

**West Liberty University**  
**School of Professional Studies**  
**BLA/RBA Prior Learning Assessment Portfolio Outline**

### **Portfolio Fees**

For Prior Learning Assessment Portfolios (formerly Work/Life portfolios) an evaluation fee of \$300 will be charged. There will also be a \$10 per-credit-hour awarded fee added to the initial charge of \$300. The fees will be charged each time a student requests any subsequent assessment of work not included in the initial appraisal.

### **Portfolio Document Guidelines**

**Pre-Note:** It is very important that your English composition is polished for this portfolio. Check and re-check your writing! Assemble the portfolio in an appropriately sized three-ring binder with tabs indicating the sections.

**Cover Page** – Use judgment, but must include Name and BLA or RBA program,

**Letter to Dean and Provost** – Thank them for considering and evaluating your portfolio: only address those in the Colleges, School, or Department(s) from which you are petitioning for credit.

**Preface** – This section should explain the format of the portfolio and reference method for supporting documentation. It should also contain a **list of all of the courses and other categories** for which credits you are applying. List the courses in numerical order with their area abbreviations, title and credit hours: e.g., PS 310 Professionalism in the Non-Profit Sector, 3 hrs.; PS 399: Advanced Law Enforcement Training and Experience, 6 hrs.

**Table of Contents (ToC) and Binder Organization** – The ToC should be arranged according to the sections (with tab page dividers) in the binder. There is no need to have continuous pagination for the pages in the binder. So, for instance, Section I could be PS 199: Law Enforcement Training, Section II: PS 250 etc. Indicate the Section number (I, II, III, etc.), the PS and the appropriate number on the tab of the section divider. Remember that the supporting documents (Exhibits) must be placed right after the petition narrative and they should be preceded by an annotated list of what they are. Each Exhibit should be numbered.

- I. **Personal Mission Statement** – No more than one page (double-spaced): state your personal and career goals; this Statement should be your self-introduction to the portfolio's readers and enable them to learn about you and your reasons for seeking a BLA/RBA.
- II. **Resume** – Professionally organized and formatted; remember to include education background, work experience, awards and honors, service activities, and personal interests.
- III. **Course/Credit Petitions** – Identify these and their sections in the portfolio:

**Examples:**

- A. PS 250 Computer Uses for Professionals, 3 credit hours
- B. PS 278: ST Essentials of Restaurant Management, 3 credit hours
- C. PS 310: Professionalism in the Non-Profit Sector, 3 credit hours
- D. PS 399: Advanced Law Enforcement Experience and Training, 6 credit hours

## Outline for Developing Course/Credit Petitions

**NOTE:** This outline is for developing course petitions for individual courses/credits. Please follow it closely because proper format is an essential feature of a well done PLA (Prior Learning Assessment) portfolio.

### I. Course Abbreviation, Number, Title, Credit Hours and Description

This should be done in **BOLD** at the top of the page. Examples:

#### **PS 250: Computer Use for Professionals (3 credit hours)**

**This course educates students in a variety of computer uses which facilitate professional development. In addition, emphasis is placed on proper professional etiquette, protocol and ethics as they are relevant to computer use.**

#### **PS 478: ST – Insert Course Title (1-3 credit hours)**

Insert course description as developed for this Special Topics (ST) course.

### II. Narrative (Space down a few lines to start the narrative: at least 5 pages for a 3 credit course)

- A. The first one or two paragraphs should detail your background, training or experience that is specifically relevant to the course.
- B. The next paragraphs should explain and exemplify each of the items/aspects that are mentioned in the course description. The exemplifications should come from your work experience; they should clearly illustrate how you have experienced and thereby have knowledge of the specific item/aspect.
- C. A concluding paragraph which summarizes the reason(s) why you deserve credit for the course.

