



USF Portfolio Handbook

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PORTFOLIO OVERVIEW AND PREPARATION

Prior learning can be assessed through the completion of a portfolio. The portfolio is a formally written narrative accompanied by appropriate documentation that recognizes a student's learning experiences, professional training, community activities, volunteerism and special accomplishments.

A portfolio presents a persuasive argument or essay along with supporting evidence and documentation for each course a student would like to have evaluated. A faculty member who has expertise in the academic area for which the student seeks credit does the evaluation.

Credit is granted for verifiable college-level learning, not for experience. The learning should include both a theoretical and a practical understanding of a subject area of competency.

Note: The book titled Earn College Credit for What You Know, Third Edition, by Lois Lamdin, is recommended for use.

A completed portfolio will contain the following items in this order:

Title Page

Table of Contents

Academic Credit Request Form

Educational Information Form

Professional Vita or Resume

Professional Training Worksheet (if appropriate)

Experiential Learning Worksheet (if appropriate)

Prior Learning Essay

Sources of Documentation

Prior Learning Assessment Form

All forms except the Prior Learning Assessment Form will be found in the back of this handbook.

The following section provides detailed information about putting together the portfolio:

Title Page

This is considered the cover for the portfolio and includes: student name, ID number, address, telephone number, date of submission, title (Portfolio for Prior Learning Assessment), and university name.

Table of Contents

This page contains a list identifying each of the sections making up the portfolio.

3. Academic Credit Request Form

This form precedes the essay and all documentation for which credit is being requested. It is useful to have a University of Saint Francis catalog handy when completing this form.

4. Educational Information Form

This form requires a student to consider his/her entire degree plan and to explain how this portfolio will help achieve academic goals and fulfill all college and department requirements.

5. Professional Vita or Resume

This document should outline the student's educational, professional, military, and employment history. A sample is provided in the back of this handbook (Appendix A). If a student has a resume already prepared in any format, it will be acceptable as long as it is professional in style, typewritten, up to date in content, and no more than three pages. It is not necessary to redo an entire resume just for this process.

6. Professional Training Worksheet

This form can also help a student prepare and organize all the training he/she has had through corporate, business, industry, and organizational training programs. Answering these questions on a separate piece of paper may be a useful way to gather information and think about the relevancy of the training to the course (goals and objectives) in which the student seeks credit.

The policy for awarding credit is based on: a) learning with consideration given to contact hours, content and mastery, b) college-level learning, and c) credit may be upper or lower division according to the content and nature of the organization offering the course. A sample of the Professional Training Worksheet is provided in the back of this handbook (Appendix B).

7. Experiential Learning Worksheet

This form provides a good way for a student to organize his/her learning experiences, tasks, and accomplishments from work, community activities, and volunteerism. A sample is provided in the back of this handbook (Appendix C). This form could initially be done as a worksheet on another piece of paper to help you think clearly and comprehensively.

Community service can be documented through awards, newspaper articles, citations, or other media. Special accomplishments may be documented in a variety of formats, including but not limited to copies of the project, programs, or awards.

8. Prior Learning Essay

The heart of a portfolio is the essay. It presents the case that a student has substantial life learning related to the goals and objectives of a specific course. The essay needs to be thoughtfully prepared, well written, and approximately 6-12 typewritten pages in length.

A sample essay is provided in the back of this handbook (Appendix D).

Please note that your essay should be longer than the sample. We used single-spacing and a small type font in order to save paper on the printing of this handbook.

Essay Guidelines:

Though each essay will differ in content, there is a general suggested format for organizing materials and learning experiences. It is recommended that the following be included:

- A. Introduction to yourself; a sort of autobiography.
- B. Awareness of the goals and objectives of the Course Guide or Course Syllabus.
- C. Explanation of how and when you acquired the specialized life learning experience, training, or specific accomplishment, and how it contributes to the particular course in which you seek credit.
- D. Evidence of your processing of knowledge and conceptualization.
- E. How you have applied and used what you learned.
- F. Appropriate documentation of your learning experiences.

Introduction

An introduction provides the reader with more insight into your character and professional development. This part should not be

considered a book-length autobiography. Rather, you should include only those elements that help the evaluator to understand your interests and growth. Include only elements which you personally consider to be relevant and which you feel comfortable sharing.

Awareness of the Course Guide/Syllabus

In this section, you will present the evaluator with your understanding of the goals and objectives of the specific course. It is not useful to simply copy the Course Guide; instead, explain your understanding of the scope, depth, and meaning of the course as outlined in the Course Guide. Naturally, it is permissible to quote the Guide to make your points. This part of the essay helps the student and the evaluator assess their common understanding and expectations for the course and helps students use prior life learning that is appropriate for the course.

Evidence of Knowledge, Conceptualization and Application/Use of Material

It is important to provide specific evidence of the knowledge you acquired through your experiences, training and special accomplishments. Simply participating in an activity does not show that you learned anything. It is crucial that you connect your learning experiences with theory. The evaluator is looking for evidence that you interacted with your learning, understood it, processed it, and then used it.

9. Sources of Documentation

Documentation is the verification of learning experiences. In order to demonstrate your prior learning, you may use a wide variety of experiences, such as the following:

Employment Training Courses Volunteer Activity

Community Service Special Accomplishments Political Activity

Participation in a Seminar Writing a Book Travel

Extensive Reading Writing a Play

Note: A most commonly used source is a **letter of documentation**. The individual writing the letter must know the student and have first-hand knowledge of the experiential activity that the student has cited in the portfolio. The author of the letter should state clearly the nature of his/her relationship with the student. The letter should be written on the official letterhead stationery of the company or organization with which the author is associated. The content of the letter should focus on the duties, responsibilities, tasks, or activities that were inherent in the learning under consideration. As fully as possible, the author should evaluate the level of the student's performance. The student should make it clear to the author that the letter to be written is one of verification of learning, not recommendation or reference.

Other sources of documentation may include:

Certification or licensure

Patents obtained

Bibliography of professional readings

Certificates from training seminars or professional development workshops

Work-related manuals created

Memos, professional letters and proposals written

Reports or spreadsheets, drafted and designed

Pieces of art work

Note: It may be helpful to include a separate page listing all sources of documentation to precede the actual examples.

10. Prior Learning Assessment Form

This form serves as the faculty assessor's report that initiates the official posting of credit (if accepted).

Prior to beginning work on your portfolio, you should complete the following steps:

Identify the specific course(s) for which you would like to receive portfolio credit.

