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STATE COLLEGE

Regents
Bachelor
Of Arts
Degree

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GLENVILLE STATE COLLEGE

REGENTS BACHELOR OF ARTS DEGREE PROGRAM

NON-TRADITIONAL BACCALAUREATE
DEGREE PROGRAM FOR ADULT STUDENTS

Regents Bachelor of Arts Degree Program
Glenville State College
Glenville, West Virginia 26351
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Equal Opportunity Policy

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INTRODUCTION

The Regents Bachelor of Arts Degree Program (RBA) is a statewide non-traditional program established in 1975 and coordinated by the West Virginia Higher Education Policy Commission. The Program is offered and sponsored by West Virginia public colleges and universities that offer at least a baccalaureate degree. This includes Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty State College, West Virginia University Institute of Technology, West Virginia State University and West Virginia University. Each sponsoring institution of higher education requires students to satisfy the minimum degree requirements for graduation. However, each sponsoring college or university may establish additional requirements as well as the procedures, formats and methods for the Program.

Glenville State College has established requirements that conform to the established guidelines. These procedures and guidelines are intended for use at Glenville State College and thus cannot necessarily be used by candidates pursuing a RBA degree at other sponsoring institutions.

This document is intended to supplement, not replace the Glenville State College Catalog. Each student should review the Glenville State College Catalog and be knowledgeable of the policies, programs, and procedures that apply to all students at Glenville State College. Policies, requirements and guidelines may be modified or changed over time. RBA students are expected to comply with the appropriate modifications or changes that occur.

Each RBA student is unique because of academic background, life experiences, educational ambitions, career goals and life objectives. Each student is directed with consideration to this uniqueness, and each student's program tends to be different from other students.

The RBA is not intended for all individuals. Each potential student must determine if this program will yield the desired results relative to assisting and achieving goals and objectives. The RBA is a flexible general studies degree program that may lack the traditional major and minor academic areas. A student may earn several hours in a specific academic area but this does not constitute a major. In certain cases a student may qualify for an area of emphasis within the RBA.

PHILOSOPHY

The RBA is a non-traditional approach to a general studies baccalaureate college degree. Specific attention is focused on the adult student whose pursuit of a college degree has been interrupted for various reasons. The program is designed for traditional college course credits and college equivalent credits with academic quality required in both areas.

The non-traditional component of the program focuses on the basic concept of college equivalent credits. College equivalent credits are defined as education, knowledge, skills and training acquired outside the traditional college or university classroom that yield learning outcomes that are equivalent, or reasonably equivalent to academic course standards, requirements and learning. Experiences, in and of themselves, are not sufficient to qualify and earn college equivalent credits. College equivalent credit is not possible for all learning or successful life experience, regardless of how commendable an experience may have been. The life experiences must have yielded learning outcomes equivalent to learning outcomes expected by traditional academic courses for college equivalent credit to be learned.

College equivalent credits may be earned by either submitting a portfolio that documents and validates that the learning outcomes of life experiences are equivalent to academic college courses or presenting appropriate documents for which standard equivalents have been adopted. The RBA is designed as a viable, accredited and efficient avenue for degree completion that recognizes the legitimacy of all appropriate educational experiences. The policies developed for the RBA degree recognize and acknowledge the uniqueness of each candidate's extra-institutional experiences and these policies are reflected in the assessment and evaluation procedures. The adult candidate whose career goals and objectives could be enhanced with degree completion is encouraged to pursue the RBA degree.

MINIMUM DEGREE REQUIREMENTS

A student must satisfy all of the minimum degree requirements prior to graduation with an RBA Degree from Glenville State College. The minimum requirements are as follows:

- A. Total semester credit hours of 120
- B. Upper Division credit hours of 39

Courses numbered 300 and above at Glenville State College are considered upper division or junior-senior level courses. Course work from accredited colleges and universities may be accepted as upper division credit based on that institution's classification system or may be interpreted as upper division level course at Glenville State College. College equivalent credits may be earned for upper division credits.

- C. General Education semester credit hours of..... 36

A specified minimum number semester hour's credit of General Education must be earned in each of the following four (5) academic areas:

1. COMMUNICATIONS - minimum of six (6) semester credit hours and must be English composition and/or speech. Please see item 'G' below with reference to English Proficiency requirement.
2. HUMANITIES - minimum of six (6) semester credit hours and must be art, music, English literature, philosophy, religion, drama, foreign languages, fine arts and/or classical studies.
3. NATURAL SCIENCES - minimum of six (6) semester credit hours and must be science (physical, earth, and/or space), biology, botany, zoology, chemistry, physics, entomology, physiology, astronomy, geology, bacteriology, and/or genetics.
4. SOCIAL SCIENCES - minimum of six (6) semester credit hours and must be economics, political science, sociology, psychology, anthropology, geography and/or history.
5. MATHEMATICAL SCIENCES OR COMPUTER APPLICATIONS - minimum of three (3) semester credit hours and must be mathematics, computer science and/or statistics.