### III. Special Instructions for PS 199 and 399 Credits

- A. PS 199 and PS 399 are not courses in the typical sense. They are simply credits, so there is no need to write a course description for them. 199 and 399 can have 1 – 6 credits. Simply indicate, for example, PS 1899 in **bold** at the top of the page with the title, such as, **PS 199: Office Management, 6 Credit Hours**.
- B. Space down a few lines and begin your narrative. Though it is relative to the kind of credits, a student's work experience and the volume of supporting documents, a 6 credit petition should have a narrative of **at least 7 full pages**, not including the Exhibits' annotated list and the Exhibits themselves.
- C. The first page (or page and one-half) of the narrative should offer a detailed account of your years of experience in the area: for whom did you work, how long, job title(s), job description(s), etc. [Refer to relevant Exhibits within parentheses in the narrative text, such as, **(See Exhibit VI)**]. The next pages should give a full account of any training you received for the work, both prior to starting and during the work. Again, reference Exhibits in the narrative text.

D. The next pages should describe various items, such as the usefulness of training, some of the challenges on the job, some of your successes with the job, etc. These descriptions can relate relevant anecdotes to lend concrete illustrations to your descriptions.

E. The narrative should end with a concluding paragraph which summarizes your reasons for why you believe you deserve the credits.

F. After the concluding paragraph, space down some lines to begin your enumerated annotated list of the Exhibits.

IV. **Supporting Documentation (Exhibits) Annotated List** (Space down from the end of the Narrative a few lines to begin this section.)

- A. Letters (from employers, supervisors or anyone else who you think could add justification for your requests).
- B. Copies of certificates (training classes, professional licenses, official ID cards, etc.)
- C. Other pertinent information (e.g., awards, newspaper articles, membership IDs in civic and/or professional organizations, W-2 forms etc.).
- D. Actual hard copy computer screen shots demonstrating work that you do or have done.
- E. Brochures, bulletins, playbills, programs, advertisements, agendas, that provide evidence of your participation, performance, or contribution to an activity.

**Evaluation Rubric (See following pages)**

## Evaluation Rubric – Prior Learning Assessment Portfolio

STUDENT NAME \_\_\_\_\_ PROGRAM \_\_\_\_\_ TERM \_\_\_\_\_

EVALUATOR \_\_\_\_\_

In order to have an acceptable portfolio, students must have an overall mean score of at least 2.25. A category score of fractional numbers is acceptable, such as 3.5, 2.25, 1.75 etc. In the comment section below, please indicate any specific portfolio aspect or particular course/credit petition that may be inadequate even if the overall portfolio may be at least adequate.

CATEGORY	EXCELLENT = 4	PROFICIENT = 3	ADEQUATE = 2	INADEQUATE = 1
<b>PORTFOLIO ORGANIZATION</b> Organized in binder with well-marked sections, has all required items (e.g., Personal Mission Statement), proper format for pages (as per instructions), and effectively arranged supporting documentation. <b>Points:</b> _____	Organization is exceptional, most professional with all sections and documents properly labeled.	Competent organization, but not outstanding in its presentation. Some documents not properly labeled and some sections not properly formatted.	Functional organization, serviceable for portfolio's presentation, but not professionally impressive and lacking clarity and consistent formatting.	Little or no coherent organization. Required items not properly developed or included, random formatting, and no coherent arrangement of documents.
<b>WRITING MECHANICS</b> Grammar, usage, spelling, vocabulary, paragraph formation, and rhetorical persuasiveness. <b>Points:</b> _____	Exceptional command of mechanics facilitating clarity, coherence and, where appropriate, rhetorical persuasion.	Clear control of mechanics. Some errors but not enough to detract from meaning, style, and rhetorical persuasiveness.	Adequate control of mechanics. Some obvious errors that weaken meaning, disrupt flow, and reduce rhetorical persuasiveness.	Insufficient grasp of mechanics. Large number of errors severely hindering clear communication of intent and persuasiveness.
<b>SUPPORTING DOCUMENTATION</b> Documentation is ample, professionally on-point, definitely evidences the knowledge/experience claims made in the petition, and certainly justifies those claims. <b>Points:</b> _____	Documentation is professionally relevant, abundant and provides specific and certain justification for the knowledge/experience claims made.	Documentation is not as ample as it should have been; it does serve to evidence and justify the claims made, though not as strongly as if it were more substantial.	Documentation is somewhat slight and does not fully evidence or justify all of the claims made, but only the majority of them.	Documentation fails to evidence or justify the majority of claims made in the petition.
<b>COURSE/CREDIT PETITIONS</b> Petitions' narrative criteria: initial paragraphs offer comprehensive background on student's experience relevant to course/credits; address and exemplify all aspects of a course's description; reference and elaborate on relevant documentation; persuasive based on evidence; an effective concluding paragraph. <b>Points:</b> _____	All petitions are superior on all accounts and strongly make their cases for course/credits awards.	At least one petition has underdeveloped background information and/or does not fully address all aspects of the course/credit petition.	One or more petitions do not reference and elaborate on relevant documentation, and are not effectively persuasive based on evidence.	All of the petitions are underdeveloped and do not adequately fulfill any of the criteria.

