
**BOARD OF GOVERNORS
ASSOCIATE IN APPLIED SCIENCE DEGREE
COMPLETION PROGRAM**

WEST VIRGINIA COUNCIL FOR
COMMUNITY AND TECHNICAL COLLEGE EDUCATION
**1018 Kanawha Boulevard, East - Suite 700
Charleston, West Virginia 25301
(P) 304.558.0265 (F) 304.558.1646**

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I. INTRODUCTION

The Board of Governors Associate in Applied Science degree program is a nontraditional, degree completion opportunity at the associate degree level specifically devised for adult learners to meet occupational goals, employment requirements, establish professional credentials, or achieve personal goals. This degree program provides the opportunity for adult learners to utilize credit for prior learning experiences via licenses, certificates, military credit, and other non-collegiate sources while assuring maximum credit transferability.

Through the Board of Governors Associate in Applied Science degree program, adult students can establish deserved credentials, achieve a personal sense of accomplishment, and position themselves for advancement into a baccalaureate program. The Board of Governors Associate in Applied Science degree increases educational access and degree opportunities for adults who have deferred or interrupted their educational plans. Such a program provides the base of the educational ladder for adults to accomplish the first level of educational advancement as well as develop the self-confidence and incentive to move toward the completion of a baccalaureate degree. The Board of Governors Associate in Applied Science degree program is designed to articulate with the WV Board of Regents Bachelor of Arts Degree.

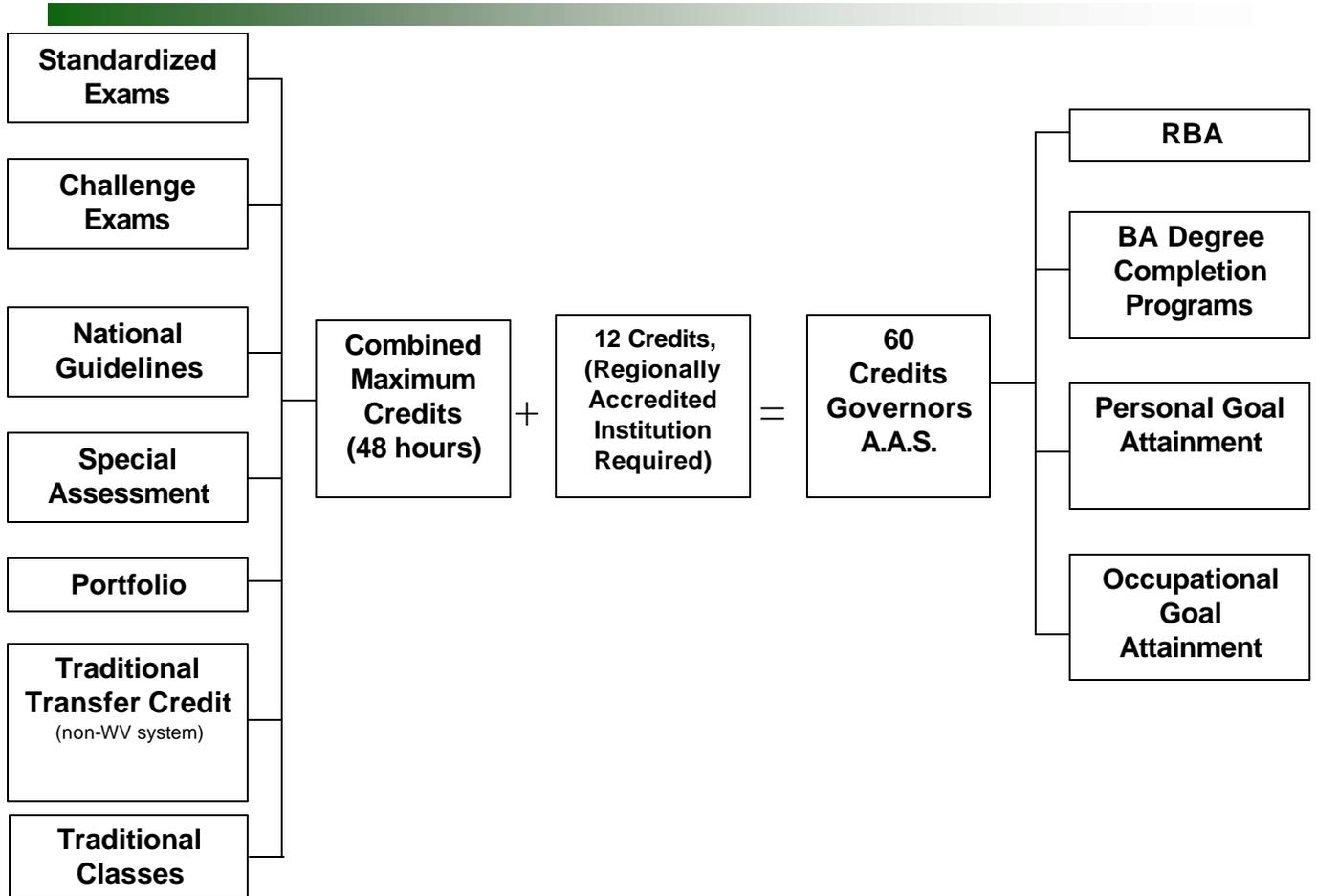
II. CURRICULUM

The Board of Governors, A.A.S. requires 60 credit hours which include a general education core of 21 credit hours and 39 credit hours consisting of general electives, an optional capstone experience and an optional defined area of emphasis encompassing a broad range of content areas. The structure of the degree assures flexibility in program design to meet the individual needs of adult students. The required general education courses assure the development of essential skills and competencies necessary for an associate degree level graduate. The general electives, with the opportunity for a defined area of emphasis, allow students to demonstrate and document a defined occupational proficiency. Students are encouraged to explore various options for obtaining credit for prior learning experiences including course articulation, standardized exams, challenge exams, credential validation and portfolio credit. Students who choose to earn credit for college-level learning acquired through professional work experience or other life experiences must complete the portfolio development course and submit a portfolio. The portfolio provides the opportunity for equating documented, college level, experiential learning to college credit. College courses successfully completed at regionally accredited institutions may be transferred into the program and applied toward the 60 credit requirement.

