WORK AND LIFE EXPERIENCE PORTFOLIO GUIDELINES

For

Students Formally Admitted to

The Regents Bachelor of Arts Degree

And

Candidates for the RBA Degree

At

West Virginia State University
Institute, West Virginia

Effective Date-September 2013

(Revised January 2016)

WORK AND LIFE EXPERIENCE PORTFOLIO GUIDELINES

BACKGROUND

The Regents Bachelor of Arts (RBA) degree program is a nontraditional program offered by the state-supported baccalaureate degree granting institutions in West Virginia. The program is designed for <u>adults</u> who are interested in obtaining a bachelor's degree.

The program is of <u>high academic quality,</u> and the holder of a Regents Bachelor of Arts degree must meet comparable requirements for the more conventional baccalaureate degree. The difference in the two routes, toward obtaining a baccalaureate degree, is the key to the program. Credit awarded in the conventional manner may be used in the program, but <u>college equivalent credit (CEC) awarded for work and life experience also can count towards the completion of the degree.</u>

The Work and Life Experience Portfolio is designed for an RBA student to not only demonstrate mastery of the Program Learning Outcomes (PLO's) for the Regents Bachelor of Arts Program at West Virginia State University, but also to demonstrate <u>an initial level of mastery of the PLO's of the academic department in which the student is seeking college equivalent credit (CEC).</u>

The guidelines in this document are designed to assist RBA students who wish to obtain <u>College Equivalent Credit</u> awarded for work and life experience at the 400 or senior capstone levels in one or more of the academic departments within WVSU.

WVSU REGENTS BACHELOR OF ARTS PROGRAM LEARNING OUTCOMES

The student will demonstrate:

1. The application of strategies to promote success by developing, reviewing and revising personal and career goals.
2. The application of critical thinking skills to solve problems in real world settings.
3. Appropriate computer skills to complete projects.
4. Correct written communication skills.
5. Correct oral communication skills.

ACADEMIC DEPARTMENT PROGRAM LEARNING OUTCOMES

Each academic department or program within WVSU has unique Program Learning Outcomes. <u>It is the responsibility of the RBA students to obtain the current Program Learning Outcomes for the academic department or program from which they are seeking CEC's.</u> These PLO's should be obtained from the Department Chair or Program

Coordinator. **Failure to use the correct, current PLO's may result in the resubmission or rejection of the portfolio.**

Usually, students compile work life experience portfolios for CEC's from one academic department or program within West Virginia State University (WVSU). **However, students seeking CEC's from more than one department/program must prepare a separate Work and Life Experience Portfolio for each department and pay an additional portfolio fee.** Not only will the departmental evaluator review the portfolio to see if the student has demonstrated the PLO's for the academic department, but the evaluator will also review the portfolio to determine if the RBA PLO's were also met.

COLLEGE EQUIVALENCY CREDIT CRITERIA

College Equivalency Credits (CEC's) are based on **FOUR CRITERIA** at West Virginia State University:

CRITERIA ONE-Documentation of Work and Life Experience

RBA students meet Criteria One by providing letters of support, written by appropriate work supervisors on official letterhead, containing narratives within the text of the letter, and signed in blue ink to document RBA and Academic Department/program PLO'S.

CRITERIA TWO-Clock Hours Equal to the CEC's Being Awarded

West Virginia State University has established suggested guidelines for awarding of CEC's based on the number of clock hours within the context of the work and life experience contained in CRITERIA ONE. **Most RBA students, who submit portfolios, meet and exceed these guidelines for clock hours.** However, the actual amount of CEC's awarded will be based on the number of CEC's for which the RBA student actually applies and pays the required fees.