Discuss your plans with the chairperson of the program in which that course is included.

Once you have gained the chairperson's approval for your plans, complete the appropriate parts of the Prior Learning Assessment form. These include student name, student ID number, and course number and title.

Take your Prior Learning Assessment form to the Business Office and pay the portfolio fee. This fee will be \$75 per credit hour you are requesting.

Upon completion of the portfolio, the student should submit it to the Registrar. The Registrar will forward the request to the department chair responsible for the program of study or area of study in which evaluation for credit is being requested. The department chair will in turn forward the request to a faculty evaluator. The evaluator will determine whether or not credit can be granted. The process should take no more than 30 days. Students will be formally notified by letter regarding the status of the evaluation.

PORTFOLIO EVALUATION GUIDELINES

Criteria for college-level learning must:

Be measurable

Be at a level of achievement defined by faculty as college equivalent

Be applicable outside the specific context in which it was learned

Have a knowledge base

Be reasonably current

Imply a conceptual or theoretical as well as a practical understanding

Show some relationship to your degree goals

Not repeat learning for which credit has already been awarded

Requirements for the portfolio are as follows:

Portfolio must be complete

Portfolio must be submitted in a folder, pocket, or 3-ring binder

Each section of the portfolio must be clearly separated and labeled by dividers

All materials contained in the portfolio must be typewritten and on 8-1/2" x 11" paper

3. The portfolio will be evaluated based on:

Quality of content

Clarity of content

Accuracy of grammar, punctuation, and spelling

Lack of typographical errors

The University of Saint Francis uses Course Guides, when available, to outline the objectives and significant learning in a given

course. These guides will give you a synopsis of the academic content of courses. It is expected that a student can demonstrate at least 70% of the knowledge, skills and aptitudes described in a Course Guide.

A timeline of 30 days following the semester will attempt to be honored for notifying the student of credit outcome.

Note: Make sure to keep a copy of the portfolio for your own records.

APPENDIX A

Sample Resume or Vita

Jane Doe 1234 Any Street

Anytown, ZZ 54321

Phone 219-555-1212

Fax 219-555-1313

Home Phone 219-555-1414

Email mjdoe@usf.edu

WORK HISTORY

1996-current Manager - Individual Life Reinsurance, Lincoln Re

Manage Latin America / SE Asia administrative team to ensure timely customer service.

Provide support, educational enhancements, and motivation to meet team goals.

Offer hands-on problem troubleshooting.

Develop customer relations for both internal and external clients.

Prepare various monthly progress reports for both unit director and account executives.

1994-1996 Executive Assistant, Petroleum Traders Corporation

Responsible for president's calendar and daily agenda, daily correspondence, travel accommodation planning, and special projects - to include research.

Maintenance of insurance coverage, claim files, reports, and yearly insurance quote package.

Maintenance of certificate of insurance records for common carriers, contract carriers, tank wagon, and rack customers.

Planning of all corporate employee events and meetings - coordination.

Assistant spill coordinator - emergency action / report manager.

1989-1993 American Legacy New Issue Manager, Lincoln National Life

Responsible for management of team one, consisting of: issue, underwriting, policy change, 1035 exchange set-up/issue, and service technician staff members.

Worked with trainers, management, data design/processing staff on PC front-end development, the electronic funds transfer (EFT) availability for the automatic withdrawal system (AWS) option, and the move of dollar cost averaging (DCA) option to a mainframe environment.

Responsible for gain/loss reporting of new business unit and preparation of special reconciliations for Paine Weber, Smith Barney and Edward D. Jones accounts.

EDUCATION

1997-present University of Saint Francis

1978-1980 Indiana University, Fort Wayne

1974-1978 Heritage High School - Outstanding Business Major

1974-1979

APPENDIX A

Sample Resume or Vita

John Doe Home 219-555-1212

1234 Any Street Work 219-555-1313

Anytown, ZZ 54321

SUMMARY

Self-motivated graphic arts production manager, designer and writer skilled in taking promotional concepts from idea stage to complete production. Experienced in all phases of graphic arts production, especially in the area of computer desktop production.

QUALIFICATIONS

Experienced

Ten plus years designing and directing art for nationally circulated magazines (*Good Old Days, Quick & Easy Crafts, Stitch & Sew Quilts, Doll World*). Produced profit-making direct mail promotions and seed pieces to increase magazine circulation. Currently serving as Production Manager for 17 newsstand magazines, numerous hardcover books and needlecraft pattern books.

Capable

Started as paste-up artist, earned title of art director, promoted to head the in-house advertising department. Now organizing, staffing and managing 12 person staff to produce wide variety of publications and promotions.

Effective

Initiated programs that brought negligible in-house product sales to respectable levels with carefully planned and effective ads. Implemented systems and procedures for managing digital information. Effective with scheduling work flow and experienced in purchasing hardware and software.

Confident

Well versed in working with state-of-the art computer equipment and software to produce cost effective promotions. Particularly experienced with Macintosh systems using color in combination with Quark XPress, Illustrator, Photoshop, and FreeHand programs. Adept at handling artistic direction at photo shoot using Leaf camera system. Comfortable working with service bureaus, color separators and printers.

Knowledgeable

Possess good grasp of marketing concepts and how customers respond to advertising promotions. Effectively able to use words, color and graphics in harmony with budgetary and technical boundaries.

Dependable

Consistently follow schedules to meet strict deadlines. Proven track record in operating within budget and managing production staff. Well informed of current trends in printing industry.

PROFESSIONAL EXPERIENCE EDUCATION

1987 to 1997 Norwell High School

The House of White Birches, Berne, Indiana Ossian, Indiana

Publications Production Manager

McKendriek College

1983 to 1986 Lebanon, Illinois

Community Care Centers

Activity Director; Special Services Director; Consultant Folio Seminars

Graphic arts classes in magazine and advertising production

1974-1983

Freelance artist University of Saint Francis

Currently enrolled

APPENDIX B

Sample Professional Training Worksheet

Instructions: Describe each single training experience and the learning acquired from it. Supporting documentation for each training experience should be placed behind the appropriate sheet. Begin with your most recent training experience. Duplicate if necessary for each training experience.

Title of Session Installing and Maintaining Microsoft NT

Sponsor* Microsoft

Dates: From 9-8-97 to 9-12-97

In-Class Professional Clock Hours 40

Is a course outline included? Yes

What copies of official documents have you included that indicate you have completed the training session successfully? Certificate

Describe the amount and type of course preparation required outside of class:

- *reading two texts in advance*
- *written work and practice installations each evening*

By what means was your performance evaluated?