The following diagram (Figure 1) depicts the curriculum design demonstrating the incorporation of multiple methods for obtaining extra-institutional credit combined with the residency component to complete the degree requirements. A student may apply any or all methods of extra-institutional credit toward the completion of the Governors A.A.S. degree. A total of 48 credit hours can be earned through multiple evaluation processes. The curriculum diagram also denotes the desired linkage with the WV RBA program or other baccalaureate degree completion programs.

Figure 1

Curriculum Process



Summary: Program Requirements

| | | |
|---------------------------------|--|---|
| Total Credit hours: | 60 | |
| General Electives: | 39 | Includes credit hours for optional area of emphasis, portfolio course, and capstone course |
| General Education: | 21 | Communications, Sciences, Social Sciences, Mathematics, Computer Literacy and other approved general education courses |
| | | Communications: 6 |
| | | Mathematics/Sciences: 6 |
| | | Social Sciences: 6 |
| | | Computer Literacy: 3 |
| Graduation Grade Point Average: | 2.0 | |
| Residency Requirement: | 12 credit hours | from a regionally accredited higher education institution. A minimum of 3 credits may be required at the host institution. Petition for exception to the residency requirement may be made to the Chief Academic Officer of the host institution. |
| Academic Forgiveness: | All F's earned in College courses | earned four or more years before admission to program are disregarded from the computation of the graduation grade point average. The "F" grades will not be deleted from the transcript. |
| Grades and Grading: | Grading will follow the institution's | current grading policy. |
| Admission Requirements: | Students are eligible for admission to the program | two years after graduation from high school. In the case of those passing a high school equivalency examination, admission must be two years after their high school class has graduated. |

See Appendix A (page 10) for complete program description and requirements.

III. ADMISSION REQUIREMENTS

- A student may be considered for admission to the Board of Governors, Associate in Applied Science degree program by submitting a college application form to a participating WV community college.
- The student participates in an admission interview prior to program matriculation to review program requirements and student's educational goals.
- A student is eligible for admission to the program two years after graduation from high school. In the case of those passing a high school equivalency examination, admission must be two years after their high school class has graduated.
- Admission and retention requirements will follow the same procedures that govern other degree programs at the institution.
- Admission to the Board of Governors, Associate in Applied Science degree program does not provide for automatic admission to other programs at West Virginia colleges and universities.
- A student may not be enrolled simultaneously in the Governors Associate in Applied Science degree program and another associate level degree program.
- A student with an accredited associate level or baccalaureate level degree is excluded from admission to the Board of Governors Associate in Applied Science degree program.

IV. FEES

- There is no application or admission fee required for the Board of Governors Associate in Applied Science degree program.
- Portfolio Evaluation Fee: \$300.00. This fee is charged each time a student requests any assessment of work not included in the initial portfolio evaluation. Portfolio evaluation fees are retained by the institution awarding the college equivalent credit. Tuition for the portfolio course will be applied toward the initial assessment evaluation fee.
- Institutions offering the Governors Associate in Applied Science degree program may waive the evaluation fee for full-time employees of WV public higher education institutions who have been employed by the institution for at least one year.
- Registration and fees for enrollment in courses are assessed according to the established fee schedule at each institution.
- The graduation fees of the institution awarding the degree will apply.

V. RESIDENCY

- Students must complete a residency requirement of 12 credit hours (passing grades only) from regionally accredited higher education institutions. Petition for exception to the residency requirement may be made to the Chief Academic Officer of the host institution.

- Residency shall be defined as being registered for officially approved coursework which will satisfy the degree program graduation requirements. Credit awarded through extra-institutional credit will not count toward the 12 credit hour residency requirement.
- The institution granting the degree may require the student to complete up to three credit hours at the host institution.

VI. TRANSFER CREDITS

- All passing grades and awarded credit are accepted from accredited institutions of higher learning toward meeting degree requirements.
- Policies of the WV Higher Education Policy Commission regarding transfer of credits between institutions apply to students in the Board of Governors Associate in Applied Science degree program.
- Credits for the degree, including the general education requirements, may be fulfilled by traditional college courses, credit for correspondence courses, extra-institutional credit, credit-by-examination, and credits earned as an approved transient student at other institutions.

VII. EXTRA-INSTITUTIONAL CREDIT

The host college will validate and award credit for college-level learning that occurs outside of the traditional college setting. College level-learning acquired through nontraditional methods will be evaluated and transcribed in accordance with defined institutional practices. Based on the judgment of academic professionals and appropriately credentialed professionals, the College will validate college-level learning acquired in a variety of settings such as employer based training programs, vocational training programs, proprietary school programs, professional development activities, and personal development and enrichment activities.

- Processes for evaluation will include:
 - ✓ Performance on Standardized Tests (CLEP, DANTES, etc)
 - ✓ Evaluation of Non-collegiate Sponsored Instruction (ACE, PONSI)
 - ✓ Assessment of Credit for Military Training
 - ✓ Demonstration of College-level Learning through Portfolio Review
 - ✓ Institutional Based Challenge Examinations
 - ✓ Validation of Learning acquired through unaccredited institutions
 - ✓ Special Assessment of licensure, certification and formal training programs

Implementation Guidelines:

- The College will award academic credit for learning acquired through work or life experience that is equivalent to courses or program outcomes which meet requirements for the degree.
- College credit will be awarded in accordance with established guidelines for national standardized credit validation programs and processes.
- For Special Assessments, college credit will be awarded for college-level learning that is

comparable to a selected course's published scope and outcomes if awarded on a course equivalency basis. Block credit will be awarded in accordance with the assessment of college level learning as determined by the evaluation team consisting of academic professionals, faculty and professionals in relevant professions. The evaluation team operates under supervision of the chief academic officer.

