

Portfolio Development Student Handbook

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TABLE OF CONTENTS

I.	CREDIT FOR PORTFOLIO DEVELOPMENT	p. 3
II.	THE REASON FOR PORTFOLIO DEVELOPMENT	p. 3
III.	RATIONALE AND CRITERIA FOR PREPARING A PORTFOLIO	p. 4
IV.	DIRECTIONS FOR DEVELOPING A PORTFOLIO	p. 5
	Method	p. 5
	Format	p. 6
	Component 1: Credit Request	p. 6
	Component 2: Chronology of Significant Life Experiences	p. 7
	Component 3: The Narrative of Experiences and Competencies	p. 7
	Component 4: Documentation	p. 10
V.	ASSEMBLING THE PORTFOLIO	p. 12
VI.	SUBMITTING THE COMPLETED PORTFOLIO	p. 12
	Cost of Assessment	p. 12
	Assessment Resulting in Award Credit	p. 12
	Evaluation Process	p. 12
	Statement and Review of Standards	p. 13
	Assessment Resulting in Denial of Credit	p. 13
	Posting Credit to the Transcript	p. 13
	Appeals Process	p. 13
	Timing: Portfolio Completion and Graduation	p. 13
VII.	APPENDICES	p. 14

KCTCS gratefully acknowledges the contributions of Mount St. Joseph College, East Central College, Sinclair Community College, and Seton Hill College in developing this student handbook.

CREDIT FOR PORTFOLIO DEVELOPMENT

Bluegrass Community and Technical College (BCTC) is committed to responding 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 BCTC to recognize and give credit for experiential learning. "Experiential learning" is defined as BCTC-level learning that takes place outside BCTC or other accredited college setting.

Learning acquired through the following kinds of activities may qualify:

- non-credit courses, workshops, online, 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, BCTC has responded to the increasing number of adults who seek postsecondary training. Such adults are motivated by the desire to achieve job promotion, employment security, and personal satisfaction. Educators have observed that these adults bring a broad range of experience and knowledge to formal learning, 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 – BCTC 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 Examination Program), STEP (Special Technical Education Proficiency) Exams, Challenge Exams, 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. Awarded credit can speed up graduation.
3. Preparing a portfolio requires 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 Bluegrass Community and Technical College professional staff and is evaluated by 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 Donna Heath-Johnson, Credit for Prior Learning Coordinator at BCTC. (Email: donna.heath-johnson@kctcs.edu, Phone: 859-246-6674) She will assist with connecting you to the appropriate faculty advisor who will work with you to 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 faculty advisor, determine how credit for prior learning fits within degree requirements.

Step 2:

Obtain a list of competencies of the course(s) for which you are seeking credit from appropriate faculty and set portfolio objectives. If you and the faculty advisor agree there is merit, proceed to Step 3. Note: BCTC will honor a maximum of 30 credit hours of prior learning credit for an associate's degree; however, whether you are seeking a certificate, diploma, or degree, at least 25% of the credit hours required for a credential must be completed at BCTC. This may mean that the amount of prior learning credit you can apply to your credential may be less than the full 30 hours.

Step 3:

Once you and the faculty advisor have agreed to proceed, request that the assigned faculty advisor sign the Application for Assessment (See Appendix A). Once this document is signed, pay the nonrefundable portfolio fee of \$75.00 per course to the BCTC Business Office. Provide a copy of the paid receipt to the faculty advisor. Portfolios will be evaluated once the fee is paid in full.

Step 4:

Working with the faculty advisor, prepare a draft of the portfolio. This will be reviewed according to the guidelines for portfolio development. Revise as necessary and complete the portfolio.

Step 5:

Submit the completed portfolio, Authenticity Statement (See Appendix B) and Credit Request Final Portfolio Assessment (See Appendix H) to your assigned faculty advisor for evaluation.

Step 6:

The faculty advisor and/or program faculty will assess the competencies presented in the portfolio and make a determination of whether credit is to be awarded or denied or whether additional documentation is required.

Step 7:

You will be notified in writing as to the results of the evaluation by the faculty advisor.

Step 8:

Upon completion and approval of the accepted portfolio, credit will be placed on the transcript by the BCTC Registrar.

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, BCTC 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 advisor 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) and **Authenticity Statement** (Appendix B)
- 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** 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 (Appendix A) 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.