- *lab tests*
- *written tests*

Please discuss the course and the specific knowledge you gained from it:

We learned to load NT onto new systems and as an upgrade. We studied the parts of NT (add-ins, related programs); we spent a lot of time on troubleshooting problems on individual systems and on networks.

Include appropriate documentation (catalog with course descriptions, ACE recommendations, copies of certificates)

* Please include the name of the institution or organization actually providing the instruction/certification for the course, even though your employer or particular organization may have "sponsored" you by providing payment or facilities for instruction.

APPENDIX C

Sample Experiential Learning Worksheet

This part may be completed if you have pursued college-level experiences outside the normal job training activities. Use this page to explain each "Other Experiential Learning" activity and its resulting competencies. Duplicate if necessary. Supporting documentation should be placed behind each appropriate sheet. Begin with the most recent experience.

Activity: Volunteer Connection

Dates of Activity (month, year) From Sept. '97 to June '98

Organization (if applicable) Harris Elementary School

Estimate your time involvement per month during the specified time period 15 hours

What tasks did you complete during your participation in this activity?

Identified and trained volunteers for school fundraising activities

Developed a manual for training volunteers

What was your primary responsibility during your participation in this activity?

To have trained volunteer staff for all PTA activities

Please describe your activity in detail

Note: This section, which may go onto additional pages, includes a list of what was done - significant events, processes developed, and training done by you. This is the "What Happened" section.

What specifically did you learn? (Be certain to include social and technical, mental and physical skills and knowledge)

Note: This section identifies such things as learning how to motivate volunteers. This is the "What I Now Know How to Do" and "What I Now Understand" section.

Include appropriate documentation.

APPENDIX D

Sample Prior Learning Essay

Health care professionals are often asked to lecture to peers, students or the lay public on medical or non-medical topics. Despite expertise in their fields, many medical speakers have never received any formal instruction on how to prepare a talk. As a result, they frequently fail to satisfy the expectations of their listeners. The learner showing competence in this essay will be able to:

Identify importance and implementation of audience analysis

Identify and illustrate the use of speech objectives

Identify and illustrate the role of delivery including nonverbals and audiovisuals

Illustrate strategies of preparation

Demonstrate the use of feedback and evaluation

The first problem is that the presenter is unclear about the goals and objectives of his or her talk. Early in my lecture presentations I made the mistake of reciting only the facts of the material almost word for word. Due to inexperience, I did not take the time to get to the base of what the audience was to gain. I also did not know the importance of understanding the facts that I was memorizing and presenting. This left me with a confused and frustrated audience. Through practice and some failures, I have found that it is of prime importance for the subject matter to have relevancy to the practical experience of the audience. It is important and necessary when I prepare for a lecture that I try to remember the two or three take-home messages that the audience should walk away with and emphasize those items appropriately throughout the talk. The easiest way for me to ensure that the listeners are getting the needed information is to simply tell them what they are to remember. This removes the guesswork. It is also necessary to have a clear understanding of the facts and data I will be presenting. This eliminates embarrassing moments when questions are asked or conflicts when the audience challenges a point or idea presented. It allows the focus to be on those important points the listeners need.

The next error that many speakers make is that they do not pay enough attention to their audience. In the beginning, I was unaware of the listeners' fund of knowledge and practical experience in the topic area and was unaware of the expectations of the audience. In the past, I would never take time to look at the roster sheet of my audience or class. I failed to understand that my ability to appeal to the audience depended on my awareness of both the background and immediate expectations of the listeners. Without such knowledge, I could not possibly know what to emphasize and I would be left with a bored and uninformed audience. Now before I do a lecture I try to find out some background on my audience and what purpose the presentation has for them. I also find out what key points they will be accountable for. A roster can generally tell me what their basic background is and where they are employed. I usually speak with the coordinator or primary instructor for the course to gain the goals and issues for the presentation. With all the information I feel I need, I start planning my lecture. For example, I know that I must include more detail, examples and explanations for a class that has never taken the course before than I would if it were a group that is just recertifying. Perhaps the greatest challenge is when I lecture to a mixed audience, comprised of people from different training backgrounds or with varying amounts of experience. The imposed challenge is to maintain the interest of the more knowledgeable listeners without overwhelming those with less experience. In these cases, I like to use the expertise of the experienced people in the class. Drawing on their knowledge base benefits the rest of the class and makes the experts feel more involved and less bored.

The lecturer who presents material that is uninteresting or who has a dull presentation style can also alienate the audience. I can remember lecture subjects that were dry and boring. I began to dread giving the lecture because I knew the audience would be dozing and daydreaming. The listeners can definitely identify a speaker who is uninterested in the material. My lack of interest and dread would in fact start to transfer to the audience. The lack of an effective attention getter to open the talk or material that is irrelevant can also turn the audience against the presenter. I have found that if I am enthusiastic and show interest in the subject matter it will spread to the audience. I try to stay with material and examples that are relevant to the expected learning outcomes. This helps keep interest and attention more focused.

Another crucial pitfall that can befall the lecturer is simply not being prepared. This can come from not knowing the topic or from being disorganized in the preparation and delivery of the talk. A lecturer who does not rehearse the talk and the use of any audio visual aids or who does not stay within the allotted time frame is headed for disastrous results. Being fully prepared and knowing the subject matter assure me that the audience is getting everything they should from the lecture. An essential part of the preparation process is rehearsing the talk out loud and timing it. I usually practice the lecture over and over in front of a mirror until I feel comfortable with it and it is within the allotted time frame. The times that I did not practice are the times I can remember going too long or too short or having content that was confusing. Pre-lecture anxiety is a common phenomenon, but by being prepared, I can usually diminish my anxiety within the first few minutes. The lectures that I have been the least prepared for are the ones that I have gotten the most anxious over and had the worst results.

Even the most prepared lecturer can have problems if he or she has poor speaking techniques. Examples of these include: a monotone voice, speaking too fast or too slow, mumbling, and using the "ah" syndrome. I have found that all of these cause the audience to become restless and distracted, lose interest, and soon to begin counting the "ahs". Further, poor techniques of not looking at the audience, reading the material, and discouraging audience participation cause the lecturer to lose credibility and alienate the listeners. In viewing videos of myself during early lecture presentations, I was able to change some problems with my technique, such as the "ah" syndrome, talking too fast and not looking at the audience. The videos proved to be a valuable tool in refining my presentation style. It has been my experience that most people learn better by doing than by listening passively. If at all possible, try to involve the audience actively in the lecture process. As the presenter, I can accomplish this by asking the listeners questions. This forces the receivers to think about what is being said and perhaps to apply it to a clinical

situation. This can provide for improved retention of the material and can clear any misconceptions.