TABLE 1
College Equivalent Credit Awarded for Work and Life Experience
At the 400 or Senior Capstone Levels

College Equivalency Credits Requested	Documented Work and Life Experience Clock Hours Required within CRITERIA ONE
3	100
6	200
9	300
12	400
15	500
18	600
21	700
24	800

27	900
30	1000

CRITERIA THREE-The Submission of a Complete Work and Life Experience Portfolio

Before a Work and Life Experience Portfolio is sent to the faculty reviewer, the Regents Bachelor of Arts Coordinator will:

1. **Accept the portfolio only if the deadline is met for submission of the portfolio for the semester in which CEC's are to be awarded. Failure on the part of the RBA student to submit the portfolio according to the deadlines may result in the postponement of the review of the portfolio until the next submission deadline.** The deadlines for submission of portfolios are posted in the WVSU University catalog, calendar, and on the RBA social media. Also, students may contact the RBA Office for these deadlines.
2. Review the portfolio to determine if the portfolio contains all the sections that are required within the portfolio based on the guidelines within this document.
3. Notify the WVSU Cashiers Office of the fees the student is required to pay before the portfolio is sent to the faculty member who will be reviewing the portfolio. Fees for the Regents Bachelor of Arts Work and Life Experience CEC's are established by the West Virginia Higher Education Policy Commission, which is the state regulatory agency for the RBA at all state supported institutions.
4. File the receipt from the WVSU Cashier's Office to document that the student has paid all the required fees for the CEC's requested.
5. Send the completed portfolio to the designated faculty reviewer in the academic department or program for review.

CRITERIA FOUR-The successful evaluation of the Work and Life Experience Portfolio

Once the faculty reviewer receives the portfolio from the RBA Coordinator, the evaluator has one month to complete the review of the portfolio. **Therefore, this timeline reinforces the importance of submitting the portfolio on time to the RBA Coordinator, especially if the student intends to graduate that semester.** All portfolios will be evaluated and rated as:

Met with Distinction-The portfolio exceeded all criteria in all sections of the portfolio.

Met-The portfolio contained all the criteria in all sections of the portfolio and demonstrated mastery of all the PLO's of the RBA and the Academic Department/Program from which the CEC's are awarded.

Met with Clarification Needed-The document contained all the sections of the portfolio, but the reviewer needed additional clarification or information in order to determine that all criteria in all sections had been met.

Not Met-Resubmit-The document contained all sections of the portfolio, but did not demonstrate the level of writing and documentation to warrant the CEC's requested.

Once the review of the portfolio is completed, the portfolio credit recommendation is returned to the RBA Coordinator to be forwarded to the Office of Registration and Records for addition to the RBA Student's transcript.

WORK AND LIFE EXPERIENCE PORTFOLIO SECTIONS

Title Page

Table of Contents

Section I-Portfolio Summary

Section II-Supporting Documentation Letters

Section III-Introduction and RBA Program Learning Outcomes

Section IV-Academic Program Learning Outcomes

Section V-Writing Samples of Work and Life Experiences

WRITING TIPS

Currently, all Work and Life Experience Portfolios must be submitted as paper copies. The Regents Bachelor of Arts Degree Program is required to file and keep all portfolios for one calendar year, beginning at the end of the semester in which CEC's were earned and awarded. Therefore, students, wishing to have a copy of their portfolios before the end of the calendar year, should consider preparing an additional copy of the portfolio for themselves.

All Work and Life Portfolios should be word-processed using TIMES NEW ROMAN, 12-POINT FONT TYPE.

All paragraphs are to be single-spaced and double-spaced between paragraphs.

Follow the checklists for each section of the portfolio. Be sure to delete the UNDERLINED BLANKS on the checklist. As you edit and compile the portfolio, ask yourself, "Did I include all the information that was requested for that section?"

Clearly label and organize the portfolio so it is reader friendly. Remember this portfolio is not only about YOU, but should be prepared and considerate of the persons time who will be evaluating the portfolio. Make sure the reader does not have to go looking for information that is buried or hidden in the document.

This document is a defining moment in your work and life experiences. Its contents should be very positive, upbeat and a celebration of what you have achieved. This portfolio is not complete by any means and should represent a snapshot of where you are at this moment in your life's journey. Take pride and satisfaction in the compilation of this document so that it is not only earns the Course Equivalent Credits you are seeking, but provides a direction for your future life goals.