- Credit awarded may not duplicate credits previously earned by the student.
- College credit will be awarded only for learning experiences that have occurred after high school. (College credits awarded through participation in Tech Prep, Edge, Early Entrance or other college/high school articulation agreements are not subject to this criteria.)
- Credit awarded through extra-institutional review processes will be transcribed after program matriculation and the successful completion of 12 hours of college-level credit earned at regionally accredited higher education institutions, and the payment of required fees.
- Credit granted will be recorded on the student's transcript in the term in which the credit is awarded provided that residency and payment criteria are met.
- Extra-institutional credit will be appropriately annotated on the transcript as experiential credit. Such credit will not be computed in the grade point average. Credit hours will apply toward program graduation requirements.
- Credit awarded through extra-institutional credit will not count toward 12 credit hour residency requirements.
- Faculty, academic professionals and well-credentialed professionals, under the supervision of the chief academic officer will determine credit awards for extra-institutional credit requests.
- An appeal process will be provided for students who wish to appeal the evaluator's decision regarding credit awarded. A student will be limited to one appeal for each original credit submission.
- The Program Director requests the assistance of faculty members of sponsoring or other institutions and other content experts as needed in order to assess a student's work and life experience. System-wide cooperation in such assessments is essential where faculty competence is not available at the sponsoring institution.
- After a thorough review, including conversations with and/or written reports from a person qualified to assess the student's achievements, the faculty member or members recommend to the Program Director the hours and level of credit to be given for the work and life experience.
- If either the Program Director or the student challenges the amount of credit awarded, the matter may be referred to a committee of the faculty.
- The actual awarding of college equivalent credit is made by the chief academic officer of the institution or chief academic officer's designated representative.
- Standardized awards for special assessments of training credentials may be established by participating institutions.

See Appendix B (page 12) for Portfolio Guidelines.

College Courses:

- Admission to courses is subject to availability of class space and/or enrollment limitations on the same basis as any other student.
- Established course prerequisites as defined in the college catalog will prevail.
- Grading policy and standards of the host institution will prevail.

VIII. AREA OF EMPHASIS

- A student is eligible for an Area of Emphasis designation if the student has met at least one of the following conditions as part of the program:
 - ✓ Completion of a minimum of 15 credit hours, graded coursework, in an occupational concentration with a minimum grade of AC@ in each course, in program areas of study appropriate for associate level degrees.
 - ✓ Completion of a minimum of 15 credit hours obtained through extra-institutional credit in an occupational concentration appropriate for associate level degrees.
 - ✓ Completion of a minimum of 15 credit hours obtained through a combination of graded coursework, in an occupational concentration with a minimum grade of AC@ in each course and extra-institutional credit in program areas of study appropriate for associate level degrees.
- The Program Director is responsible for validating the completion of a defined area of concentration and recommending the area of emphasis designation.
- The final approval of the area of emphasis designation will be made by the chief academic officer of the institution or his/her designee.

IX. GRADUATION REQUIREMENTS

- There is no prescribed timetable for completion of the requirements for the Governors Associate in Applied Science degree program.
- The Board of Governors Associate in Applied Science diploma is awarded by the sponsoring institution at the host institution's commencement exercises.
- Graduation fees of the institution awarding the degree will apply.

X. ACADEMIC RECORDS

- Each institution must maintain a complete, permanent academic record identifying adult degree completion student's major and area of emphasis, if identified.
- Extra-institutional credits which have been approved for work and life experience appear on the

academic record and will be annotated as experiential credit.

- Transfer credits awarded by regionally accredited institutions will be transcribed according to the host institution's practices.
- Portfolios will be retained for five years from the date portfolio credit is awarded.

XI. PROGRAM DIRECTOR RESPONSIBILITIES

The Adult Degree Completion Program Director coordinates services and processes essential for effective implementation of the program. The director assists students exploring extra-institutional credit options to attain career and educational goals. Working with the academic departments, the director provides direct student support through advisement and evaluation in addition to coordinating articulation agreements, college level equivalency examinations, teaching a career and life planning/portfolio course and coordinating the evaluation of prior learning portfolios. The director is also responsible for conducting graduation certification and recommending students to the chief academic officer for graduation. The director will develop a program level assessment plan conducting assessment activities to monitor program effectiveness and to provide recommendations for quality improvement initiatives. The director's responsibilities are defined to provide maximum student support and facilitation of educational access.

Board of Governors AAS Adult Degree Completion Program Director:

- Conducts admission advising and evaluation services assisting student with matriculation decisions
- Coordinates completion of admission documents and processes
- Provides academic advising
- Conducts career and life planning/portfolio development course
- Facilitates transcript evaluation providing student an official evaluation of program standing
- Provides access to information regarding flexible scheduling and alternative class formats
- Advises students of the various prior learning assessment options available and assists students with selection of appropriate nontraditional credit options
- Conducts initial evaluation of portfolio materials to assure adherence to required guidelines prior to submission to faculty for review
- Coordinates all processes among student, faculty, the Office of Student Records and Registration and the Business Office
- Provides assistance to the chief academic officer in the selection of qualified individuals to evaluate portfolios
- Works with academic departments to determine appropriate credit awards
- Evaluates student records for graduation certification
- Conducts program level assessment to assure academic quality and integrity and provides program recommendations for program modification based on collected data.
- Prepares reports of program activities including inquiries, enrollment, student tracking and summation of petitioned and approved credit

- Implements and upholds all prior learning assessment policies established by the WV Council for Community and Technical College Education, Higher Education Policy Commission and the Board of Governors

XII. SYSTEM-WIDE COORDINATION

The Community and Technical College Advisory Committee (CTCAC) will serve as the system-wide coordinating body for the Board of Governors Associate in Applied Science Degree program. The Committee will review guidelines and practices for overall program operation to assure academic quality, consistency in practices and program access. The Committee is chaired by the Chancellor of the WV Council for Community and Technical College Education. Adult Degree Completion Program Directors will provide program information and reports serving as the basis for program evaluation and modification.

The Committee has the responsibility for periodically reviewing policies and procedures related to admissions, assessment fees, transfer credits, transcripts, assessment of work and life experience, promotional activities, and other matters important to the vitality and quality of the program.

The Committee may recommend standardized awards for professional training programs and credentials. These credentials are used as guides when awarding credit for work or life experience in these areas. Each standardized award shall be reviewed at least every five years by the Committee.