An important and often overlooked step in the lecture process is the critical evaluation of the lecturer. One of the hardest aspects of lecturing is to solicit feedback from a colleague or selected members of an audience. I feel that it is important for my development as a lecturer to evaluate my presentation style and effectiveness. This can be done by an evaluation form given at the end of class or by having an individual critique. At first, a critical evaluation brought anger, embarrassment and frustration as I tried to protect my ego. I soon began to realize that it is important to gain an honest, unbiased appraisal of the presentation to assist in any future lectures, not only for myself but also for the audience.

It is important to use audio visual aids to their best advantage. Effective use of words and pictures can greatly improve audience attention and retention and act as clues for the presenter. However, when used incorrectly and ineffectively, audiovisual (AV) aids can be a distraction for the listener and an embarrassment for the presenter. My experience with some common AV aids follows. I have found that when using a chalkboard or white board, it is best to write on it before class starts so that my back is not to the group while I am trying to talk. It is important to be sure that people in the back can see. It is frustrating for an audience when the written words cannot be read. A cue is to watch their faces. If they are straining with their eyes and leaning forward, they probably cannot see the words. I usually write on the board and go to the back of the room to see if everyone can read what is written. A good rule of thumb for a thirty-five foot room is that the writing should be two to two and a half-inch block letters. I find it difficult to continually write in a straight line on the board and, due to my short stature, I cannot fully use the entire board.

Flip charts are good for drawings and diagrams and can be more personalized. When used for lecture purposes, they should contain only key words or small sentences as cues. I used to write full sentences and phrases on the chart. This became very time consuming for me and overwhelming for the audience. I like to use different colored markers to add variety, but only in colors that are easy to read, such as red, black, green, and blue. I have had the most complaints when using the color yellow. Overhead transparencies are a popular form of AV presentation aid because they are quick and easy to make, are inexpensive, can be marked on during a presentation, and can be projected in parts. A major mistake I made when first using overheads was revealing the whole sheet all at once. The audience was so busy trying to copy everything in view they were missing the verbal message. I now use a sheet of paper to uncover only parts at a time. This allows the audience time to comprehend both the written and verbal message. Another nice feature is that copies can be made and used as handouts for the class. When making my own transparencies, I try to keep each one limited to seven words across and seven words down. I utilize humor and comics and different colored markers to add variety. It is important to use a pointer such as a pen or a yardstick to point out key areas and follow items as they are discussed.

Slides are suitable for large groups and should contain no more than one or two ideas per slide to have a positive impact. It is easy to add or subtract material accordingly from slides. Due to the need for partial darkness, it is important to keep presentations limited to a half-hour or provide breaks for a longer presentation. In one of my first experiences with slides, I had over 100 slides I wanted to show, which I did without giving any breaks. I had a very tired, frustrated, uninterested, and uninformed audience when I finished. Almost half of them left before I was finished. I now give frequent breaks and I have found the use of vacation scenery slides or comic slides interspersed in the regular slides to be a good attention getter and keeper.

Regardless of the type of AV aid used, it is imperative that the user be familiar with the equipment. This includes knowing how to change the light bulb on the overhead projector, being able to correctly connect various pieces of equipment, and having extra markers. In the beginning of my lecture experience, I had a few embarrassing moments that could have been avoided with proper knowledge of my aids. I had an episode where I did not correctly plug all of my connections together resulting in a non-functioning slide projector. I also had a fumbling experience of changing a light bulb in a projector in front of an impatient vocal group of high school students. Fortunately those two episodes taught me the importance of being prepared with my equipment. It is also important to remember that the AV aids are only as good as the presenter is prepared. AV material should only be used as support to present the lecture. The presenter must be comfortable and prepared not only with the equipment but also with the lecture for the entire presentation to be effective.

In summary, speaking ability can be improved. All it takes is the desire to improve, a willingness to take a critical look at one's own performance, a plan for preparing and delivering the talk, and PRACTICE!

ACADEMIC CREDIT REQUEST FORM

This form should precede the documentation* for each course for which credit is being requested. Duplicate as needed.

Course for which credit is being requested:

Dept Course No Course Title Semester Hours

Catalog Description:

* Support your credit request with the necessary documentation (i.e., Course Guide or Course Syllabus).

EDUCATIONAL INFORMATION FORM

Name _____

Degree Sought _____

Major _____

Statement of Educational Purpose: Why are you seeking a degree and how will the credit you are requesting help you meet your goal?

Supporting materials should include:

A copy of your degree plan (Academic Program Sheet) indicating completed courses

Copies of transcripts for all completed undergraduate work, including USF courses

Military transcripts such as DD214 or DD295

PROFESSIONAL TRAINING WORKSHEET

INSTRUCTIONS: Describe each single training experience and the learning acquired from it. Supporting documentation for each training experience should be placed behind the appropriate sheet. Duplicate if necessary for each training experience.

Title of Session _____

Sponsor* _____

Dates: From _____ to _____

In-Class Professional Clock Hours _____

Is a course outline included? _____

What copies of official documents have you included that indicate you have successfully completed the training session?

Describe the amount and type of course preparation required outside of class:

By what means was your performance evaluated?

Please discuss the course and the specific knowledge you gained from it:

* Please include the name of the institution or organization actually providing the instruction/certification for the course, even though your employer or particular organization may have "sponsored" you by providing payment or facilities for instruction. Include appropriate documentation (catalog with course descriptions, ACE recommendations, seminar outline, copies of certificates, etc.).

EXPERIENTIAL LEARNING WORKSHEET

This part may be completed if you have pursued college-level experiences outside the normal job training activities. Use this page to explain each "Other Experiential Learning" activity and its resulting competencies. Duplicate if necessary. Supporting documentation should be placed behind each appropriate sheet.

Activity: _____

Dates of Activity (month, year): From _____ to _____

Organization (if applicable): _____

Estimate your time involvement during the specified time period: _____

What tasks did you complete during your participation in this activity?

What was your primary responsibility during your participation in this activity?

Please describe your activity in detail:

What, specifically, did you learn? (Be certain to include social, technical, mental, and physical skills and knowledge.)

Include appropriate documentation (letters of documentation, copies of awards, and the like).