CHECKLISTS FOR WORK AND LIFE EXPERIENCE PORTFOLIO SECTIONS

The Title Page

- ✓ **The Portfolio contains a Title Page that is centered and limited to one page.**
- ✓ **Dress and make this look professional in TIMES NEW ROMAN 12 POINT FONT**
- ✓ **The title page contains the following items: (DO NOT NUMBER THESE ITEMS)**

  1. **A Work and Life Experience Portfolio**
  2. **Submitted to the Regents Bachelor of Arts Degree Program**
  3. **For _____(Put the Number of CEC Hours here) College Equivalency Hours**
  4. **In the Academic Department of_____(Put the Department or Program Name Here)**
  5. **By _____(Your Full Name)**
  6. **Your current mailing address with zip code**
  7. **Preferred Phone Number (AREA CODE-Then the Number)**
  8. **WVSTATEU E-MAIL ADDRESS**
  9. **Date submitted**

A TABLE OF CONTENTS

SECTION I-PORTFOLIO SUMMARY

- ✓ **A title page in TIMES NEW ROMAN 12 POINT FONT, Centered with the wording:**

SECTION I-PORTFOLIO SUMMARY

- ✓ **On the following page cut and paste the following narrative,**

SECTION I-PORTFOLIO SUMMARY

Table I provides a summary to assist the Regents Bachelor of Arts Reviewer in the evaluation of this portfolio. It contains a table showing the number of clock hours requested and the number of clock hours covered during the portfolio review period.

Table I

Summary of Total Clock Hours for _____College Equivalency Credits

Order of Documentation Letters	Employer or Other Sources	Supervisor Writing the Supporting Letter and Title	From-To	Total Clock Hours Counted Toward CEC's
1				
2				
3				
4				
			Total Clock Hours	_____

Explanatory Notes DO NOT INCLUDE THESE NOTES WITH THE TABLE:

Order of Documentation Letters This list should be from most recent to least recent. If there is only one Documentation Letter, then you only need to list one item on this table. If there are more than four letters, then feel free to add additional rows to this table.

The Employer or Other Source is the name of the company **where you worked and ACTUALLY earned the CEC clock hours that will count towards the CEC's awarded. In some cases, RBA Students coached football, did volunteer work or were involved in civic groups, this falls under the category of Other Sources.**

The Supervisor Writing the Supporting Letter and Title The person whose name appears in this column is not just is not giving you a job recommendation. This person has firsthand knowledge of your actually performing the Program Learning Outcome's (PLO's) for the academic department from which you are seeking CEC Credits. **There is a major assumption that you will be meeting with this person and discussing the Work and Life Experience Portfolio. The person will then write a very specific narrative that supports the Columns From-To, the Total Number of Total Clock Hours Counted toward CEC's and the PLO's for the academic department/program.**

From-To These are the dates which you began employment and concluded employment or concluded your professional working relationship under their supervision. This may be stated as May 1990-June 2013 or Coached football for ten seasons from 2000-2010.

Total Clock Hours Counted towards CEC's Within the context of From-To, how many clock hours did you actually or approximately engage in the activities that meet the RBA and Academic Department PLO's.

SECTION II-SUPPORTING DOCUMENTATION LETTERS

- ✓ **A title page in TIMES NEW ROMAN TYPE FONT, centered with the wording:**

<p align="center">SECTION III-SUPPORTING DOCUMENTATION LETTERS</p>

NOTES: This section contains the original, supporting documentation letters on official letterhead, <u>signed in blue ink,</u> from the person attesting to the level at which the RBA candidate met the program outcomes of the Regents Bachelor of Arts Degree and the Academic Department/Program in which credit is being earned and awarded.

This person is not just writing a typical letter of recommendation. This person is writing a letter of <u>verification.</u> The person actually has firsthand knowledge of your actual performing the Program Learning Outcome's (PLO) for the academic department from which you are seeking CEC credits. There is an assumption that you will be meeting with this person and discussing the Work and Life Experience Portfolio. The person will then write a very specific narrative that supports the Columns From-To, the Total Number of Total Clock Hours Counted toward CEC's and the PLO's for the academic department/program.