**BOARD of GOVERNORS ASSOCIATE IN APPLIED SCIENCE DEGREE
ADULT DEGREE COMPLETION PROGRAM**

60 Semester Hours

The Board of Governors A.A.S. Adult Degree Completion Program is an alternative degree program designed for adult students seeking a degree completion opportunity. The degree is flexible in its design and responsive to adult students' diverse needs and interests. Adult students with a broad range of life and educational experiences may combine a core of academic courses with credits earned through prior learning experiences to structure a unique associate degree program. The Board of Governors A.A.S. is designed to graduate students who are prepared to become active, socially responsible members in their communities and places of employment.

The Board of Governors A.A.S. program requires 60 credit hours which include a general education core of 21 credit hours and 39 credit hours consisting of general electives, an optional capstone experience and an optional defined area of emphasis encompassing a broad range of content areas while providing for optimum flexibility. The required general education courses assure the development of essential skills and competencies necessary for an associate degree level graduate. Students are encouraged to explore various options for obtaining credit for prior learning experiences including course articulation, standardized exams, challenge exams, credential validation and portfolio credit.

Students who choose to earn credit for college-level learning acquired through professional work experience or other life experiences must complete the portfolio development course and submit a portfolio. The portfolio provides the opportunity for equating documented, college level, experiential learning to college credit. College courses successfully completed at regionally accredited institutions may be transferred into the program and applied toward the 60 credit requirement.

Students interested in the Board of Governors A.A.S. program must meet with the program director to discuss admission into the program.

Graduation Requirements:

- At least 60 credit hours must be completed in courses numbered 100 or higher
- A minimum cumulative grade point average of 2.0
- Twelve credits completed at regionally accredited institutions. At least 3 of the 12 credits hours must be completed at the institution awarding the degree, if required by the home institution.

Program Outcomes:

Upon completion of the Board of Governors A.A.S. degree, graduates will be able to:

- Apply effective written and oral communication skills
- Work collaboratively in groups
- Think critically and solve problems
- Demonstrate practical application of quantitative and scientific reasoning skills
- Demonstrate analysis and evaluation of skill competencies derived from multiple sources including work, volunteer activities, hobbies, etc.

- Demonstrate understanding of principles of good citizenship
- Develop long range vocational or transfer goals
- Demonstrate basic computer literacy and use of computerized communication technology
- Examine issues from a global perspective
- Demonstrate mastery of interdisciplinary competencies as defined in educational plan

| Program Requirements | Credit Hours |
|---|---------------------|
| General Education: Social Sciences | 6 |
| General Education: Communication | 6 |
| General Education: Math/Science | 6 |
| Portfolio Development (Required for students submitting a portfolio for assessment of credit for prior learning) | (1 - 3) |
| Computer Literacy | 3 |
| Defined Concentration (Optional) | (15) |
| General Electives | 23 – 39 |
| Capstone Experience (Optional) | (1 – 3) |
| Total Program Credits | 60 |

The Board of Governors Associate in Applied Science Degree is designed to articulate with the West Virginia Regents Bachelor of Arts Degree Program.

**PORTFOLIO REVIEW:
AWARDING COLLEGE CREDIT FOR EXPERIENTIAL LEARNING**

The WV Council for Community and Technical College Education recognizes that learning does take place in various settings. Many non-traditional students have developed competencies through work or other life experiences which closely parallel those developed through traditional college courses. Community and technical colleges will award academic credit through a portfolio evaluation process for learning in non-traditional settings that is determined to be equivalent to college-level learning. Credit may be awarded in accordance with the course evaluation model or through block credit award.

The WV Council for Community and Technical College Education embraces the philosophy of life-long learning and educational access for adult learners. Awarding credit for experiential learning creates the opportunity to recognize learning by adult learners that has occurred outside the traditional classroom setting. This grants entry to college as well as the opportunity for continued learning without repetition of previously developed competencies. A comprehensive prior learning assessment process assures academic integrity and quality while facilitating access for adult learners.

Criteria:

1. To be eligible for academic credit, a student's prior experiential learning must meet the following criteria:
 - a. The learning shall have a discipline or knowledge base comparable to that in a community college.
 - b. The learning shall have general applicability outside of the specific situation in which it was acquired.
 - c. The learning shall be equivalent to college-level learning.
 - d. The student must be able to demonstrate an understanding of the relationship between acquired learning, related disciplines and their own goals.
 - e. The learning experience must be verifiable.
 - f. College credit will be awarded for the college level learning that is demonstrated by the student and not solely for the stated experience.
 - g. College credit will be awarded for learning that demonstrates an appropriate balance between theory and practical application.
 - h. College credit will be awarded only for learning experiences that have occurred after high school. (This does not apply to college credits awarded through Edge, Tech Prep, Early Entrance or other college articulation agreements with WV high schools.)
2. The College will award academic credit for learning acquired through work or life experiences that are equivalent to courses or program outcomes which meet requirements for the adult degree completion program.
3. Students may petition for credit for individual courses (100 and 200 level) which are listed in the current college catalogs of WV state colleges and universities as well as institutions outside of the state of West Virginia. Students may also petition for block credit as advised by the Adult Degree Completion Program Director.

4. No limit is applied to the number of credit hours that may be awarded through the portfolio review process. However, students should be advised as to the number of credits needed to meet graduation requirements as well as the maximum number of community college credits acceptable by WV baccalaureate institutions.
5. College credit will be awarded for college-level learning that is comparable to a selected course's published scope and outcomes if awarded on a course equivalency basis. Block credit will be awarded in accordance with the assessment of college level learning as determined by the evaluation team consisting of academic professionals, faculty and professionals in relevant professions. The evaluation team operates under supervision of the chief academic officer.
6. Credit awarded through the portfolio review may not duplicate credits previously earned by the student.
7. Credit awarded through the portfolio review process will be transcribed after the successful completion of 12 hours of college-level credit earned at regionally accredited institutions and payment of required fees.
8. Credit awarded via portfolio review will be appropriately annotated on the transcript as experiential credit.
9. Credit granted will be recorded on the student's transcript in the term in which the credit is awarded and after the completion of 12 credits at an accredited higher education institution and payment of required fees. Such credit will not be computed in the grade point average. Credit hours will apply toward graduation requirements for the Board of Governors Associate in Applied Science Degree.
10. Credit awarded through portfolio review will not count toward program residency requirements.
11. Faculty, academic professionals and well-credentialed professionals, under the supervision of the chief academic officer will evaluate portfolios for academic credit.
12. The portfolio will be retained by the College for five years.
13. Fees assessed for credits will not exceed a fee of \$300.00 per portfolio evaluation. This fee is charged each time a student requests any assessment of work not included in the initial portfolio evaluation. Portfolio evaluation fees are retained by the institution awarding the college equivalent credit. Tuition for the portfolio course will be applied toward the initial assessment evaluation fee.
14. An appeal process will be provided for students who wish to appeal the evaluator's decision regarding credit awarded. A student will be limited to one appeal for the original portfolio submission.