PORTFOLIO ASSESSMENT FORM

Student Name _____ I D # _____

Date Portfolio Submitted _____

Course for which credit is being requested:

Dept Course No Course Title Semester Hours

To be completed by the Faculty Evaluator of the course for which credit is being requested.

Assessment Report

Attach a written report to:

Explain the method(s) of evaluation - interview, oral examination, product assessment, performance assessment, written material.

Describe the criteria on which the evaluation was based.

Describe and evaluate the student's knowledge and skills as they relate to the course for which he/she is requesting credit. Include your conclusions about the scope and depth of learning, its level, and the rationale for your credit recommendation.

Credit Recommendation

Credit is approved as requested

Credit is denied because:

Credit cannot be determined. Portfolio has the following specific weaknesses:

Faculty Evaluator _____ Date _____

Department Chair _____ Date _____

V P for Academic Affairs _____ Date _____

* Please return this form (along with entire folder) to the Registrar once the evaluation is complete.



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This document should outline the student's educational, professional, military, and employment history. A sample is provided in the back of this handbook (Appendix A). If a student has a resume already prepared in any format, it will be acceptable as long as it is professional in style, typewritten, up to date in content, and no more than three pages. It is not necessary to redo an entire resume just for this process.

6. Professional Training Worksheet

This form can also help a student prepare and organize all the training he/she has had through corporate, business, industry, and organizational training programs. Answering these questions on a separate piece of paper may be a useful way to gather information and think about the relevancy of the training to the course (goals and objectives) in which the student seeks credit.

The policy for awarding credit is based on: a) learning with consideration given to contact hours, content and mastery, b) college-level learning, and c) credit may be upper or lower division according to the content and nature of the organization offering the course. A sample of the Professional Training Worksheet is provided in the back of this handbook (Appendix B).

7. Experiential Learning Worksheet

This form provides a good way for a student to organize his/her learning experiences, tasks, and accomplishments from work, community activities, and volunteerism. A sample is provided in the back of this handbook (Appendix C). This form could initially be done as a worksheet on another piece of paper to help you think clearly and comprehensively.

Community service can be documented through awards, newspaper articles, citations, or other media. Special accomplishments may be documented in a variety of formats, including but not limited to copies of the project, programs, or awards.

8. Prior Learning Essay

The heart of a portfolio is the essay. It presents the case that a student has substantial life learning related to the goals and objectives of a specific course. The essay needs to be thoughtfully prepared, well written, and approximately 6-12 typewritten pages in length.

A sample essay is provided in the back of this handbook (Appendix D).

Please note that your essay should be longer than the sample. We used single-spacing and a small type font in order to save paper on the printing of this handbook.

Essay Guidelines:

Though each essay will differ in content, there is a general suggested format for organizing materials and learning experiences. It is recommended that the following be included:

- A. Introduction to yourself; a sort of autobiography.
- B. Awareness of the goals and objectives of the Course Guide or Course Syllabus.
 - C. Explanation of how and when you acquired the specialized life learning experience, training, or specific accomplishment, and how it contributes to the particular course in which you seek credit.
- D. Evidence of your processing of knowledge and conceptualization.
- E. How you have applied and used what you learned.
- F. Appropriate documentation of your learning experiences.

Introduction

An introduction provides the reader with more insight into your character and professional development. This part should not be considered a book-length autobiography. Rather, you should include only those elements that help the evaluator to understand your interests and growth. Include only elements which you personally consider to be relevant and which you feel comfortable sharing.

Awareness of the Course Guide/Syllabus

In this section, you will present the evaluator with your understanding of the goals and objectives of the specific course. It is not useful to simply copy the Course Guide; instead, explain your understanding of the scope, depth, and meaning of the course as outlined in the Course Guide. Naturally, it is permissible to quote the Guide to make your points. This part of the essay helps the student and the evaluator assess their common understanding and expectations for the course and helps students use prior life learning that is appropriate for the course.

Evidence of Knowledge, Conceptualization and Application/Use of Material

It is important to provide specific evidence of the knowledge you acquired through your experiences, training and special accomplishments. Simply participating in an activity does not show that you learned anything. It is crucial that you connect your learning experiences with theory. The evaluator is looking for evidence that you interacted with your learning, understood it, processed it, and then used it.

9. Sources of Documentation

Documentation is the verification of learning experiences. In order to demonstrate your prior learning, you may use a wide

variety of experiences, such as the following:

Employment Training Courses Volunteer Activity

Community Service Special Accomplishments Political Activity

Participation in a Seminar Writing a Book Travel

Extensive Reading Writing a Play

Note: A most commonly used source is a **letter of documentation**. The individual writing the letter must know the student and have first-hand knowledge of the experiential activity that the student has cited in the portfolio. The author of the letter should state clearly the nature of his/her relationship with the student. The letter should be written on the official letterhead stationery of the company or organization with which the author is associated. The content of the letter should focus on the duties, responsibilities, tasks, or activities that were inherent in the learning under consideration. As fully as possible, the author should evaluate the level of the student's performance. The student should make it clear to the author that the letter to be written is one of verification of learning, not recommendation or reference.

Other sources of documentation may include:

Certification or licensure

Patents obtained

Bibliography of professional readings

Certificates from training seminars or professional development workshops

Work-related manuals created

Memos, professional letters and proposals written

Reports or spreadsheets, drafted and designed

Pieces of art work

Note: It may be helpful to include a separate page listing all sources of documentation to precede the actual examples.

10. Prior Learning Assessment Form

This form serves as the faculty assessor's report that initiates the official posting of credit (if accepted).

Prior to beginning work on your portfolio, you should complete the following steps:

Identify the specific course(s) for which you would like to receive portfolio credit.

Discuss your plans with the chairperson of the program in which that course is included.

Once you have gained the chairperson's approval for your plans, complete the appropriate parts of the Prior Learning Assessment form. These include student name, student ID number, and course number and title.

Take your Prior Learning Assessment form to the Business Office and pay the portfolio fee. This fee will be \$75 per credit hour you are requesting.

Upon completion of the portfolio, the student should submit it to the Registrar. The Registrar will forward the request to the department chair responsible for the program of study or area of study in which evaluation for credit is being requested. The department chair will in turn forward the request to a faculty evaluator. The evaluator will determine whether or not credit can be granted. The process should take no more than 30 days. Students will be formally notified by letter regarding the status of the evaluation.

