attractively presented, will not substitute for weak articulation of learning from your experience.
- If actual products such as canvases, pottery, or machines are to be used as documentation, these should be photographed or submitted electronically. The faculty evaluator will notify you if presentation of the original products is needed to complete the assessment process.
- Products or replicas submitted in the portfolio should be labeled, signed, and dated by the student.
- Any valuable documents such as licenses, certificates, letters, or commendations should be copied for use in the portfolio. Present these original documents only if requested. The originals will then be returned to you.

Note regarding deception: Periodic checks are made of documentation. Any incidences of misrepresentation will result in a denial of all credit. KCTCS has the authority to withdraw previously awarded credit should it learn of deception after the credit has been awarded.

ASSEMBLING THE PORTFOLIO

In FORMAT as well as CONTENT, the PORTFOLIO represents your request for academic recognition to an evaluator. It should reflect your best work: properly word processed, well organized, divided by the four components, well-written, correct with respect to grammar, spelling, and punctuation.

When your portfolio is read for evaluation, you will submit <u>a complete copy</u> for your credit request.

Copy for the Permanent Record
Gateway Community and Technical College will retain a copy of the portfolio for two (2) to substantiate credit awarded. Ask to see a copy of a portfolio prepared according to correct format.

SUBMITTING THE COMPLETED PORTFOLIO

When your portfolio is completed in its final form, you are ready to submit it to your faculty evaluator, who will evaluate it for academic credit. You will need to include with the portfolio the <u>Credit Request Final Portfolio Assessment Form</u> (Appendix H).

Assessment Resulting in Award of Credit
Upon review of your portfolio, a faculty evaluator may make one of the following determinations:

- Credit is awarded without further preparation — where a student has presented specific evidence of mastery of a body of knowledge.
- Award of credit is contingent upon further preparation. In some cases the student's background and experience approximate some of the objectives and content of the course work, but there remain minor gaps in the student's understanding and knowledge. Students may be asked to supplement their documentation with additional evidence of necessary learning.

Evaluation Process
Once the student has finished gathering information, writing, and organizing documentation, it is time to make the final copy. Here are some points to keep in mind:

1. The final copy should be typed and assembled in a standard folder or notebook that holds the pages securely. Tabbing sections for ease in locating them is strongly encouraged.

2.   Be sure that pages are numbered consecutively, including documentation.
3.   Proofread the final copy for spelling, punctuation, and grammatical errors. (Another set of eyes may see something missed because you are so familiar with the material.)
4.   Keep in mind, the faculty evaluator is looking for:
- amount of learning represented
- level of learning represented
- match between student learning and course learning outcomes.

Statement and Review of Standards
Faculty evaluators will review portfolios and recommend credit awards based on the following standards:

1.   Credit is appropriate to demonstrated learning outcomes/competencies. The College reserves the right to substitute another course for one a student has requested if, in the opinion of the faculty, the substitution better reflects the student's learning.
2.   The supporting documentation is adequate.
3.   Portfolios are properly organized and marked or tabbed in such a way as to enable the reviewers to locate information easily. All pages and documentation are numbered. Explanations of learning outcomes refer to specific supporting documentation by title and page number.
4.   All documentation is appropriately indexed. The explanation of learning outcomes and course request is cross-referenced with specific supporting documents.

Assessment Resulting in Denial of Credit
The Faculty Evaluator, after assessing a competency area in your portfolio, may judge that no credit can be awarded. The usual reasons for such a judgment are:

- Lack of documentation that substantiates the learning.
- Unsatisfactory presentation of specific learning achieved.
- Ambiguous relationship between the learning and the course credit sought.

Posting Credit to the Transcript
The faculty evaluator will determine if the portfolio reflects the learning needed for the credit requested. If the faculty evaluator determines credit should be awarded, the credit will be entered on the student's transcript and the student will not need to take the course. A letter grade will not be assigned, and the acceptance or denial of a portfolio WILL NOT be calculated in the student's grade point average.

Appeals Process
Any appeal must follow the process listed in the KCTCS Student Code of Conduct and/or the procedures listed in the student handbook.

Timing: Portfolio Completion and Graduation
You are advised to begin portfolio development early in your GCTC program. You can ordinarily estimate approximately three months spent in developing your portfolio. A student has up to one year from the time of submitting the application to start and complete each portfolio. One semester is preferable.

APPENDICES

I.   **Appendix A**
APPLICATION FOR ASSESSMENT

Name_____   Date_____

Address_____   Phone(_____)_____

(Home) _____   (_____)_____
                                    (Zip Code)   (Business)
Projected Date of Graduation_____   E-mail address_____

Major_____   Academic Adviser_____

EMPLID_____

Credits Requested for Evaluation of Portfolio

Class Number   Course Title   Credit Requested

_____   _____   _____

Please submit a brief statement summarizing the basis for applying for portfolio credit: _____

_____

_____

_____

_____

I understand that my completed portfolio will be kept on file by the college for two (2) years. I give permission for my portfolio to be viewed as an example by other portfolio students.