POINT AVERAGE \_\_\_\_\_

COMMENTS (Must comment on particular petitions that are INADEQUATE or merely ADEQUATE):

## Evaluation Rubric – Prior Learning Assessment Portfolio Course/Credit Petition

STUDENT NAME \_\_\_\_\_ PROGRAM \_\_\_\_\_ TERM \_\_\_\_\_

COURSE/CREDITS NUMBER & TITLE \_\_\_\_\_

PROFESSOR EVALUATOR \_\_\_\_\_

In order to have an acceptable course/credit petition, students must have an overall mean score of at least 2.25. A category score of fractional numbers is acceptable, such as 3.5, 2.25, 1.75 etc. In the comment section below, please indicate any specific aspect of the course/credit petition that may be inadequate even if the overall petition may be at least adequate.

CATEGORY	EXCELLENT = 4	PROFICIENT = 3	ADEQUATE = 2	INADEQUATE = 1
<b>ORGANIZATION</b> Organized in binder with a well-marked section, has effectively arranged supporting documentation; petition's parts are well-developed and logically arranged. <b>Points:</b> _____	Organization is exceptional, most professional with all section parts and documents properly labeled.	Competent organization, but not outstanding in its presentation. Some documents not properly labeled and some sections not logically arranged..	Functional organization, serviceable for portfolio's presentation, but not professionally impressive and lacking clarity and logical arrangement.	Little or no coherent organization. Required items not properly developed or included, random placement, and no coherent arrangement of documents.
<b>WRITING MECHANICS</b> Grammar, usage, spelling, vocabulary, paragraph formation, and rhetorical persuasiveness. <b>Points:</b> _____	Exceptional command of mechanics facilitating clarity, coherence and, where appropriate, rhetorical persuasion.	Clear control of mechanics. Some errors but not enough to detract from meaning, style, and rhetorical persuasiveness.	Adequate control of mechanics. Some obvious errors that weaken meaning, disrupt flow, and reduce rhetorical persuasiveness.	Insufficient grasp of mechanics. Large number of errors severely hindering clear communication of intent and persuasiveness.
<b>SUPPORTING DOCUMENTATION</b> Documentation is ample, professionally on-point, definitely evidences the knowledge/experience claims made in the petition, and certainly justifies those claims. <b>Points:</b> _____	Documentation is professionally relevant, abundant and provides specific and certain justification for the knowledge/experience claims made.	Documentation is not as ample as it should have been; it does serve to evidence and justify the claims made, though not as strongly as if it were more substantial.	Documentation is somewhat slight and does not fully evidence or justify all of the claims made, but only the majority of them.	Documentation fails to evidence or justify the majority of claims made in the petition.
<b>COURSE/CREDIT PETITION</b> Petition's narrative criteria: initial paragraphs offer comprehensive background on student's experience relevant to course/credits; addresses and exemplifies all aspects of a course's description/title; references and elaborates on relevant documentation; persuasive based on evidence; an effective concluding paragraph. <b>Points:</b> _____	The petition is superior on all accounts and strongly make its case for course/credits awards.	At least one aspect of the petition is underdeveloped, or the background information does not fully address all aspects of the course/credit petition.	Multiple aspects of the petition do not reference and elaborate on relevant documentation, and are not effectively persuasive based on evidence.	All of the petition's aspects are underdeveloped and do not adequately fulfill any of the criteria.

POINT AVERAGE \_\_\_\_\_

EVALUATOR SIGNATURE \_\_\_\_\_

COMMENTS (Must comment on particular petitions that are INADEQUATE or merely ADEQUATE):