PORTFOLIO EVALUATION GUIDELINES

Criteria for college-level learning must:

- Be measurable
- Be at a level of achievement defined by faculty as college equivalent
- Be applicable outside the specific context in which it was learned
- Have a knowledge base
- Be reasonably current
- Imply a conceptual or theoretical as well as a practical understanding
- Show some relationship to your degree goals
- Not repeat learning for which credit has already been awarded

Requirements for the portfolio are as follows:

- Portfolio must be complete
- Portfolio must be submitted in a folder, pocket, or 3-ring binder
- Each section of the portfolio must be clearly separated and labeled by dividers
- All materials contained in the portfolio must be typewritten and on 8-1/2" x 11" paper

3. The portfolio will be evaluated based on:

- Quality of content
- Clarity of content
- Accuracy of grammar, punctuation, and spelling
- Lack of typographical errors

The University of Saint Francis uses Course Guides, when available, to outline the objectives and significant learning in a given course. These guides will give you a synopsis of the academic content of courses. It is expected that a student can demonstrate at least 70% of the knowledge, skills and aptitudes described in a Course Guide.

A timeline of 30 days following the semester will attempt to be honored for notifying the student of credit outcome.

Note: Make sure to keep a copy of the portfolio for your own records.

APPENDIX A

Sample Resume or Vita

Jane Doe 1234 Any Street

Anytown, ZZ 54321

Phone 219-555-1212

Fax 219-555-1313

Home Phone 219-555-1414

Email mjdoe@usf.edu

WORK HISTORY

1996-current Manager - Individual Life Reinsurance, Lincoln Re

Manage Latin America / SE Asia administrative team to ensure timely customer service.

Provide support, educational enhancements, and motivation to meet team goals.

Offer hands-on problem troubleshooting.

Develop customer relations for both internal and external clients.

Prepare various monthly progress reports for both unit director and account executives.

1994-1996 Executive Assistant, Petroleum Traders Corporation

Responsible for president's calendar and daily agenda, daily correspondence, travel accommodation planning, and special projects - to include research.

Maintenance of insurance coverage, claim files, reports, and yearly insurance quote package.

Maintenance of certificate of insurance records for common carriers, contract carriers, tank wagon, and rack customers.

Planning of all corporate employee events and meetings - coordination.

Assistant spill coordinator - emergency action / report manager.

1989-1993 American Legacy New Issue Manager, Lincoln National Life

Responsible for management of team one, consisting of: issue, underwriting, policy change, 1035 exchange set-up/issue, and service technician staff members.

Worked with trainers, management, data design/processing staff on PC front-end development, the electronic funds transfer (EFT) availability for the automatic withdrawal system (AWS) option, and the move of dollar cost averaging (DCA) option to a mainframe environment.

Responsible for gain/loss reporting of new business unit and preparation of special reconciliations for Paine Weber, Smith Barney and Edward D. Jones accounts.

EDUCATION

1997-present University of Saint Francis

1978-1980 Indiana University, Fort Wayne

1974-1978 Heritage High School - Outstanding Business Major

1974-1979

APPENDIX A

Sample Resume or Vita

John Doe Home 219-555-1212

1234 Any Street Work 219-555-1313

Anytown, ZZ 54321

SUMMARY

Self-motivated graphic arts production manager, designer and writer skilled in taking promotional concepts from idea stage to complete production. Experienced in all phases of graphic arts production, especially in the area of computer desktop production.

QUALIFICATIONS

Experienced

Ten plus years designing and directing art for nationally circulated magazines (*Good Old Days, Quick & Easy Crafts, Stitch & Sew Quilts, Doll World*). Produced profit-making direct mail promotions and seed pieces to increase magazine circulation. Currently serving as Production Manager for 17 newsstand magazines, numerous hardcover books and needlecraft pattern books.

Capable

Started as paste-up artist, earned title of art director, promoted to head the in-house advertising department. Now organizing, staffing and managing 12 person staff to produce wide variety of publications and promotions.

Effective

Initiated programs that brought negligible in-house product sales to respectable levels with carefully planned and effective ads. Implemented systems and procedures for managing digital information. Effective with scheduling work flow and experienced in purchasing hardware and software.

Confident

Well versed in working with state-of-the art computer equipment and software to produce cost effective promotions. Particularly experienced with Macintosh systems using color in combination with Quark XPress, Illustrator, Photoshop, and FreeHand programs. Adept at handling artistic direction at photo shoot using Leaf camera system. Comfortable working with service bureaus, color separators and printers.

Knowledgeable

Possess good grasp of marketing concepts and how customers respond to advertising promotions. Effectively able to use words, color and graphics in harmony with budgetary and technical boundaries.

Dependable

Consistently follow schedules to meet strict deadlines. Proven track record in operating within budget and managing production staff. Well informed of current trends in printing industry.

PROFESSIONAL EXPERIENCE EDUCATION

1987 to 1997 Norwell High School

The House of White Birches, Berne, Indiana Ossian, Indiana

Publications Production Manager

McKendriek College

1983 to 1986 Lebanon, Illinois

Community Care Centers

Activity Director; Special Services Director; Consultant Folio Seminars

Graphic arts classes in magazine and advertising production

1974-1983

Freelance artist University of Saint Francis

Currently enrolled

APPENDIX B

Sample Professional Training Worksheet

Instructions: Describe each single training experience and the learning acquired from it. Supporting documentation for each training experience should be placed behind the appropriate sheet. Begin with your most recent training experience. Duplicate if necessary for each training experience.

Title of Session *Installing and Maintaining Microsoft NT*

Sponsor* Microsoft

Dates: From 9-8-97 to 9-12-97

In-Class Professional Clock Hours 40

Is a course outline included? Yes

What copies of official documents have you included that indicate you have completed the training session successfully? Certificate

Describe the amount and type of course preparation required outside of class:

- *reading two texts in advance*
- *written work and practice installations each evening*

By what means was your performance evaluated?

- *lab tests*
- *written tests*

Please discuss the course and the specific knowledge you gained from it:

We learned to load NT onto new systems and as an upgrade. We studied the parts of NT (add-ins, related programs); we spent a lot of time on troubleshooting problems on individual systems and on networks.

Include appropriate documentation (catalog with course descriptions, ACE recommendations, copies of certificates)

* Please include the name of the institution or organization actually providing the instruction/certification for the course, even though your employer or particular organization may have "sponsored" you by providing payment or facilities for instruction.

APPENDIX C

Sample Experiential Learning Worksheet

This part may be completed if you have pursued college-level experiences outside the normal job training activities. Use this page to explain each "Other Experiential Learning" activity and its resulting competencies. Duplicate if necessary. Supporting documentation should be placed behind each appropriate sheet. Begin with the most recent experience.