                                    _____
                                    Student Signature

Academic Adviser Approval:
I have reviewed the above credit request in the light of this student's total program:

_____   Request fits within the guidelines for certificate, diploma, or degree requirements.
_____   Request does not reflect a duplication of course credit.

_____   _____
Academic Adviser Signature   Date

_____   _____
Faculty Evaluator Signature   Date

Appendix B
AUTHENTICITY STATEMENT

I,_____ the undersigned, hereby certify that I have compiled and written the attached portfolio documenting learning from experience without assistance from anyone except academic and faculty evaluators. This work is solely my own, and I am solely responsible for the content, organization, and construction of this portfolio.

I further certify with this statement of authenticity that the documents referenced in and submitted as evidence for the learning document are authentic, and I agree to submit originals for examination upon request by the faculty evaluator.

I also hereby acknowledge that I have read the instructions for preparation and submissions of the attached portfolio, and I understand that this portfolio will not be accepted for evaluation or for the award of academic credit if it is determined that it has not been prepared in compliance with those instructions and this statement of certification.

I understand the faculty evaluator may contact me directly for additional material, or to schedule a personal interview.

I hereby accept the evaluation of the faculty evaluator as the final determinate of the credit award.

Name (please print): _____

Signature: _____ Date: _____

Home phone: _____ Cell Phone: _____

E-mail: _____

EMPLID: _____

SAMPLE

CHRONOLOGICAL RECORD

1982	Graduated with honors from Pulaski County High School, Somerset, KY.
	Began working as general clerk-typist in records department of Somerset City Hospital.
1983	Promoted to clerk-typist for the Office Manager.
1984	Married and moved to Lexington, KY.
1985	Quit work for birth of my son.
1987	Went to work for R.L. Rich, Inc., as stenographer for sales manager. During these two years, I regularly assumed new duties and was able to expand the responsibilities of my job. I left the company for the birth of my daughter.
1987 to 1991	Enjoyed homemaking, gardening, canning, sewing, and caring for my two young children.
	Took swimming lessons once a week at local high school; completed all of the Red Cross advanced swimming instruction and received my certification as Senior Lifesaver.
1991	Was employed by Waterford, Inc., Lexington, KY, in the real estate department as secretary to the Regional Director of Property.
1993 to 1996	Promoted to Secretary to Director of Corporate Real Estate.
	Held various positions in my church: Administrative Board member; Council on Ministries member; secretary of Pastor-Parish Committee.
1997	Promoted to Executive Secretary to Director of Law Department. This marked the realization of my goal to work in the Law Department.
	Became Girl Scout leader in my daughter's troop and began involvement in regional Girl Scout Council.
1998	Attended seminar in Louisville, KY, titled Managing Skills for Administrative Assistants.
	Participated in restructuring of office staff that led to a change in my position to that of Administrative Assistant to the Director and increased my responsibilities within the department.

Appendix C cont.

2000 Fulfilled a lifelong ambition in January, 2000, by enrolling in my first college course at University of Kentucky.

    Attended a two-day seminar in Lexington, KY, titled Documenting Performance Results via Portfolio.

2002 Attended a three-day workshop in Advanced Supervisory Skills in Midway, KY.

2004 Attended Practicing Law Institute's three-day seminar for legal administrators in New York City.

2005 Attended a three-day Word Processing Seminar for Supervisors in Chicago, Illinois.

2007 Moved to Northern Kentucky.

2008 Took a class at Gateway Community and Technical College.

2009 Took continuing education courses in Microsoft Office.

2010 Took two more courses at Gateway Community and Technical College.

2013 Entered the AAS Degree Program at Gateway Community and Technical College.

NARRATIVE DESCRIPTION OF EXPERIENCE AND COMPETENCIES

COURSE: Applied Experiences in Early Childhood Education

Course Objectives:
- Participate in routine care of young children with two of the following age groups: infants, toddlers, preschoolers, and school age
- Observe, plan, implement, and assess individual, small, and large group daily activities and routines
- Routinely communicate effectively and professionally with children, families, and colleagues

Experience:

From 1999-2004, I worked as a nanny for a family of four children with ages ranging (in 1999) from 14 months to 5 years. The middle two children were identical twin girls, age 3.

From 2004 – 2007, I served as a teacher's aide in a primary classroom (grades K-3). During this time I participated in six in-service training seminars. Topics included child development principles, classroom management, and working with others.

Knowledge/Skills Acquired:

As a nanny and teacher's aide, I was involved in many experiences that involved routine care of young children. In addition, I was required to plan and implement activities for both individual children and groups. As a teacher's aide, I worked with the regular teachers in assessing the activities I planned and implemented.

Learning Outcomes:
- I was responsible for the daily routines of four young children, ages 14 months to five years, to include morning wakeup, dressing, diapering, preschool, doctors' appointments, play group dates and activities, car-pooling, laundry for the family, three meals a day, and bedtime rituals.
- I can demonstrate age-appropriate behavior modification methods with children of various ages 0-12 years.
- I can demonstrate age-appropriate learning activities to include reading and telling of stories, songs and finger plays for children 0 – 10 years.
- I can demonstrate cooperative activities with the teaching staff: for example, coordinating level appropriate reading activities.
- I worked with a classroom teacher in assessing reading and math skill levels of students in order to plan appropriate activities.
- I actively participated in parent/teacher conferences and did follow-up conferences with parents of children needing further assistance.