These letters, NOT MEMOS, must be:

- ✓ **<u>Arranged in the order in which they occur in Section I; Table I (SEE SECTION I-ABOVE)</u>**
- ✓ **On some form of <u>official letterhead.</u>**
- ✓ **The letters should be an original, <u>signed in blue ink,</u> which gives the name, title and contact information of the person writing the letter.**
- ✓ **<u>The letter should not exceed one to two pages in length.</u> However, if the supervisor wishes to attach information to the letter that will assist the WVSU reviewer with the evaluation process of the PLO's, this is acceptable but not required.**
- ✓ **<u>The letter should be addressed as follows:</u>**

  > **Regents Bachelor of Arts Director**
  > **120 Cole Complex**
  > **West Virginia State University**
  > **P. O. Box 1000**
  > **Institute, West Virginia 25112**
- ✓ **The Salutation in the Letter should be**

  Dear Regents Bachelor of Arts Director:

  <u>UNACCEPTABLE LETTER SALUTATIONS-TO WHOM IT MAY CONCERN or PERSON ADDRESSED</u>

<u>SECTION III-INTRODUCTION AND RBA PROGRAM LEARNING OUTCOMES</u>

  ✓ **A title page in TIMES NEW ROMAN TYPE FONT, Centered with the wording:**

  SECTION III-INTRODUCTION AND RBA PROGRAM LEARNING OUTCOMES

  ✓ **Include the RBA program learning outcomes on this page.**

The next page will begin with the following:

(The primary purpose of this section tells the reviewer about you, is a form of self-evaluation and demonstrates the WVSU RBA Program Learning Outcomes.)

  ✓ **The following Subheadings are to be used and Left Centered and Underlined on the Left Hand Margin.**

<u>**A Brief Autobiography**</u>

IN TWO TO THREE PAGES MAXIMUM, tell us about yourself, focus on the positive aspects in these areas:

1. **Where you were born,**
2. **Where you grew up or places you have lived,**
3. **Significant people in your life who are role models,**
4. **Defining moments in your life,**
5. **Major accomplishments,**
6. **A <u>very brief</u> description of your educational history and work history, and**
7. **Why you are pursuing the Regents Bachelor of Arts Degree.**

<u>**A Professional Resume**</u>

(Immediately after your autobiography, include a current resume that is limited to one or two pages. The Office of Career Services at WVSU provides workshops or has established guidelines for writing resumes. In addition, RESUME WIZARD is available on Microsoft WORD. Your resume should be of a high quality and one you could send with a great deal of pride to a future employer. <u>You may use different fonts of type and formatting than the required TIMES NEW ROMAN 12 POINT FONT OF TYPE.</u>)

THE NEXT PART OF SECTION III-INTRODUCTION PROVIDES YOU WITH THE OPPORTUNITY TO DEMONSTRATE THE PROGRAM LEARNING OUTCOMES OF THE REGENTS BACHELOR OF ARTS DEGREE. <u>THIS SECTION WILL BE A TOTAL OF FIVE PAGES. THERE WILL BE ONE PAGE FOR EACH RBA OUTCOME. YOU MUST USE THE SAME FIRST SENTENCE THAT IS PROVIDED FOR EACH ITEM AND PROVIDE SHORT DECRIPTIVE ITEMS TO SUPPORT EACH OUTCOME</u>

RBA OUTCOME I-The application of strategies to promote success by developing, reviewing and revising personal and career goals

After reviewing my autobiography, I have developed the following revised personal and career goals.

A. Personal Goals

(List three personal goals in paragraph form. Be specific.)

B. Career Goals

(List three career goals in paragraph form. Be specific.)

RBA OUTCOME II-The application of critical thinking skills to solve problems in real world settings

I am faced with many opportunities to apply critical thinking skills to solve problems in my work and life experiences. Examples of these opportunities are as follows:

(There should be at least three to five short descriptions that summarize this outcome and limited to one page.)

- ✓ **The Reflective Learning component must be completed as directed in the portfolio template**

RBA OUTCOME III-Appropriate computer skills to complete projects

The use of appropriate computer skills to complete projects in my work and life experiences is critical to my success. Examples of where I use technology are as follows:

(There should be at least three to five short descriptions that summarize this outcome and limited to one page.)

- ✓ **The Reflective Learning component must be completed as directed in the portfolio template.**

RBA OUTCOME IV-Correct written communication skills

The ability to demonstrate and use correct written communication skills is critical to my success in my work and life experiences. Examples of where I use correct written communication skills are as follows:

(There should be at least three to five short descriptions that summarize this outcome and limited to one page.)