Activity: Volunteer Connection

Dates of Activity (month, year) From Sept. '97 to June '98

Organization (if applicable) Harris Elementary School

Estimate your time involvement per month during the specified time period 15 hours

What tasks did you complete during your participation in this activity?

Identified and trained volunteers for school fundraising activities

Developed a manual for training volunteers

What was your primary responsibility during your participation in this activity?

To have trained volunteer staff for all PTA activities

Please describe your activity in detail

Note: This section, which may go onto additional pages, includes a list of what was done - significant events, processes developed, and training done by you. This is the "What Happened" section.

What specifically did you learn? (Be certain to include social and technical, mental and physical skills and knowledge)

Note: This section identifies such things as learning how to motivate volunteers. This is the "What I Now Know How to Do" and "What I Now Understand" section.

Include appropriate documentation.

APPENDIX D

Sample Prior Learning Essay

Health care professionals are often asked to lecture to peers, students or the lay public on medical or non-medical topics. Despite expertise in their fields, many medical speakers have never received any formal instruction on how to prepare a talk. As a result, they frequently fail to satisfy the expectations of their listeners. The learner showing competence in this essay will be able to:

Identify importance and implementation of audience analysis

Identify and illustrate the use of speech objectives

Identify and illustrate the role of delivery including nonverbals and audiovisuals

Illustrate strategies of preparation

Demonstrate the use of feedback and evaluation

The first problem is that the presenter is unclear about the goals and objectives of his or her talk. Early in my lecture presentations I made the mistake of reciting only the facts of the material almost word for word. Due to inexperience, I did not take the time to get to the base of what the audience was to gain. I also did not know the importance of understanding the facts that I was memorizing and presenting. This left me with a confused and frustrated audience. Through practice and some failures, I have found that it is of prime importance for the subject matter to have relevancy to the practical experience of the audience. It is important and necessary when I prepare for a lecture that I try to remember the two or three take-home messages that the audience should walk away with and emphasize those items appropriately throughout the talk. The easiest way for me to ensure that the listeners are getting the needed information is to simply tell them what they are to remember. This removes the guesswork. It is also necessary to have a clear understanding of the facts and data I will be presenting. This eliminates embarrassing moments when questions are asked or conflicts when the audience challenges a point or idea presented. It allows the focus to be on those important points the listeners need.

The next error that many speakers make is that they do not pay enough attention to their audience. In the beginning, I was unaware of the listeners' fund of knowledge and practical experience in the topic area and was unaware of the expectations of the audience. In the past, I would never take time to look at the roster sheet of my audience or class. I failed to understand that my ability to appeal to the audience depended on my awareness of both the background and immediate expectations of the listeners. Without such knowledge, I could not possibly know what to emphasize and I would be left with a bored and uninformed audience. Now before I do a lecture I try to find out some background on my audience and what purpose the presentation has for them. I also find out what key points they will be accountable for. A roster can generally tell me what their basic background is and where they are employed. I usually speak with the coordinator or primary instructor for the course to gain the goals and issues for the presentation. With all the information I feel I need, I start planning my lecture. For example, I know that I must include more detail, examples and explanations for a class that has never taken the course before than I would if it were a group that is just recertifying. Perhaps the greatest challenge is when I lecture to a mixed audience, comprised of people from different training backgrounds or with varying amounts of experience. The imposed challenge is to maintain the interest of the more knowledgeable listeners without overwhelming those with less experience. In these cases, I like to use the expertise of the experienced people in the class. Drawing on their knowledge base benefits the rest of the class and makes the experts feel more involved and less bored.

The lecturer who presents material that is uninteresting or who has a dull presentation style can also alienate the audience. I can remember lecture subjects that were dry and boring. I began to dread giving the lecture because I knew the audience would be dozing and daydreaming. The listeners can definitely identify a speaker who is uninterested in the material. My lack of interest and dread would in fact start to transfer to the audience. The lack of an effective attention getter to open the talk or material that is irrelevant can also turn the audience against the presenter. I have found that if I am enthusiastic and show interest in the subject matter it will spread to the audience. I try to stay with material and examples that are relevant to the expected learning outcomes. This helps keep interest and attention more focused.

Another crucial pitfall that can befall the lecturer is simply not being prepared. This can come from not knowing the topic or from being disorganized in the preparation and delivery of the talk. A lecturer who does not rehearse the talk and the use of any audio visual aids or who does not stay within the allotted time frame is headed for disastrous results. Being fully prepared and knowing the subject matter assure me that the audience is getting everything they should from the lecture. An essential part of the preparation process is rehearsing the talk out loud and timing it. I usually practice the lecture over and over in front of a mirror until I feel comfortable with it and it is within the allotted time frame. The times that I did not practice are the times I can remember going too long or too short or having content that was confusing. Pre-lecture anxiety is a common phenomenon, but by being prepared, I can usually diminish my anxiety within the first few minutes. The lectures that I have been the least prepared for are the ones that I have gotten the most anxious over and had the worst results.

Even the most prepared lecturer can have problems if he or she has poor speaking techniques. Examples of these include: a monotone voice, speaking too fast or too slow, mumbling, and using the "ah" syndrome. I have found that all of these cause the audience to become restless and distracted, lose interest, and soon to begin counting the "ahs". Further, poor techniques of not looking at the audience, reading the material, and discouraging audience participation cause the lecturer to lose credibility and alienate the listeners. In viewing videos of myself during early lecture presentations, I was able to change some problems with my technique, such as the "ah" syndrome, talking too fast and not looking at the audience. The videos proved to be a valuable tool in refining my presentation style. It has been my experience that most people learn better by doing than by listening passively. If at all possible, try to involve the audience actively in the lecture process. As the presenter, I can accomplish this by asking the listeners questions. This forces the receivers to think about what is being said and perhaps to apply it to a clinical situation. This can provide for improved retention of the material and can clear any misconceptions.

An important and often overlooked step in the lecture process is the critical evaluation of the lecturer. One of the hardest aspects of lecturing is to solicit feedback from a colleague or selected members of an audience. I feel that it is important for my development as a lecturer to evaluate my presentation style and effectiveness. This can be done by an evaluation form given at the end of class or by having an individual critique. At first, a critical evaluation brought anger, embarrassment and frustration as I tried to protect my ego. I soon began to realize that it is important to gain an honest, unbiased appraisal of the presentation to assist in any future lectures, not only for myself but also for the audience.