Portfolio Requirements and Procedures

1. The student interested in receiving credit through the portfolio review process must schedule an interview with the Adult Degree Completion Program Director to determine appropriateness of the portfolio process and to obtain appropriate materials.
2. The student is required to enroll in the portfolio development course if petitioning for credit through the portfolio review process.
3. The student will contact the appropriate instructional office to obtain course information if using the course equivalency process for evaluation.

4. The student will complete the required portfolio materials. Portfolios are to be submitted to the Adult Degree Completion Program Director for review prior to distribution to the evaluation team. The portfolio will include:
 - a. Table of Contents
 - b. Goal Statement
 - c. Resume
 - d. Chronological Table
 - e. Transcripts/Military Documents
 - f. Professional Training
 - g. Learning essays
 - i. The learning essay will detail the learning experience and the learning/competencies that resulted from the experience.
 - ii. The essay should describe not only the specific skills and competencies that the student has learned and the relevant theoretical constructs but how this knowledge relates to present educational goals.
 - h. Documentation
 - i. Documentation can include some or all of the following: annotated bibliography, letters of verification, news clippings, certificates, awards, samples of work, etc.
5. The Adult Degree Completion Program Director will review the portfolio to assure inclusion of required materials. If incomplete, the portfolio will be returned to the student with notation for additional material. The Adult Degree Completion Program Director will not evaluate the portfolio content for the award of credit.
6. The Adult Degree Completion Program Director will forward the portfolio to the chief academic officer who will identify the appropriate review team for the credit evaluation of the portfolio. If the evaluation team requests additional information, the portfolio will be returned to the Adult Degree Completion Program Director who will notify the student.
7. If the evaluation team requires additional information, the student will have 30 days in which to provide the additional information. Additional information may include but not be limited to: additional documentation, an interview, performance evaluation or examination.
8. The portfolio evaluation with the recommended credit award will be returned to Adult Degree Completion Program Director who will coordinate the transcription with the Records Office.
9. If a petition is denied, the student may request a meeting with the evaluation team chair. The student may also request a second evaluation. The request for a second evaluation must be submitted in writing to Adult Degree Completion Program Director within 10 working days of the date on the notification letter sent to the student. The Adult Degree Completion Program Director will forward the request and documentation to the chief academic officer. A final decision will be made in consultation with the evaluation team and the chief academic officer. No portfolio may be submitted more than two times for consideration including the original submission. If submitting a portfolio for a second evaluation, the student may elect to submit additional information to strengthen the petition.

10. Credit will be transcribed upon payment of all appropriate fees for the portfolio evaluation and after the completion of 12 credit hours at regionally accredited institutions.
11. Portfolio Review: Additional Submissions
 - Learning can be granted academic credit only once. Learning which has already been granted credit through any means cannot earn new credits through the portfolio review process.
 - Experiential learning which has not been previously assessed for credit, or which has taken place since a student last requested portfolio review, may be included in a new portfolio submission. In the case of a new submission, students will not be expected to repeat the portfolio development course.
 - Requests for permission to submit a second portfolio must be approved by the Adult Degree Completion Program Director.

**PETITION FOR ACADEMIC CREDIT THROUGH PORTFOLIO REVIEW
INDIVIDUAL COURSE EVALUATION FORM**

Student Name: _____

Student ID Number: _____

Address: _____

Telephone: (Day) _____ (Evening) _____

E-mail: _____

Course Being Petitioned (Provide College Name, Course Title and number as listed in the catalog)

Number of pages in learning essay including documentation: _____

In space below, provide a brief summary of the experience and learning outcomes relevant to this petition.

The information provided to _____
(institution) in the portfolio honestly and accurately represents my learning and experience. I understand that falsification of information or other violations of the Student Code of Conduct are grounds for possible dismissal from the College and revocation of credits granted or degree awarded.

Student Name Date

PORTFOLIO EVALUATION FORM INDIVIDUAL COURSE EVALUATION FORM

Student Name: _____

Student ID Number: _____

Course Title and Number: _____

Recommendation (check only one):

- Credit Recommended
- Credit Not Recommended
- Return for Additional Information

| Assessment of Learning Essay and Documentation | 1 Poor | 2 | 3 Average | 4 | 5 Excellent |
|--|-----------|---|--------------|---|----------------|
| 1. Accomplishment of learning outcomes addressed in course description | | | | | |
| 2. Application of theory and practice appropriate to the subject | | | | | |
| 3. Demonstration of college-level learning | | | | | |
| 4. Demonstration of learning experience | | | | | |
| 5. Documentation of learning experience | | | | | |
| 6. Explanation of how learning was acquired | | | | | |
| 7. Organization of portfolio contents. | | | | | |

Evaluation Summary

Provide justification for the credit recommendation. Include details verifying accomplishment of relevant outcomes. If the portfolio is being returned for additional information, provide specific guidelines as to the information required. Use additional paper if necessary.

Evaluation Team Chair Signature Date

Adult Degree Completion Program Director Signature Date

**PETITION FOR ACADEMIC CREDIT THROUGH PORTFOLIO REVIEW
BLOCK CREDIT REQUEST EVALUATION FORM**

Student Name: _____

Student ID Number: _____

Address: _____

Telephone: (Day) _____ (Evening) _____

E-mail: _____

Subject Areas Being Petitioned (Ex: Business, Computer Technology, HVAC, Psychology, Sociology, English)
The Evaluation Team will make final determination of appropriate credit categories.

Number of pages in learning essay including documentation: _____

In space below, provide a brief summary of the experience and learning outcomes relevant to this petition.

