

Portfolio 101 Orientation

Welcome to the Portfolio 101 orientation. Completion of this orientation is required for participation in the Prior Learning Assessment (Portfolio 101) course.

Please make note of any questions not covered in this orientation. Any questions that remain can be sent to priorlearning@bpcc.edu. Alternatively, you can call during the regular business hours 8:00 a.m. – 4:30 pm. at 318-678-6050 or 1-318-678-6133.

Overview

The Computer Information System with a concentration in Software Applications and the Business Administration program are the two programs administered by the Business and Computer Science Division. PLA was created to assist adult students in translating their college-level learning acquired outside the classroom into college credit. Credit is awarded for **documented learning**, not simply for experience. Learning is explained and documented through the completion of a portfolio.

Admission requirements to the Portfolio101 course.

- ♥ Complete an application for the Community Education Division, including submission of a current resume, and the admission essay.
- ♥ Meet basic standards in English composition (either by having taken a college writing course or by qualifying for ENGL 101 on the English placement test).
- ♥ Complete the PLA Online portion of the Orientation located at <http://www.bpcc.edu/callstudents/portfolio.html>

Classes will be offered through the Community Education Non-Credit Courses.

For general information please visit <http://www.bpcc.edu/Commed/generalinfo.html> and for the registration information <http://www.bpcc.edu/Commed/registration.html>. Please visit <http://www.bpcc.edu/Commed/registration.html#fineprint> for the policies and procedures of the Communication Education Division. To download the registration forms go to <http://www.bpcc.edu/Commed/documents/registrationform.pdf>.

Once these requirements are fulfilled, you will receive an e-mail stating that you have been cleared to register for Portfolio101. (You must complete the registration yourself.)

Portfolio 101 Learning Analysis and Planning

To complete a portfolio, you must complete three sessions in Portfolio 101 Learning Analysis and Planning. In this course, you prepare a portfolio describing and documenting college-level learning gained from various experiences.

Portfolio 101 is a fast-paced, demanding course that requires you to be highly motivated, have good time management skills, and the ability to draw on significant learning experiences that can correlate to college-level learning.

Why do we say that? Portfolio 101 is not like other courses. In other courses, you receive information that is new and work to understand it in light of what you already know. In Portfolio

101, you reflect on what you have already learned and work to fit that knowledge into a formal degree plan. Reflection can be frightening, frustrating, and annoying. It can also be exhilarating and empowering, helping you prove to the world that your knowledge is worthwhile.

During the workshop, you will learn how to develop a portfolio that articulates and documents learning acquired outside of the classroom. You will work with the Program Directors or the presenter of the workshop PLA advisors to develop a portfolio that will translate your professional experience(s) to the BPCC curriculum.

Grading

Portfolio 101 is a non-graded course; however successful completion is required for portfolio submission.

Portfolio 101 Steps - The Road to completion.

A student interested in portfolio assessment must CONTACT the Academic Advising Center (AAC) at 318-678-6133 or priorlearning@bpcc.edu for an advising appointment.

Portfolio 101 course will help you complete steps 1, 2 and 3. You will complete the other steps at your own pace. However, at any time you are more than welcome to contact the Academic Advising Center.

[Portfolio Assessment of College-Level Learning](#) [Online version click link]

- 1. A student interested in portfolio assessment must contact the Academic Advising Center at 318-678-6133 or priorlearning@bpcc.edu for an advising appointment.**
- 2. The student enrolls in the Portfolio Development course.**
- 3. Upon completion of the course, the Portfolio Development Instructor verifies inclusion of all portfolio components and the student receives a “Certificate of Completion” which must be included in the portfolio.**
4. The student compiles and submits his or her Portfolio through I-Webfolio.
5. The student must notify the Academic Advising Center that his or her portfolio is ready for Certification. Certification means that the portfolio is in the appropriate format for consideration of assessment.
6. The Academic Advising Center notifies the student if the Portfolio format is satisfactory or unsatisfactory. If the format of the Portfolio is unsatisfactory, the student may request a checklist of missing required items from the Academic Advising Center.
7. If the portfolio is certified ready for assessment, the student pays the \$ 15 per credit hour fee for evaluation(s) to the Business Office. For example, the fee for a three-hour course assessment would be \$45.
8. The student remits a receipt to the Academic Advising Center. To start the portfolio assessment process, the student must immediately lock the course for the 30-day assessment period to begin.
9. The Portfolio will then be assessed by the appropriate credentialed faculty member based on course learning outcomes.
10. For each course assessed, the faculty portfolio assessor sends the “Prior Learning Assessment (PLA) Portfolio Summary of Evidence Form” to the appropriate Division

Chair for approval and signature. The Division Chair forwards this signed form to the Executive Dean of Instruction.

11. The Executive Dean sends the student a letter stating credit received/not received a photocopy of the “Prior Learning Assessment (PLA) Portfolio Summary of Evidence Form,” and information about the Appeals Process.
12. Executive Dean forwards original “Awarding of Credit” form to Admissions/Registrars’ office with a copy of the student’s letter.
13. After earning 12 hours of BPCC resident credit, credit for coursework awarded through Portfolio assessment will be placed on the transcript under Prior Learning Experience category with “S” grade.

