KCTCS Portfolio Development Student Handbook

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

KCTCS CREDIT FOR PORTFOLIO DEVELOPMENT

KCTCS 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 KCTCS to recognize and give credit for experiential learning. "Experiential learning" is defined as KCTCS-level learning that takes place outside a KCTCS 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, KCTCS 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 – KCTCS has designed a process and established polices and procedures for awarding college credit, where applicable, for comparable knowledge.

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 (e.g. 15 credit hours for five 3-credit courses via portfolio assessment would cost \$300 whereas tuition alone for 15 hours would cost \$\$1,185 for residents and \$3,555 for non-residents.)
- 2. Such credit can speed up graduation. (e.g. A 30-credit hour certificate program typically requiring two semesters for completion might be completed in one semester by a student who earn ed 15 hours by portfolio.)
- 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(s) 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 the KCTCS' 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 an identification number assigned) in order to apply for credit through portfolio assessment.

Step 1:

Begin by talking with an academic adviser at KCTCS. 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. In consultation with your academic adviser, 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 member 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.)

Step 3:

Once you and the faculty member have agreed to proceed, request that the assigned faculty member sign the Application for Assessment and Authenticity Statement (See appendix A). Once this document is signed, pay the nonrefundable portfolio fee.

Step 4:

Working with the faculty member, 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 completed portfolio and "Credit Request Final Portfolio Assessment" (See Appendix G) to your assigned faculty member for evaluation.

Step 6:

Program faculty 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.

Step 7:

You will be notified as to the results of the evaluation.

Step 8:

Credit will be placed on the transcript 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, the KCTCS 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. Those 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** (Appendix A, p. 14) and **AUTHENTICITY STATEMENT** (Appendix B, p.15)
- 2. **CHRONOLOGICAL RECORD** of the relevant experience to the course credit being applied for, usually a sentence for each year (Appendix C, pp.16–17)
- 3. Narrative **DESCRIPTION OF COMPETENCIES** (SKILLS) pages that present statements of experience and learning outcomes as related to course objectives. A course syllabus is at the front of this section (Appendix D, p.18)
- 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, pp.19–21)

If <u>more</u> than one course is being documented within the portfolio, the first two components need not be repeated; a competency and documentation section is submitted for each separate course.

COMPONENT 1: CREDIT REQUEST

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

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

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

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 B). 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, television or radio courses, 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 concerts, visiting art museums, restoration of furniture, clothing construction and design, gardening, or any other leisure time actively 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

KCTCS credit, including significant reading, TV or radio programming, theatre or film viewing.

COMPONENT 3: THE NARRATIVE OF 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 KCTCS credit, it may be helpful to consider the following:

- Do you have **MASTERY** of <u>knowledge</u> or a skill greater than mere ability? The learning must be <u>equivalent to KCTCS-level work</u> in terms of <u>quality</u> and <u>outcomes</u>. Students should not expect to receive KCTCS credit for mere application of a manual skill or a narrowly prescribed routine or procedure.
- Can you **APPLY** the knowledge or use the skill <u>elsewhere</u>? 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 <u>skills</u> acquired or developed during each significant experience.

Example: Experience: Copyright Department, XYZ Corp.

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 several areas in 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:

Knowledge and use of reference sources Proofreading Familiarity with the Internet Copy editing

Skill in reference search methods including Research materials and techniques appropriate databases Manuscript evaluations

Computer skills Abstract writing

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

- Begin by examining the <u>KCTCS Catalog</u>. Look for courses and course descriptions that closely approximate the competency you possess. Check the <u>course competencies for each course</u> (can be obtained by contacting your home college). 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.
- <u>It might be possible</u> 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, <u>content</u> is more important than volume.

Description of Experience

Appendix C illustrates a narrative description of the experiences that led to the learning competency identified as HEALTH CARE INSERVICE AND CONTINUING EDUCATION. 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 assessor to a better understanding of the circumstances of your learning.

Whenever appropriate, or at the request of the faculty member, 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 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. 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 show someone else 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 D). Other means of documenting your learning are suggested on "Documentation Alternatives," Appendix E.

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 reduced to slides. The 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 five components, well-written, correct with respect to grammar, spelling, and punctuation. Save your disk!

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

Copy for the Permanent Record

The faculty member will retain a copy of the portfolio in the same manner as other student work. 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 mentor, 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 G).

The faculty mentor may rely on several faculty members to evaluate the portfolio.

Cost of Assessment

\$75.00 (per course) is to be paid by students prior to beginning the portfolio process. Portfolios will not be evaluated until the fee is paid in full.

Assessment Resulting in Award of Credit

Upon review of your portfolio, a faculty mentor 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 students 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 on standard typing paper 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. When the final copy is ready, the assessor(s) read the portfolio thoroughly, consult appropriate catalogs and other resources, faculty members, each other, and the academic dean. Their foremost concerns are the:
 - amount of learning represented
 - level of learning represented
 - match between learning and appropriate courses
 - avoidance of duplicating credit.