The classification of courses by academic areas is dependent on the academic department in which courses are offered and not on course titles.

The remaining nine (9) semester credit hours of General Education may be considered as general electives in any of the above areas as well as other courses such as physical

education, health, nutrition, and other areas which are considered as General Education offerings.

- D. Pre-college or foundation courses do not count toward satisfying any of the above graduation requirements.
- E. A minimum overall grade point average of 2.00 ("C") is required for graduation. The grade point average is computed on all traditional course work attempted from all accredited colleges and universities with one exception: All failing grade ("F's") are disregarded for college course work completed four (4) or more calendar years prior to admission into the program. College equivalent credits are not utilized to compute grade point average.
- F. A minimum of twenty-four (24) semester credit hours must be earned by actual enrollment and successful completion of academic courses credits from a public college or university in West Virginia.
- G. Each student who graduates with a baccalaureate degree from Glenville State College including the RBA Degree students must satisfy the English proficiency requirement. Typically, RBA Degree students satisfy this requirement by enrollment and successful completion (grades of "C" or better) of English 101 and English 102 at Glenville State College or the equivalent semester credit courses at other accredited colleges or universities.
- H. RBA Degree students are graded on traditional academic courses in a manner which follows requirements and policies of Glenville State College. College equivalent credits, when requested, are evaluated on the basis of competency. When competency is demonstrated, documented and recommended, the student receives college equivalent credit (CEC) without a specific grade being assigned. RBA Degree students are subject to the same academic performance policies as other students at Glenville State College.

There are no time restrictions established for students to complete the minimum requirements for the RBA Degree. Once admitted into the program, it is strongly recommended the student pursues and earns credits toward the requirements each year. It is important for students to pursue the requirements in an orderly and efficient manner until all requirements are satisfied.

Time is an important factor for portfolio evaluation and potential graduation date. A portfolio should be submitted a minimum of five (5) months prior to expected date of graduation to allow sufficient time for the evaluations and recommendations. An application for graduation must be made a minimum of three (3) months prior to the graduation date. There are graduation dates in May, July and December each year at Glenville State College. A formal commencement ceremony is held each year in May at Glenville State College for all students who completed graduation requirements during the academic year.

ADMISSION

To be eligible for admission into the RBA Program at Glenville State College, a student:

- A. Must have graduated from an accredited high school at least four (4) calendar years prior to applying for admission into the program;
- B. In the case where a student has passed a high school equivalency examination (GED), admission cannot be granted into the program until at least four (4) calendar years after the student's high school class graduation;
- C. Must not be enrolled in another baccalaureate degree program; a student may not be enrolled in the RBA Program and another baccalaureate degree program simultaneously. For a student previously admitted into another baccalaureate degree program at Glenville State College, a "Change in Program of Study" form must be completed and processed. Only when this form is approved may the student be considered for admission. The same procedure would apply for a student who wants to transfer from the RBA Program into another baccalaureate degree program. A student may, however, be in the RBA Program and an associate degree program simultaneously.
- D. May not be admitted and/or retained in the RBA Program at more than one college or university, and;
- E. May not be admitted into the program if the student already possesses a baccalaureate degree from an accredited college or university.

If a potential RBA student satisfies the above stated eligibility requirements, the student may request admission into the program. The decision to enter the program and pursue the requirements should be made with sincere consideration to career goals and objectives. A student will be expected to make progress annually toward the degree until all requirements have been satisfied for graduation.

Admission requirements and retention requirements for the RBA Degree student will follow the same policies and procedures as all other students as identified in the Glenville State College catalog.

The admission application procedure involves the completion and submission of the following documents and forms to the Coordinator's Office of the RBA Program at Glenville State College.

- A. Application for Admission to Glenville State College, RBA Program.

- B. Provide an official transcript from each and every college and university that a student has attended. An official transcript is defined as the academic record of a student which has the academic record of a student and the imprinted seal of the institution attended and signature of the records office.
- C. High school transcript with graduation date or documentation of successful completion of GED testing if less than 28 semester hours of college credit are transferred.
- D. ACT or SAT Test Scores - You are required to submit test scores if you have graduated from high school less than five (5) years prior to applying for admission. If you have not taken the ACT or SAT examination, you must complete one and have the scores provided to the Coordinator's Office. A minimum ACT composite of 18 or SAT of 870 is required for admission. **If you transfer 28 or more credit hours, no test scores are required.**
- E. Change in Program of Study Form if previously attended Glenville State College.
- F. For any student currently under academic suspension, a written request for admission must be made to and approved by the Academic Affairs Committee.

Upon receipt of all of the above mentioned documents and forms, a student's application will be processed. The most common delay in processing an admission request is caused by official transcripts not being provided by a student for each and every college/university attended.