Appendix E

Sample Letter of Verification

The following letter is a guide that can be used in a request for letters of verification.

S A M P L E

Dear _____

I am a student at Gateway Community and Technical College System (GCTC) majoring in _____. GCTC has a process for assessing and granting degree credit for KCTCS-level learning gained through experiences. To receive credit, I must describe my learning and provide verification that such learning has taken place. Assessment is the task of faculty persons who are experts in the area for which I am requesting credit.

As part of the portfolio I am preparing for this purpose, I am requesting a letter from you verifying my learning experience with your organization. The letter must be more than a traditional letter of recommendation. It should:

  State your position(s) within the organization;
  Specify the period of time I worked under your supervision;
  Describe the particular duties I was required to perform;
  Describe the learning involved in performing these tasks;
  Evaluate my general level of performance.

The letter should be directed to GCTC, To Whom It May Concern, but mailed directly to me. Since I have a specific date for completion of the portfolio, I would appreciate receiving it by _____ .

Because this letter requires specific data, I am enclosing background information about the work. I performed under your supervision and certain other information, which may be helpful. If you have questions concerning this letter, or need further information, I may be reached at
home (_____)_____, cell (_____)_____, e-mail _____ .

I wish to thank you for whatever support and assistance you can provide in this letter.

Sincerely,

_____

Appendix F

DOCUMENTATION ALTERNATIVES*

Type of Activity	Documentation
Work Experience	Job description; awards, letters of commendation; letters of corroboration from superiors, peers, clients; congratulations on high performance; promotion evaluations; evidence of promotion; samples of work produced; evidence of suggestions adopted; document of ranking, rating, or classification system in company or organization; licenses; membership in professional or trade organizations; membership requirements for professional/trade organizations; scores on licensing exams; military separation papers; bills of sale; rating forms; military records; work samples.
Community Service Activities	Commendations; awards; newspaper magazine clippings; letters of corroboration from co-volunteers, clients served, supervisors.
Non-KCTCS Courses And Training	Transcripts; amount of assignments; amount of time spent on outside assignments; letter attesting student was enrolled in course; learning outcomes or objectives of course; syllabi; evidence of completion; course description(s)/outline(s); number of didactic hours; number of clinical or practicum hours; diplomas.
Special Accomplishments	Books published; pictures painted, music written, dances choreographed; a list of books read; patents obtained; list of countries visited; mementos from countries lived in and traveled to; machines designed; exhibits; photographs of famous landmarks visited; speeches given; programs from performances; writing samples; audio-visual presentations; proposals written; conversations with experts.

* Taken from Joan Knapp, *Assessing Prior Learning: A CAEL Handbook.*

INDEX TO DOCUMENTATION

Exhibit A   Letter of validation from G.F. Richfield, Supervisor of Credit Department, Bush and Ramsey, Inc., Cincinnati, Ohio (March, 1990)

Exhibit B   Letter of validation from Susan M. Huber, Public Information Specialist, Community Mental Health Center, Dayton, Ohio (April, 1990)

Exhibit C   Letter of validation from Charles E. Butcher, Director of Public Relations, Cincinnati Community Services Corp., Cincinnati, Ohio (March, 1990)

Exhibit D   Certificate of course completion — Advertising: Strategy and Design, Wright State University, Dayton, Ohio (December, 1983)

Exhibit E   Sample case developed for Exhibit D course

Exhibit F   Certificate of course completion — Modern Marketing and Company Objectives, Wright State University, Dayton, Ohio (June, 1984)

Exhibit G   Summary of course outline for Exhibit F course

Exhibit H   Certificate of attendance and conference description, National Group Leaders Conference, Conrad Hilton Hotel, Chicago, Illinois (May, 1992)

Exhibit I   Job Description: Assistant to Director of Public Relations

Exhibit J   Performance Appraisals for Exhibit I position (1997-2000)

Exhibit K   Certificate of completion for ABA banking course with hours listed and ACE course credit recommendation.

CREDIT REQUEST
FINAL PORTFOLIO ASSESSMENT

Course/Competency: _____

Name: _____   H. Phone: (_____)_____

Address: _____   C. Phone: (_____)_____

                 _____

                 _____(zip)_____   Fall   _____   Year _____

                                                  Spring   _____

Date: _____   Summer _____

Number of credits requested: _____   Major: _____

- -

FOR FACULTY AND ADMINISTRATIVE USE ONLY

1. Full credit request granted: _____Date: _____
                                     number of credits

2. Additional work needed for full credits: _____   _____
                                               yes   no

3. Portfolio not accepted for credit:_____

Comments: _____

_____

_____

_____

_____   _____
(Print) full name faculty evaluator   (Sign) full name faculty evaluator

Note: This form is to be submitted to the registrar upon approval of credit.