Statement of Reviewing Standards

Faculty mentors 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-references with specific supporting documents.

Assessment Resulting in Denial of Credit

The Faculty Reviewer, 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 mentor will determine if the portfolio reflects the learning needed for the credit requested. If the faculty mentor 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 <u>KCTCS Student Code of Conduct</u> and/or the procedures listed in the student handbook.

Timing: Portfolio Completion and Graduation

You are advised to begin portfolio development early in your KCTCS program. If your portfolio contains more than one competency area, 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.

If you are developing your portfolio near the <u>end</u> of your academic program, you <u>must</u> be in compliance with the following completion schedule:

May Graduation

Conferral of diploma or degree and participation in Commencement Exercises

• Portfolios will be accepted NO LATER than the preceding March 15.

August Graduation

Degree recorded on transcript; diploma conferred the following May.

Portfolios will be accepted NO LATER than the preceding June 15.

December Graduation

Notation of completion of degree requirements accompanies the transcript. The degree is dated and recorded on the transcript and the diploma is conferred in December.

• Portfolios will be accepted NO LATER than the preceding October 15.

APPENDICES

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Appendix A APPLICATION FOR ASSESSMENT

Name			Date		
Address			Phone()	
(Home)					
(Home)	(Zip Code)				
Projected Date of Graduation		a mail addrass	,	usiness)	
Trojected Date of Graduation		c-man address_			
Major		Academic Adv	icar		
Major		Academic Adv	1861		
EMPLID					
Credits Requested for Evaluation of	f Portfolio				
•					
Class Number	Course Title				Credit Requested
					1
					
					
Please submit a brief statement sur	nmarizing the b	asis for applying	for portfo	olio credit:	
		wors 101 wpp1/1118	5 Tor porte	.110 0100101	
Administrator Adviser Approval:					
I have reviewed the above credit reque	est in the light of	this student's tota	al program:		
Request fits within the guideli			gree require	ments.	
Request does not reflect a dup	olication of course	e credit.			
Administrator Adviser Signature	Date				
Faculty Mentor	Course	No. and Title			Date

Appendix B AUTHENTICITY STATEMENT

AUTHENTICITI STATEMENT				
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 mentors. This work is solely my own, and I am solely responsive 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 evaluators.				
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 herby accept the evaluation of the faculty evaluator as the final determinate of the credit award.				
Name (please print):				
Signature: Date:				
Home phone: Work Phone:				
Email:				
EMPLID:				

Appendix C

SAMPLE

CHRONOLOGICAL RECORD

1958	Graduated with honors from Pulaski County High School, Somerset, KY.
	Began working as general clerk-typist in records department of Somerset City Hospital.
1959	Promoted to clerk-typist for the Office Manager.
1960	Married and moved to Lexington, KY.
1961	Quit work for birth of my son.
1963	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.
1965 to	Enjoyed homemaking, gardening, canning, sewing, and caring for my two young children.
1967	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.
1967	Was employed by Waterford, Inc., Lexington, KY, in the real estate department as secretary to the Regional Director of Property.
1969	Promoted to Secretary to Director of Corporate Real Estate.
to 1972	Held various positions in my church: Administrative Board member; Council on Ministries member; secretary of Pastor-Parish Committee.
1973	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.
1974	Attended seminar in Louisville, KY, 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 cont.

1976	Fulfilled a lifelong ambition in January, 1976, by enrolling in my first KCTCS course at University of Cincinnati.			
	Attended a two-day seminar in Lexington, KY, titled Documenting Performance Results Via Portfolio.			
1978	Attended a three-day workshop in Advanced Supervisory Skills in Midway, KY.			
1980	Attended Practicing Law Institute's three-day seminar for legal administrators in New York City.			
1981	Attended IBM's three-day Word Processing Seminar for Supervisors in Chicago Illinois.			
1985	Began course work at local KCTCS College.			
1986	Took continuing education courses in word processing and database management.			
1998	Entered the Saturday Accelerated Degree Program (ADP) at KCTCS.			

Appendix D

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 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 aid 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 aid, 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 aid, 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.

To facilitate a supervisor's response, a separate information sheet should accompany your request. (See following page.)

SAMPLE

Dear
I am a student in the Kentucky Community and Technical College System. KCTCS majoring in KCTCS has a process for assessing and granting degre
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 asking 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 KCTCS, 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 (
I wish to thank you for whatever support and assistance you can provide in this letter.
Sincerely,

DOCUMENTATION ALTERNATIVES*

Type of Activity	Documentation			
Work Experience	Job description; awards, letters of commendation; letters of corroborations 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.

Appendix G

INDEX TO DOCUMENTATION

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/Con	npetency:			
Name:		H. Phone: (_))	
Address:		W. Phone: (_)	
Date:	(zip)	Spring		
Number of	credits requested:	Major:		
	FOR FACULTY AND ADMINIS			
1)	Full credit request granted:			
2)	Additional work needed for full credits:	yes	no	
3)	Portfolio not accepted for credit:			
Comments:				
print full name faculty mentor		sign full name faculty mentor		

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