✓ **The Reflective Learning component must be completed as directed in the portfolio template.**

RBA OUTCOME V-Correct oral communication skills

The ability to demonstrate and use correct written communication skills is critical to my success in my work and life experiences. Examples of where I use correct written communication skills are as follows:

(There should be at least three to five short descriptions that summarize this outcome and limited to one page.)

✓ **The Reflective Learning component must be completed as directed in the portfolio template.**

SECTION IV-ACADEMIC PROGRAM LEARNING OUTCOMES

✓ **A title page in TIMES NEW ROMAN TYPE FONT, Centered with the wording:**

SECTION IV-ACADEMIC PROGRAM LEARNING OUTCOMES

This section documents the demonstration of the Program Learning outcomes for the _____Department at West Virginia State University. These Program Learning Outcomes are as follows:

NOTE 1: Write, List, and Number the Program Learning Outcomes for the Department or Program for which you are seeking CEC's on this TITLE PAGE. The number of pages for this section will be limited to <u>one or two pages</u> per program outcome. <u>FAILURE TO USE THE CORRECT, CURRENT PLO's for the academic department or program may result in the portfolio's being returned to the student for revision or resubmission</u>

NOTE 2: The next page in this section will begin with the following:

_____ (DEPARTMENT TITLE) PLO 1-(State the PLO)

I am providing the following examples of work or life experiences to demonstrate this outcome. These examples are as follows: (You must include <u>at least three specific examples</u> to meet this outcome.)

✓ **The Reflective Learning component must be completed as directed in the portfolio template.**

NOTE 3-The next page in this section will begin with the following;

_____ (DEPARTMENT TITLE) PLO 2-(State the PLO)

I am providing the following examples of work or life experiences to demonstrate this outcome. These examples are as follows: (You must include <u>at least three specific examples</u> to meet this outcome.)

- ✓ **The Reflective Learning component must be completed as directed in the portfolio template.**

NOTE 4- The next page in this section will begin with the following;

_____ (DEPARTMENT TITLE) PLO 3-(State the PLO)

I am providing the following examples of work or life experiences to demonstrate this outcome. These examples are as follows: (You must include <u>at least three specific examples</u> to meet this outcome.)

- ✓ **The Reflective Learning component must be completed as directed in the portfolio template.**

NOTE 5-Continue repeating this format until you have one-two pages for each PLO in the academic department or program in which you are seeking work and life experience credit.

Continue repeating this sentence, "I am providing the following examples of work or life experiences to demonstrate this outcome. These examples are as follows: (You must include <u>at least three specific examples</u> to meet this outcome.)

- ✓ **Continue repeating the Reflective Learning component which must be completed as directed in the portfolio template.**

SECTION V-WRITING SAMPLES OF WORK AND LIFE EXPERIENCES

- ✓ **A title page in TIMES NEW ROMAN 12 POINT FONT, Centered with the wording:**

SECTION V-WRITING SAMPLES OF WORK AND LIFE EXPERIENCES

This section includes three exemplary writing samples to demonstrate RBA Program Learning Outcome IV-Correct written communication skills and the _____ (Name of the Academic Department goes here to demonstrate PLO _____RESTATE The Departmental Outcomes here. These samples are as follows:

Sample 1-Briefly describe the first writing sample. Is it a report, a letter you typically write, a PowerPoint Presentation you gave, a grant you wrote, a training manual you wrote

to provide some staff development, an article you had published or the text of a speech you gave? Note: Please do not include extensive documents as your writing samples.

Sample 2-Briefly describe the second writing sample. Is it a report, a letter you typically write, a PowerPoint Presentation you gave, a grant you wrote, a training manual you wrote to provide some staff development, an article you had published or the text of a speech you gave? Note: Please do not include extensive documents as your writing samples.

Sample 3-Briefly describe the third writing sample. Is it a report, a letter you typically write, a PowerPoint Presentation you gave, a grant you wrote, a training manual you wrote to provide some staff development, an article you had published or the text of a speech you gave? Note: Please do not include extensive documents as your writing samples.

Create a Title Page for each of the three writing samples that is centered and summarizes the brief description on the Section V Title Page.

Writing Sample One
Writing Sample Two
Writing Sample Three