

Portfolio Assessment Syllabus

**Baptist Bible College &
Seminary**

PA800 Portfolio Assessment

0 Credit Hour

Baptist Bible College & Seminary

COURSE SYLLABUS

I. DESCRIPTION

The rationale, method, and process of documentation of experiential learning with the final goal of producing a portfolio will be the central theme of this course. The student will begin with the process of self-assessment by summarizing their life experiences and an evaluation of their educational goals. They will then proceed through the entire process of developing a portfolio which will be submitted for assessment by the assigned faculty consultant. The student will have the opportunity to integrate prior learning and present experiential learning credit expectations with the goal of developing future learning goals and methods to achieve them.

II. THE PORTFOLIO

Baptist Bible College & Seminary is offering this self-paced personalized course as an opportunity for students to apply for academic credit for learning they have acquired in appropriate-level skills and knowledge through personal ministry and non-credit educational experiences.

The student will demonstrate the ability, through the process of self-assessment, to create a formal written presentation (portfolio) which validates competencies in specific learning areas. During the semester the coordinator will act as a facilitator / mentor and resource person for each participant. The student will be guided in the process of assembling a portfolio of written materials which will enable representatives from relevant academic departments to evaluate the specific skills or knowledge for which the student is seeking academic credit. The process used to determine the credit value of this experiential learning is known as assessment. The portfolio submitted to Baptist Bible College & Seminary will serve as proof of the student's expertise and the value their prior learning has in the academic world.

Preparing a portfolio in such a way that it will facilitate an accurate and positive assessment requires a serious commitment of time and effort on the part of the student. However, it also provides an opportunity for the student to review their previous experiences from the perspective of what they have gained or learned and how to integrate this personal growth to the best advantage in shaping the future. The skills required to assemble a portfolio are applicable to many areas of the student's personal or academic life. Since this process demands organization, introspection, self-evaluation, and goal setting, the personal rewards go far beyond the academic credit received.

III. COURSE OBJECTIVES

The student will:

- A. Review past experiences and learning situations to identify potentially creditable experiential learning credits.
- B. Relate proposed experiential learning credit requests to academic, personal, and professional goals.
- C. Develop a plan for present and future academic endeavors as they relate to their personal life goals.
- D. Evaluate the degree and level of competency achieved in their field through experiential learning.
- E. Gain an appreciation of the process involved in developing a portfolio which details their prior learning in a specific field.

IV. SPECIFIC OBJECTIVES

The student will be able to:

- A. Detail a brief history of their life and ministry experiences through the use of a timeline, resume, work description, or autobiography.
- B. Detail future academic and vocational goals with a rationale of why and how they will be achieved.
- C. State how the prior learning credit they are requesting will fit into their future educational and career goals.
- D. Select course descriptions from a regionally accredited institution catalog which correspond to their request for prior learning credit.
- E. List prior learning experiences, (personal, ministry, non-credit education), with an evaluation of the degree and level of competency they achieved as compared to a course description.
- F. Write a narrative which will substantiate their request for prior learning credits and will describe the rationale of why the direct and indirect evidence included in the portfolio is proof of valid experiential learning.
- G. Document from appropriate sources the experiences and expertise, in subjects normally taught at the appropriate academic level, which will substantiate their claim for experiential learning credit.
(students who have military experience will be made aware of procedures established by ACE guidelines which award academic credits for military schooling / experience.)
- H. Produce a portfolio following the guidelines established in class notes.
- I. Submit a portfolio to the faculty for assessment.

V. REQUIREMENTS

- A. Reading
Read the assigned text. Write a brief statement concerning the key idea learned from reading the book and why this was significant to the task of writing a portfolio.
[length: 1-2 pages]

- B. Write a brief history of your life and ministry experiences through the use of a timeline, resume, or work description. The document should include the following: a review of job history, specific ministry involvement, seminars and conferences attended, hobbies, areas of study or special training, volunteer work and other activities.
- C. Write an Autobiography or **Personal Educational Goals Statement**. This is a summary of your future academic and career goals with a rationale of why and how they will be achieved. State how the prior learning credit requested will fit into your future educational and career goals. This allows the student to communicate to the coordinator who you are, what your learning experiences have been, your areas of personal and professional growth and competencies, your educational goals and reasons for seeking prior learning assessment through portfolio assessment.
- D. Select course descriptions from a regionally accredited institution catalog which correspond to your prior learning. List past prior learning experiences with an evaluation of the degree and level of competency achieved as compared to a course description.
- E. Write a narrative for each course selected that outlines your learning, explains how the knowledge was acquired, and introduce the materials you are providing as evidence. This statement should be approximately ten to twelve pages in length depending on the type of course involved. The **narrative** is a forum for persuading the faculty consultant that you have accumulated sufficient prior learning to warrant credit for the subject.
- F. Provide documentation of prior learning for each course selected. This may include samples of work, a resume, notes taken in training courses, transcripts, an annotated bibliography, letters of verification from employers or others who have first-hand knowledge of your abilities, or any other material that offers proof of experiential learning. These documents of prior learning may be in many forms, including certificates, letters, awards, and such direct evidence as work samples or other learning products. In most cases, you will need to supply two types of evidence, **direct** and **indirect**, to justify your request for credits.
- G. Produce and submit a portfolio following the guidelines established in course notes. After having selected a course description, written an appropriate narrative and collected sufficient evidence to prove your knowledge to the faculty consultant, your portfolio is complete and ready to be assembled. Normally each narrative and accompanying documentation must be arranged in a separate folder or binder, since not all of your courses may be reviewed by the same faculty consultant. The only exception is with courses which deal with the same basic subject material at various levels of difficulty, such as language courses.