The information provided to _____ (institution)
in the portfolio honestly and accurately represents my learning and experience. I understand that
falsification of information or other violations of the Student Code of Conduct are grounds for possible
dismissal from the College and revocation of credits granted or degree awarded.

Student Name

Date

PORTFOLIO EVALUATION FORM BLOCK CREDIT EVALUATION FORM

Student Name: _____

Student ID Number: _____

Course Title and Number: _____

Recommendation (check only one):

- Credit Recommended
- Credit Not Recommended
- Return for Additional Information

| Assessment of Portfolio and Documentation | 1 Poor | 2 | 3 Average | 4 | 5 Excellent |
|---|-----------|---|--------------|---|----------------|
| 1. Accomplishment of learning outcomes | | | | | |
| 2. Application of theory and practice appropriate to the discipline | | | | | |
| 3. Demonstration of college-level learning | | | | | |
| 4. Demonstration of learning experience | | | | | |
| 5. Documentation of learning experience | | | | | |
| 6. Explanation of how learning was acquired | | | | | |
| 7. Organization of portfolio contents | | | | | |

Evaluation Summary

Provide justification for the credit recommendation. Include details verifying accomplishment of relevant outcomes. If the portfolio is being returned for additional information, provide specific guidelines as to the information required. Use additional paper if necessary.

Evaluation Team Chair Signature

Date

Adult Degree Completion Program Director Signature

Date

PORTFOLIO DEVELOPMENT COURSE**Recommended Syllabus**

3 credits (Note: Credit hours may be reduced by eliminating course learning outcomes, modifying the course description and adjusting the proposed weekly activities accordingly.)

Prerequisites:

ENG 090 with "K" grade or satisfactory placement test score. ENG 101, English Composition I (C or higher) is recommended.

Course Description:

The Portfolio Development Course is designed to assist adult students with the development of a comprehensive portfolio documenting knowledge acquired through life/work experiences and other formal or informal learning experiences. Students are guided through a series of group sessions on learning style, college level learning, skill identification, goal setting, adult development and career changes and the portfolio development process. Each student is responsible for the development of a written portfolio which provides the description, analysis and documentation of learning experiences appropriate for his/her own educational program of study. Prerequisites: ENG 090 with "K" grade or satisfactory placement test score. English Composition I (C or higher) is recommended.

Course Outcomes:

At successful completion of the course, students will be able to:

- Describe the rationale for assessment of prior learning in higher education
- Understand the characteristics of college level learning
- Describe Kolb Learning Model
- Apply Kolb Learning Model in development of learning essays
- Identify personal learning style and its impact on performance in formal and informal learning settings
- Identify prior learning experiences that constitute creditable learning
- Distinguish between learning experiences and learning outcomes
- Organize prior learning experiences into categories comparable to college disciplines
- Develop competency statements of transferable skills
- Write a learning essay describing creditable, college-level learning experience
- Identify short or long term educational goals
- Describe impact of adult development on career decisions, lifestyle changes and personal goals
- Identify steps in portfolio development and evaluation process
- Develop a comprehensive portfolio that describes, analyzes and documents prior experiential learning

Evaluation and Grading:

The Portfolio Development course is graded on a Credit/No Credit Basis. In order to receive credit for the course, a student must submit a completed portfolio that adheres to the standards outlined in the Administrative Guide.

Class Attendance:

Students must attend 7 required class sessions and scheduled individual appointments. Appointments will be scheduled at class meeting times during the remaining 9 weeks.

Required Course Materials:

Learning Style Inventory, Keirsey Temperament Sorter II (Contained in Please Understand Me II). Note: Supplemental materials will need to be prepared and distributed in class

Required Computer Technology:

Access and ability to use email and Internet, ability to prepare documents in Word or WordPerfect

PROPOSED CLASS SCHEDULE**WEEK 1**

1. Overview of course: purpose, expectations and requirements, attendance, etc.
2. Overview of concept of experiential learning and brief history
3. Methods for obtaining credit for experiential learning
4. Portfolio Components and steps in the portfolio process
5. Preparing the Chronological Table

WEEK 2

1. Review concepts from previous week and assignments
2. Stages of Adult Development and Adults as learners
3. Complete the Keirsey Temperament Sorter II (Please Understand Me II)
4. Application of Keirsey Temperament Sorter results to Adult Learners
5. College Level Learning

WEEK 3

1. Review concepts from previous class and assignments
2. Continue discussion and activities regarding College level learning
3. Learning Style Inventory
4. Applying results of Learning Style Inventory in evaluating learning experiences
5. Presentation on Kolb Learning Model

WEEK 4

1. Review concepts from previous class and assignments
2. Application of the Kolb Learning Model in preparing learning essays and competency statements
3. Writing the autobiography
4. Essay/topic identification
5. Identifying competencies and target courses

WEEK 5

1. Review concepts from previous class and assignments
2. Continued discussion on topic identification, competencies and target courses, locating equivalent courses
3. Goal Setting
4. Preparing a goal statement

WEEK 6

1. Documenting learning experiences: appropriate and sufficient documentation
2. Outlining the learning essay
3. Presentation on writing a resume
4. In-class resume activity

WEEK 7

1. Review of Portfolio components
2. Discussion of progress toward completion
3. Portfolio completion plan
4. Individual appointments, purpose, schedule

Note: Beginning Week 8, students will be scheduled for individual sessions as appropriate based on portfolio progress.