It is recommended that portfolios be submitted within one year after entering the undergraduate program in order to avoid unnecessary delays in meeting graduation requirements. Such delays may occur when the number of portfolio credits received is less than expected and additional coursework is required.

A student may take as long as he/she needs to before submitting his/her portfolio for certification. In compliance with appropriate policies and filing dates for graduation, portfolios submitted to receive credit to meet graduation requirements must be received by the following deadlines:

Graduation Month:	Submission Deadline:
December	September 1st
May	January 1st
August	January 1st

Portfolio Preparation

Think about the following questions.

- What did you learn?
- How did you learn it?
- Where did you learn it?
- Why did you learn it?

These are the questions you will ask yourself – and answer – through completion of a portfolio of prior learning. For additional help see the following web page.

<http://www.bpcc.edu/callstudents/portfolio.html>

The portfolio is organized so you– and evaluators – can move logically from one section to the next. It organizes and showcases your learning, in a way that allows college faculty to see your learning as college level and award credit for it. The contents of the portfolio, in order of presentation, are:

Admissions Essay	Curriculum Sheet
Contact Information	List of Targeted Courses
Transcripts	Course Narrative
Current Résumé	Supporting Documentation

Remember...

Translating learning gained from experience into college credit can be difficult, since people don't learn in life the same ways that they learn in the classroom. In a classroom, students usually learn theories and concepts first, and apply those theories and concepts to examples or case studies. Learning is measured out, structured, and determined in advance by experts. It is managed and directed by those outside of ourselves.

Conversely, the knowledge we gain from experiences in our work, from volunteer activities, and from hobbies is often self-directed. We learn what we need to, when we need to. Therefore, our learning can have gaps that would not have been included in a college course. Often, we don't actually learn until time has passed and we have had the opportunity to reflect on the experiences we have had. But because it is our learning, it is meaningful to us. It determines our perceptions about what we learn later and how we use what we learn.

In Portfolio 101, you will use your experiential résumé to develop a detailed list of competencies and knowledge — things you can do and things you know. With the assistance of the Program Directors and instructor, and collaboration of your classmates, you will find and list courses whose descriptions and objectives most closely resemble your list of “things I know and can do.”

After you make an initial decision regarding which courses to target, the course syllabus is provided for your review. The syllabus contains important information about the course, including the description, any textbook and learning materials, requirements, grading policies; schedule for completion of course requirements, and most importantly, the learning objectives.

The learning objectives state what you are supposed to take away from the course — the learning that you should gain by the end of the session. By closely examining the course objectives, it is quite possible to know whether you have already learned what is expected in a particular course.

While you may not know everything listed in the objectives of a particular course, you may know — and be able to prove you know — enough to convince an evaluator that you should receive credit for this knowledge.

The PLA program includes two ways in which you can prove that your knowledge, skills, and abilities correlate to specific courses. The first method is the writing of a detailed experiential narrative, and the second method is the inclusion of supporting documentation.

The Narrative

In the narrative you explain in detail what you learned and how you learned it. Using the list of competencies as an outline and course objectives as a framework, you can begin to show how your learning is equivalent to college courses. Here, it will be important for you to address everything you listed as knowledge gained. The narrative's focus must remain on your knowledge of the topic. Think about what someone would need to know to do your job, including the ways it is done, the reasons for doing it, and how this knowledge relates to other parts of a larger picture.

To have a greater likelihood of receiving credit, it will be important to address the transferability of your knowledge. This means that you must address the concepts and practices you have learned as they might be used in other instances or industries. For example, if you have done accounting for a doctor's office, the concepts you used in handling the balance sheets would be

similar in other industries, and you should be able to articulate generally accepted accounting principle in your narrative when applying for credit for accounting.

Remember, you cannot receive experiential credit for learning already placed on your transcript from another source. However, your narrative can cite the transcript learning as a basis for requesting more advanced credit. Your narrative should include those references, as well, to help evaluators form a complete picture of your learning through experience.

Providing Proof/Documentation

Once you have explained the learning you have acquired through your experiences, it is necessary to support your explanations with proof. This is the role of the documentation section. It is the area evaluators will use to judge whether your narrative is sound and your request for credit is reasonable.

In this section you have the opportunity to supply support for the claims made in the narrative. This support comes from others and outside sources. This step is explained in much more detail during the Portfolio 101 Workshop, where you are given examples and sample formats to use in requesting documentation of your prior learning. This orientation explains the concept of documentation to help you decide whether PLA is the right program for you.

View examples of [documentation](#) required in portfolios

What to Do Once the Evaluation Is Under Way?

After submission of the portfolio, you may feel a void. After all the work and time invested in the portfolio, the period between submission and notification of an award can seem endless. Please be patient!

While waiting, continue pursuing your degree:

- ♥ Register for courses that are not in your portfolio.
- ♥ Work hard in those courses.
- ♥ Set up a meeting with your academic advisor to discuss all your options.

You have finished the information section of the orientation. To complete the orientation, complete the **Record of Attendance** on the next page. Please make a copy as this form is required to obtain clearance to register for Portfolio101

If you have questions, please write them down and send them to priorlearning@bpcc.edu contact the Academic Advising Center office at 318-678-6050, or 318-678-6133.