The faculty advisor will make the final judgment as to the course(s) where credit will be awarded but you are expected to evaluate your own work and make a specific credit request. The Credit Request will evolve as you work through the portfolio development.

In preparing the Application for Assessment (Appendix A), list the BCTC course number, course title and credit requested when the Learning Outcomes of your competency are similar to a course offered at BCTC.

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 BCTC 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 (see Appendix D).

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 BCTC 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 BCTC-level work in terms of quality and outcomes. (You should not expect to receive BCTC 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 Corporation (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
Computer skills	Manuscript evaluations
	Abstract writing

As you identify areas of competency, look for specific BCTC 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. These competencies can be obtained by contacting your faculty advisor. Compare course objectives with the knowledge/skill you have identified. Examine the textbook designated for the course and 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 faculty advisor to title the competency appropriately and note the reason in your documentation.

The Competency (Skills) Narrative

This is the heart of the portfolio. Each competency (skill) area of the portfolio consists of a **Description of Experience and Competencies, 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 & Knowledge/Skills Acquired

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 advisor to a better understanding of the circumstances of your learning

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

Specific Learning Outcomes**

A well-written statement of specific learning outcomes describes learning in terms of what the student knows and can do. It should be clear, specific, and observable. It should also describe a skill or knowledge that can be applied in more than one situation. 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 specific by asking yourself:

What do I need to know in a specific field?

What can I do that would show someone else what I have learned?

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 advisor 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. BCTC 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 a faculty advisor. It should reflect your best work: properly word-processed, well organized, divided by the four components, well written, and correct with respect to grammar, spelling, and punctuation.

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

Copy for the Permanent Record

Bluegrass Community and Technical College will retain a copy of the portfolio for two (2) years to substantiate credit awarded.

SUBMITTING THE COMPLETED PORTFOLIO

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

Cost of Assessment

\$75.00 per course is to be paid by the student prior to beginning the portfolio process. Portfolios will be only be evaluated if the fee is paid in full.

Assessment Resulting in Award of Credit

Upon review of your portfolio, a faculty advisor 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 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 advisor 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 advisors will review portfolios and recommend credit awards based on the following standards:

- 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.
- The supporting documentation is adequate.
- 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.
- 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 advisor, 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 advisor will determine if the portfolio reflects the learning needed for the credit requested. If the faculty advisor determines credit should be awarded, the credit will be entered on the student's transcript by the BCTC Registrar and the student will not need to take the course. A letter grade will not be assigned to credit awarded through the portfolio process. 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 BCTC 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

A.	Application for Assessment	p. 15
B.	Authenticity Statement	p. 16
C.	Chronological Record	p. 17
D.	Narrative Description of Experience and Competencies	p. 19
E.	Sample Letter of Verification	p. 20
F.	Documentation Alternatives	p. 21
G.	Documentation Index	p. 22
H.	Credit Request Final Portfolio Assessment	p. 23

Appendix A

APPLICATION FOR ASSESSMENT

Date: _____

Name: _____

Address: _____

Phone: _____

Email: _____

Major: _____

Projected Date of Graduation: _____

Faculty Advisor: _____

Student ID: _____

Credit(s) Requested for Evaluation of Portfolio

Course #	Course Title	Credit Requested
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Faculty Advisor Approval:

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

_____ Request fits within the guideline for certificate, diploma, or degree requirements.

_____ Request does not reflect a duplication of course credit.

Faculty Advisor 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 faculty and/or academic advisors. 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 Academic Dean or faculty advisor(s).

I also hereby acknowledge that I have read the instructions for preparation and submission 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 hereby accept the evaluation of the faculty advisor as the final determination of the credit awarded.

Name (Please Print): _____

Signature: _____

Date: _____

Phone: _____

Email: _____

Student ID: _____

Appendix C

CHRONOLOGICAL RECORD (SAMPLE)

- 1978 Graduated with honors from Pulaski County High School, Somerset, Kentucky.

 Began working as general clerk-typist in records department of Somerset City Hospital.
- 1979 Promoted to clerk-typist for the Office Manager.
- 1980 Married and moved to Lexington, Kentucky.
- 1981 Quit work for birth of my son.
- 1983 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.
- 1983 Enjoyed homemaking, gardening, canning, sewing, and caring for my two young
to children.
1987
- 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.
- 1987 Was employed by Waterford, Inc., Lexington, Kentucky, in the real estate department as secretary to the Regional Director of Property.
- 1989 Promoted to Secretary to Director of Corporate Real Estate.
to
- 1992 Held various positions in my church: Administrative Board member; Council on Ministries member; secretary of Pastor-Parish Committee.
- 1993 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.
- 1994 Attended seminar in Louisville, Kentucky, titled Managing Skills for Secretaries.