All information in the portfolio should be typewritten and double spaced. Each page should be numbered within the section. The materials in the portfolio should include the following sections:

- **Portfolio Cover Sheet:** The front cover of the portfolio should tell the faculty consultant who you are (name, address, phone number), and other information concerning the credit request.
- **Autobiography or Personal Educational Goal Statement:** This allows the student to communicate to the faculty consultant who you are, what your learning experiences have been, your areas of personal and professional growth and competencies, your educational goals and reasons for seeking prior learning assessment through portfolio assessment. This document may be used in more than one portfolio.
- **Resume:** This is a chronological listing of specific ministries, jobs, and other experiences you have had. You should include dates and brief descriptions of each entry.
- **Degree Program Proposal:** This page lays out your course of study toward your degree and how the experiential learning credits requested fit into your educational goals.
- **Transcripts:** This is an original version of transcripts you may have reflecting courses taken at BBC&S or another academic institution.

For each course:

- **Course Competency Comparison:** This is a list of learning experiences, learning components, and specific course credit requests. Specific course credit requests must be in terms of specific courses offered at Baptist Bible College & Seminary or another regionally accredited educational institution. The summary will serve as the basis for the "Narrative."
- **Narrative:** This is a description of your learning which gives the documentation and rationale for receiving seminary credit for your experiential learning. The narrative is based on the list of learning experiences, learning components stated on the "Course Competency Comparison."
- **Annotated Bibliography:** This is a listing of books, journals, magazines, videos, audio cassettes, and other resources used by you in acquiring the learning portion required for the portfolio. You should include a brief annotation of the significance of this resource in the learning process.
- **Index of Documentation:** This is a table of contents so that a reader may turn directly to a particular document.
- **Documentation:** This is the evidence that your assertions of learning are accurate.

The portfolio should then be submitted by uploading the various documents into eLearn. Original transcripts should be sent by mail to: Baptist Bible College & Seminary, Attn: PLA - Paula Best, 538 Venard Rd. Clarks Summit, PA 18411. The office of distance learning will notify the Baptist Bible College & Seminary Business Office to bill you for the appropriate portfolio assessment fees.

Once it is submitted, the portfolio will be considered an academic record which belongs to Baptist Bible College & Seminary. At that point, **it cannot be returned to the student.** The student should be sure to keep a copy of each item in the

portfolio for their own records. They should not send any original documents which they may need in the future except transcripts.

VI. MAXIMUM NUMBER OF CREDITS

To ensure institutional integrity and quality control and a blend of traditional and experiential learning, Baptist Bible College & Seminary has determined that only a portion the required credits for a degree will be granted through transfer, portfolio, military and testing. Undergraduate degrees require 30 semester hours be completed through Baptist Bible College & Seminary. Students interested in graduate degrees should contact the Program Director of the degree in which they are interested for specific requirements.

Students must complete the remaining required classes through resident or online class work. Baptist Bible College & Seminary reserves the right to limit the selection of courses which can be accomplished by means other than resident classroom teaching.

Credits earned from Portfolio Assessment must be used toward a degree offered at Baptist Bible College & Seminary.

VII. TEXT

Colvin, Janet. Earning College Credit for What You Know, fourth edition Chicago, IL. Council for Adult and Experiential Learning, 2006 .

VIII. Grading

The student receives a grade of "P" (pass) on the successful completion of all the course requirements. Students not completing the course requirements will receive an "F" (fail).

Additional credits for prior learning will be awarded only after a faculty consultant has approved the contents of the portfolio. The Baptist Bible College & Seminary Registrar's Office will notify the student of the number of credits awarded and for which courses. The courses accepted as Prior Learning Credit will be graded as "P" (pass).

IX. Costs

- A. The PA800 course will cost a registration fee of \$200. This will enable the student to have access to all of the paperwork and resources for the portfolio course. (eLearn, PLA Procedure, PLA Policy, etc.) This registration fee is non-refundable and is payable prior to receiving any documentation.
- B. Evaluation of Experiential Learning Credits
 - a. There is an additional fee of \$100 per credit hour petitioned for the evaluation process. The fee is used to cover the costs of the evaluation process only and does not in any way indicate that the experiential learning credits which are to be evaluated will be accepted by Baptist Bible College & Seminary. This evaluation fee is non-refundable and is payable prior to any documentation being evaluated.
- C. Granting of Experiential Learning Credits
 - a. At the completion of the evaluation process, the student will be assessed at a rate of an additional \$100 per credit hour for all prior learning credits granted. At this time the prior learning credits will become part of the student's permanent transcript. This fee is non-refundable and is payable prior to any credits being posted on the transcript.