Week 8

1. Assignments Due: Revised Essay I

(Note: Students may submit more than one essay. Timeline may vary according to individual student needs)

WEEK 9

1. Assignments Due: Revised Goal Statement

WEEK 11

1. Assignments Due: Completed portfolio components (Sections 1 - 5)

WEEK 12

1. Wrap up session, mandatory attendance
2. Assignments Due: Initial draft of total portfolio

WEEK 16

1. Assignments Due: Completed portfolio with required revisions

**GUIDELINES FOR THE
REVIEW OF NON-COLLEGIATE SPONSORED INSTRUCTION**

- A. Reviews may be conducted cooperatively between West Virginia State Colleges and Universities. These guidelines govern the review of non-collegiate instruction for purposes of awarding credit to students enrolled in the Board of Governors Associate in Applied Science program.
- B. Non-collegiate training programs meeting the following criteria are eligible for evaluation:
1. Formal training programs officially sponsored by an organization, business or industry can be evaluated. Formal training may include classroom training, computer assisted instruction, interactive video, correspondence courses, programmed instruction and examinations for professional certification.
 2. Learning acquired through instruction must be equivalent to college level outcomes.
 3. Training courses/programs should include a minimum of 15 contact hours or equivalent. Evaluations will adhere to the use of the Carnegie standard of 15 contact hours per semester hour of credit recommended. Note, this is a guideline rather than a required formula. Learning outcomes will be the final determinant of credit awards.
 4. Training courses/programs must be taught by individuals with qualifications appropriate for college-level instruction in the subject area being taught. Breadth of knowledge and experience as well as academic credentials is considered.
 5. Training courses/programs for which an organization neither keeps records nor exercises control over cannot be evaluated.
 6. Training courses/programs must include an evaluation process to determine students' mastery of learning outcomes.
 7. Training courses/programs must have been offered at least once within the past two years.
 8. Training courses/programs content should be documented through the following materials: a detailed outline, texts, lesson plans, instructor's manual, student workbooks, example of student work, class rosters, and grade lists. Evaluations will assess the content in terms of the introduction of theoretical as well as applied knowledge and the development of critical thinking skills.
 9. Recommendations for courses/training programs offered in the same format preceding the evaluation period can be backdated up to a maximum of five years or at point of curriculum change, whichever is less.

C. Evaluation Process

1. Pre-evaluation/Documentation.

Detailed outline or syllabus for each course or training program must be submitted. Learner outcomes must be stated in the documentation.

2. Evaluation Team Selection.

Members of an evaluation team are selected on the basis of their knowledge of the subject area and their openness to non-traditional education. A team usually includes two faculty members or content experts representing at least two institutions.

3. The On-Site Evaluation.

An on-site evaluation visit will be conducted when reasonable. The evaluation visit will include an overview of the training program/course including learner outcomes, procedures for course development and revision, and instructor selection and evaluation.

The evaluation team will assess the course content, the breadth and depth of coverage, and the level of presentation.

4. The evaluation team will determine comparability of college-level learning and credit equivalency.

D. Review Cycle. Organizations offering training courses/programs evaluated for credit awards will be surveyed on a two year cycle to identify changes in learner outcomes. In the event the training outcomes have changed, a new review will be required.

E. Revalidation. Credit recommendations are valid for five years, provided that courses do not undergo substantive revisions. After five years, courses will be revalidated on-site to keep their credit recommendations active.

Note: Adapted from Charter Oak State College, Faculty Handbook, 2002 – 2003.

REVIEWER'S CHECKLIST

A reviewer should consider each area listed below. However, all areas do not have to be given equal weight. The decision regarding credit awards will be based on the collective judgment of the review team.

Course _____ Title _____

Organization: _____

Instructor(s): _____

Reviewer: _____

Course Objectives/Content

1. List the intended learning outcomes.
2. Cite ways in which the course syllabus adequately addresses learner outcomes.
3. Compare the materials to those used in a traditional college course or program.
4. Do the instructional materials support college-level learning and learner outcomes?
5. Cite examples of how the assignments (in class or homework) adequately develop the mastery of the course content.
6. What qualifications/competencies are required for students who register for the course?
7. Do training hours adequately support learner outcomes?
8. What resources are available to students taking the course?
9. Are evaluation methods sufficient for determining mastery of learner outcomes?
10. What selection criteria are used for the instructors who teach the course?
11. What evaluations are performed on faculty performance? Who evaluates faculty performance?
12. What methods are used for attendance and grades?
13. Who developed the curriculum (i.e. credentials)?

Note: Adapted from Charter Oak State College, Faculty Handbook, 2002 – 2003.

RECOMMENDED RESOURCES

The American Council on Education and The Alliance: an Association for Alternative Degree Programs for Adults. (2002). *Principles of Good Practice for Alternative and External Degree Programs for Adults*, American Council on Education.

Council for Adult and Experiential Learning and American Council on Education. (1993). *Adult Degree Programs, Quality Issues, Problem Areas and Action Steps*. www.cael.org.

Cross, K.P. (1988) *Adults as Learners*. San Francisco: Jossey-Bass.

Flint, Thomas A., Zakos, Paul and Frey, Ruth. (2002). *Best Practices in adult Learning: A self-evaluation workbook for colleges and universities*. Dubuque, IA: Kendall/Hunt Publishing Company.

Flint, Thomas A., Zakos, Paul and Frey, Ruth. (2002). *Best Practices in Adult Learning: A self-evaluation workbook for colleges and universities*. Dubuque, IA: Kendall/Hunt Publishing Company.

Keirse, David. (1998). *Please Understand Me II, Temperament, Character, Intelligence*. Del Mar, CA: Prometheus, Nemesis Book Company.

Kolb, David A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliff, NJ: Prentice-Hall.

Kolb, David A. (1999). *The Learning Style Inventory*. Boston: McBer and Company, Inc.

Mandell, Alan, Michelson, Elana. (1990). *Portfolio Development & Adult Learning: Purposes and Strategies*. The Council for Adult and Experiential Learning: Chicago.

Simosko, Susan and Associates. (1988). *Assessing Learning. A CAEL Handbook for Faculty*. Philadelphia, PA: CAEL.

Whitaker, Urban (1989) *Assessing Learning. Standards, Principles and Procedures*. Philadelphia: Council for Adult and Experiential Learning.

ASSESSING PRIOR LEARNING FOR CREDIT*

1. Make clear basic principles and values held by the institution regarding credit for prior learning.
2. Provide explicit guidelines as to what is considered college-level learning.
3. Make clear that credit can be awarded only for demonstrated college-level learning, nor for experience per se.
4. Specify, as clearly and unambiguously as possible, the standards of acceptable performance in each academic area.
5. Specify what form the claim for credit should take, e.g., course equivalent, competency list.
6. Insure that evaluation of learning is undertaken by appropriately qualified persons.
7. Indicate the appropriate form such as semester hours, course units, etc., the evaluator's credit recommendation should take.
8. Specify which degree requirements may be met by prior learning.
9. Specify how credit for prior learning will be recorded.
10. Define and articulate roles and responsibilities of all persons connected with the assessment process.
11. Develop procedures to monitor and assure fair and consistent treatment of students.
12. Develop clearly stated assessment policies and descriptive information for students, faculty, administrators and external sources.
13. Include provisions for periodic re-evaluation of policies and procedures for assessing learning and awarding credit.
14. Advise students that the institution cannot guarantee the transferability of prior learning credits to another institution.
15. Develop evaluation procedures of overall prior learning assessment program to ensure quality.