 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 (continued)

- 1996 Fulfilled a lifelong ambition in January 1996, by enrolling in my first college course at University of Kentucky.
- Attended a two-day seminar in Lexington, Kentucky, titled Documenting Performance Results via Portfolio.
- 1998 Attended a three-day workshop in Advanced Supervisory Skills in Midway, Kentucky.
- 2000 Attended Practicing Law Institute's three-day seminar for legal administrators in New York City.
- 2001 Attended a three-day Word Processing Seminar for Supervisors in Chicago, Illinois.
- 2003 Moved to Northern Kentucky
- 2004 Took a class at Bluegrass Community and Technical College.
- 2005 Took continuing education courses in Microsoft Office.
- 2006 Took two more courses at Bluegrass Community and Technical College.
- 2010 Entered the AAS Degree Program at Bluegrass Community and Technical College.

Appendix D

NARRATIVE DESCRIPTION OF EXPERIENCE AND COMPETENCIES (SAMPLE)

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 1994-1999, I worked as a nanny for a family of four children with ages ranging (in 1994) from 14 months to 5 years. The middle two children were identical twin girls, age 3.

From 1999 – 2001, 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.

Specific 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, carpooling, 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

LETTER OF VERIFICATION (Sample)

The following letter is a guide that can be used in a request for letters of verification. To facilitate a supervisor's response, you may want to consider including Documentation Alternatives (Appendix F) with your request.

Date _____

Dear _____

I am a student at Bluegrass Community and Technical College System (BCTC) majoring in _____ . BCTC 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 BCTC faculty 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 BCTC, 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 a list of Documentation Alternatives that may be helpful. If you have questions concerning this letter, or need further information, I may be reached by phone at (_____) _____ or by e-mail at _____ .

Thank you for any support and assistance you can provide in this letter.

Sincerely,

Your Name

Appendix F

DOCUMENTATION ALTERNATIVES*

Documentation Examples for Work Experience

- Job descriptions
- 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
- Bills of sale
- Rating forms
- Military records, military separation papers
- Work samples

Documentation Examples for Community Service

- Commendations
- Awards
- Newspaper magazine clippings
- Letters of corroboration from co-volunteers, clients served, supervisors

Documentation Examples for 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
- Course description(s)/outline(s)
- Number of didactic hours, number of clinical or practicum hours
- Diplomas, evidence of completion

Documentation of Special Accomplishments

- Books published, pictures painted, music written, dances choreographed, exhibits
- List of books read
- Patents obtained, machines designed
- List of countries visited, mementos from countries lived in and traveled to, 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*.

Appendix G

DOCUMENTATION INDEX (SAMPLE)

- Exhibit A** Letter of validation from G.F. Richfield, Supervisor of Credit Department, Bush and Ramsey, Inc., Cincinnati, Ohio (March, 1980)
- Exhibit B** Letter of validation from Susan M. Huber, Public Information Specialist, Community Mental Health Center, Dayton, Ohio (April, 1980)
- Exhibit C** Letter of validation from Charles E. Butcher, Director of Public Relations, Cincinnati Community Services Corp., Cincinnati, Ohio (March, 1980)
- Exhibit D** Certificate of course completion — Advertising: Strategy and Design, Wright State University, Dayton, Ohio (December, 1973)
- 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, 1974)
- 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, 1972)
- Exhibit I** Job Description: Assistant to Director of Public Relations
- Exhibit J** Performance Appraisals for Exhibit I position (1977-1980)
- Exhibit K** Certificate of completion for ABA banking course with hours listed and ACE course credit recommendation.

Appendix H

CREDIT REQUEST FINAL PORTFOLIO ASSESSMENT

Course/Competency: _____

Name: _____

Phone: _____

Address: _____

Term: Fall _____ Spring _____ Summer _____

Year: _____

Number of credits requested: _____

Major: _____

Date: _____

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: _____

Faculty Advisor (Print)

Faculty Advisor (Signature)

Note: This form is to be submitted to the BCTC Registrar by the faculty advisor upon approval of credit.