It is important to use audio visual aids to their best advantage. Effective use of words and pictures can greatly improve audience attention and retention and act as clues for the presenter. However, when used incorrectly and ineffectively, audiovisual (AV) aids can be a distraction for the listener and an embarrassment for the presenter. My experience with some common AV aids follows. I have found that when using a chalkboard or white board, it is best to write on it before class starts so that my back is not to the group while I am trying to talk. It is important to be sure that people in the back can see. It is frustrating for an audience when the written words cannot be read. A cue is to watch their faces. If they are straining with their eyes and leaning forward, they probably cannot see the words. I usually write on the board and go to the back of the room to see if everyone can read what is written. A good rule of thumb for a thirty-five foot room is that the writing should be two to two and a half-inch block letters. I find it difficult to continually write in a straight line on the board and, due to my short stature, I cannot fully use the entire board.

Flip charts are good for drawings and diagrams and can be more personalized. When used for lecture purposes, they should contain only key words or small sentences as cues. I used to write full sentences and phrases on the chart. This became very

time consuming for me and overwhelming for the audience. I like to use different colored markers to add variety, but only in colors that are easy to read, such as red, black, green, and blue. I have had the most complaints when using the color yellow. Overhead transparencies are a popular form of AV presentation aid because they are quick and easy to make, are inexpensive, can be marked on during a presentation, and can be projected in parts. A major mistake I made when first using overheads was revealing the whole sheet all at once. The audience was so busy trying to copy everything in view they were missing the verbal message. I now use a sheet of paper to uncover only parts at a time. This allows the audience time to comprehend both the written and verbal message. Another nice feature is that copies can be made and used as handouts for the class. When making my own transparencies, I try to keep each one limited to seven words across and seven words down. I utilize humor and comics and different colored markers to add variety. It is important to use a pointer such as a pen or a yardstick to point out key areas and follow items as they are discussed.

Slides are suitable for large groups and should contain no more than one or two ideas per slide to have a positive impact. It is easy to add or subtract material accordingly from slides. Due to the need for partial darkness, it is important to keep presentations limited to a half-hour or provide breaks for a longer presentation. In one of my first experiences with slides, I had over 100 slides I wanted to show, which I did without giving any breaks. I had a very tired, frustrated, uninterested, and uninformed audience when I finished. Almost half of them left before I was finished. I now give frequent breaks and I have found the use of vacation scenery slides or comic slides interspersed in the regular slides to be a good attention getter and keeper.

Regardless of the type of AV aid used, it is imperative that the user be familiar with the equipment. This includes knowing how to change the light bulb on the overhead projector, being able to correctly connect various pieces of equipment, and having extra markers. In the beginning of my lecture experience, I had a few embarrassing moments that could have been avoided with proper knowledge of my aids. I had an episode where I did not correctly plug all of my connections together resulting in a non-functioning slide projector. I also had a fumbling experience of changing a light bulb in a projector in front of an impatient vocal group of high school students. Fortunately those two episodes taught me the importance of being prepared with my equipment. It is also important to remember that the AV aids are only as good as the presenter is prepared. AV material should only be used as support to present the lecture. The presenter must be comfortable and prepared not only with the equipment but also with the lecture for the entire presentation to be effective.

In summary, speaking ability can be improved. All it takes is the desire to improve, a willingness to take a critical look at one's own performance, a plan for preparing and delivering the talk, and PRACTICE!

ACADEMIC CREDIT REQUEST FORM

This form should precede the documentation* for each course for which credit is being requested. Duplicate as needed.

Course for which credit is being requested:

Dept Course No Course Title Semester Hours

Catalog Description:

* Support your credit request with the necessary documentation (i.e., Course Guide or Course Syllabus).

EDUCATIONAL INFORMATION FORM

Name _____

Degree Sought _____

Major _____

Statement of Educational Purpose: Why are you seeking a degree and how will the credit you are requesting help you meet your goal?

Supporting materials should include:

A copy of your degree plan (Academic Program Sheet) indicating completed courses

Copies of transcripts for all completed undergraduate work, including USF courses

Military transcripts such as DD214 or DD295

PROFESSIONAL TRAINING WORKSHEET

INSTRUCTIONS: Describe each single training experience and the learning acquired from it. Supporting documentation for each training experience should be placed behind the appropriate sheet. Duplicate if necessary for each training experience.

Title of Session _____

Sponsor* _____

Dates: From _____ to _____

In-Class Professional Clock Hours _____

Is a course outline included? _____

What copies of official documents have you included that indicate you have successfully completed the training session?

Describe the amount and type of course preparation required outside of class:

By what means was your performance evaluated?

Please discuss the course and the specific knowledge you gained from it:

* Please include the name of the institution or organization actually providing the instruction/certification for the course, even though your employer or particular organization may have "sponsored" you by providing payment or facilities for instruction. Include appropriate documentation (catalog with course descriptions, ACE recommendations, seminar outline, copies of certificates, etc.).

EXPERIENTIAL LEARNING WORKSHEET

This part may be completed if you have pursued college-level experiences outside the normal job training activities. Use this page to explain each "Other Experiential Learning" activity and its resulting competencies. Duplicate if necessary. Supporting documentation should be placed behind each appropriate sheet.

Activity: _____

Dates of Activity (month, year): From _____ to _____

Organization (if applicable): _____

Estimate your time involvement during the specified time period: _____

What tasks did you complete during your participation in this activity?

What was your primary responsibility during your participation in this activity?

Please describe your activity in detail:

What, specifically, did you learn? (Be certain to include social, technical, mental, and physical skills and knowledge.)

Include appropriate documentation (letters of documentation, copies of awards, and the like).

PORTFOLIO ASSESSMENT FORM

Student Name _____ I D # _____

Date Portfolio Submitted _____

Course for which credit is being requested:

Dept Course No Course Title Semester Hours

To be completed by the Faculty Evaluator of the course for which credit is being requested.

Assessment Report

Attach a written report to:

Explain the method(s) of evaluation - interview, oral examination, product assessment, performance assessment, written material.

Describe the criteria on which the evaluation was based.

Describe and evaluate the student's knowledge and skills as they relate to the course for which he/she is requesting credit. Include your conclusions about the scope and depth of learning, its level, and the rationale for your credit recommendation.

Credit Recommendation

Credit is approved as requested

Credit is denied because:

Credit cannot be determined. Portfolio has the following specific weaknesses:

Faculty Evaluator _____ Date _____

Department Chair _____ Date _____

V P for Academic Affairs _____ Date _____

* Please return this form (along with entire folder) to the Registrar once the evaluation is complete.