*These guidelines were taken from the policy statement, *Assessing Prior Learning for Credit* approved by the Middle States Commission on Higher Education and adopted by NCA.

PRINCIPLES OF GOOD PRACTICE IN ADULT DEGREE COMPLETION

**PROGRAMS TO BE OBSERVED BY NCA INSTITUTIONS
AND REVIEWED FOR PATTERNS OF EVIDENCE BY
CONSULTANT-EVALUATORS**

Mission

The adult degree completion programs are consistent with and integral to the institution's mission.

Resources

Faculty members share a commitment to serve adult learners, bring appropriate credentials to their work assignments, and participate in determining policies that govern adult degree completion programs.

Full-time and part-time faculty members who work in adult degree completion programs participate in professional development activities that focus on the needs of adult learners.

The institution provides an adequate organizational structure, administrative support, and financial resources to ensure the effectiveness of adult degree completion programs. Adequate institutional resources are committed to the adult degree completion programs to ensure quality and appropriate student services.

The institution provides timely and adequate access to the range of student services-- including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services-- needed to ensure academic success. The institution ensures access to learning resources, technology, and facilities to support its adult degree completion programs.

Educational Programs and Other Services

The adult degree completion programs that the institution offers are in subject areas that are consistent with the institution's mission.

The adult degree completion programs have clearly stated requirements and outcomes in the areas of the major and general education.

Adult degree completion programs and courses that are offered in distance delivery modalities are consistent with the Guidelines for Distance Education published by the NCA Commission on Institutions of Higher Education.

The assessment of student learning outcomes is a standard practice in all adult degree completion programs and is linked to program improvement.

The institution uses a variety of acceptable methodologies [e.g., examinations in subject areas; assessment of prior learning using principles advocated by organizations such as the Council for Adult and Experiential Learning (CAEL), the American Council on Education (ACE) and the Adult Higher Education Alliance, and the Middle States Commission on Higher Education (MSA/CHE)] , and its faculty is trained in how to use and apply these methods.

Multiple measures (portfolio assessment, capstone courses, oral examinations, juried examinations, standardized national exams, locally developed tests, performance on licensure, certification or professional exams) are used to assess the learning outcomes of students enrolled in adult degree completion programs.

Adult degree completion programs address students' education and career goals at the time of re-entry and throughout the degree completion process in order to assess the learning they will need and to help them reach their goals.

Planning

Consideration of adult degree completion programs is integrated into the institution's planning and evaluation processes in order to ensure continuous improvement in the offerings.

Integrity

The institution has processes in place to ensure that the adult degree completion programs it sponsors are offered with integrity and are responsive to learners and the community.

The institution that partners with another organization to deliver an adult degree completion program is knowledgeable of the "Good Practices in Contractual Arrangements Involving Courses and Programs" published by the NCA Commission on Institutions of Higher Education and uses the document as a guide in ensuring the integrity of its program.

OVERVIEW OF THE PRINCIPLES OF GOOD PRACTICE FOR ALTERNATIVE AND EXTERNAL DEGREE PROGRAMS FOR ADULTS

Principle 1: Mission Statement

The program has a mission statement that reflects an educational philosophy, goals, and general intent and that clearly complements the institutional mission.

Principle 2: Personnel – Faculty and Academic Professional

Faculty and academic professionals working in alternative and external degree program share a commitment to serve adult learners and have the attitudes, knowledge, and skills required to teach, advise, counsel, and assist such students.

Principle 3: Learning Outcomes

Clearly articulated programmatic learning outcomes frame the comprehensive curriculum as well as specific learning experiences; in developing these outcomes, the program incorporates general student goals.

Principle 4: Learning Experiences

The program is designed to provide diverse learning experiences that respond to the characteristics and contexts of adult learners while meeting established academic standards.

Principle 5: Assessment of Student Learning

The assessment of student's learning is based on the achievement of comprehensive and specific learning outcomes.

Principle 6: Student Services

The policies, procedures, and practices of the program take into account the conditions and circumstances of adult learners and promote the success of those students.

Principle 7: Program Administration

The administrative structures and the human, fiscal, and learning resources are sufficient, appropriate, and stable for accomplishing the program mission.

Principle 8: Program Evaluation

Evaluation of the program involves faculty, academic professionals, administrators, and students on a continuing, systematic basis to assure quality and standards, and to stimulate program improvement.

Source: From the Center for Adult Learning and Educational Credentials, American Council on Education and the Alliance: An Association for Alternative Degree Programs for Adults.

THE ADULT LEARNER'S BILL OF RIGHTS

- ❖ The right to learn regardless of age, gender, color, ethnic or linguistic background, marital status, parental status, disability, or financial circumstances.
- ❖ The right to equal opportunity for access to relevant learning opportunities throughout life.
- ❖ The right to financial aid and educational services at levels comparable to those provided for younger or full-time learners.
- ❖ The right to encouragement and support in learning subject matter that the learner believes will lead to growth and self-actualization.
- ❖ The right to a learning environment suitable for adults to include appropriate instructional materials, equipment, media, and facilities.
- ❖ The right to have relevant prior experiential learning evaluated and, where appropriate, recognized for academic credit toward a degree or credential.
- ❖ The right to be taught by qualified and competent instructors who possess appropriate subject-matter knowledge, as well as knowledge and skills relating to the instructional needs of adults.
- ❖ The right to academic support resources, including instructional technology, that can make self-directed or distance learning possible.
- ❖ The right to individualized information and guidance leading toward further study.

This statement was originally developed and was affirmed on February 21, 1991, by the Board of Directors of the Coalition of Adult Education Organizations (CAEO) which consists of twenty-six national associations and groups sharing a common interest in enhancing the field of adult and continuing education throughout the United States and adapted by Barry University.