The admission request process involves a review and analysis of documents and records submitted. Basically, previous college and university course work is listed by academic area and level and compared with the minimum degree requirements. This allows an analysis of a student's current status compared to minimum degree requirements; thus, the remaining requirements may be determined.

A student is provided with a copy of this Status Report, which identifies the necessary requirements for degree completion. In general, a student may utilize one or more of the following methods: (1) enrollment and successful completion of courses from an accredited college or university; (2) successful completion of examinations such as CLEP; and/or (3) submitting an appropriate portfolio and documents requesting college equivalent credits for life experiences.

The Coordinator of the RBA Program at Glenville State College will serve as your academic advisor throughout your program. It is highly recommended that each RBA Degree student keep the Coordinator informed regarding course registration, course grade reports, plans and progress toward the degree requirements each semester.

FEES

There is no admission application fee for being admitted into the program at Glenville State College.

Students in the RBA Program enrolling in traditional academic courses are responsible for the appropriate tuition, fees and other costs associated with these courses at the college or university where enrolled.

Students pursuing semester credit hours by the examination method, such as CLEP, will be responsible for payment of the appropriate fees. The fees vary depending on factors such as semester credit hours of the examination, type of examination and number of examinations.

An assessment fee of three hundred dollars (\$300) is due and payable each time documents (portfolio certificates, and/or other such materials) are submitted requesting evaluation for college equivalent credits. This fee is due regardless of the number of college equivalent credits awarded from the evaluation. The submission of documents for evaluation of college equivalent credits must be accompanied by a written request from the student for an evaluation and the payment of the evaluation fee prior to the evaluation process being initiated. Waiver of this evaluation fee may be made for full-time employees of a public college or university in West Virginia, who have been employed by the college or university for at least one year. Payment of this evaluation fee is applicable and payable to Glenville State College via the Coordinator's Office. In addition to the assessment fee, a processing fee of \$10 per credit hour is assessed for hours awarded through the portfolio process.

At the completion of all degree requirements, the student must pay the graduation fee. Arrangements for cap and gown, graduation announcements, etc. must be made with the Bookstore Manager at Glenville State College.

Official transcripts may be obtained from the Registrar's Office by submitting a written request. Fees apply per transcript requested.

QUESTIONS AND ANSWERS CONCERNING THE REGENTS BACHELOR OF ARTS DEGREE AT GLENVILLE STATE COLLEGE

1. **A student is interested in the RBA Degree but has limited traditional college course work. Where should the student begin?**

The first step would be to inspect the degree as to whether it would lead to educational and career objectives. If it will, you should submit the appropriate application form and documents to the Coordinator's Office at Glenville State College. These materials will be evaluated with the results and recommendations provided to the student. The student should pursue the 24 hours residence requirement as soon as possible after admission and supplement these credits with a portfolio or credits by examination.

2. **A student submitted application forms and other documents but has not received an initial status report. Why hasn't an initial status report been completed?**

Official transcripts not being received in the Coordinator's Office from a college or university that a student has attended cause the most common delay. Secondly, a student may have submitted the application forms to an office other than the Coordinator's Office. Thirdly, a student may have submitted a transcript, which is not an official transcript in that it does not have the imprinted seal and signature of the records officer. Fourth, you may have submitted grade reports, which are not official transcripts.

3. **A student has attended three colleges and the last college attended has been provided with official transcripts from the two other colleges. Will an official transcript from the last college attended, which lists all courses completed, be sufficient?**

No. The student must submit a written request to the appropriate office at each college and university attended, except Glenville State College, requesting an official transcript be sent to the Coordinator's Office. For example, if the student attended both West Virginia University and Fairmont State College, an official transcript from each institution must be submitted.

4. **A student has attended a college, which was not accredited by a regional or national accrediting agency. Will credits from this college be permitted toward the degree when an official transcript is provided?**

Faculty members are requested to evaluate transcripts and course descriptions of any such credit completed by a student at a non-accredited college and, if appropriate, recommend the award of college equivalent credit on the basis of such earned credit. If college equivalent credit is awarded, these credits may be utilized toward the degree requirements with the exception of residence requirement.

5. **A student attended a college that offered credits on a quarter hour system and the RBA Degree requirements are on a semester hour system. What is the conversion rate of quarter hours to semester hours?**

A ratio of 3 to 2 is utilized in converting quarter hours to semester hours. For example, a 3-quarter credit hour course is equivalent to a 2-semester credit hour course and a 6-quarter credit hour course is equivalent to a 4-semester credit hour course.

6. **A student attended a college, which is no longer in existence or worked for a firm which is no longer in existence. May the student get credit for these courses without an official transcript and other documents?**

Credit may be awarded only when the appropriate transcripts, documents and credentials are presented. In cases where official documentation cannot be provided, credits cannot be awarded toward the degree requirements.

7. **A student is interested in obtaining a bachelors degree and then pursuing a master's degree or professional degree. Will the RBA Degree be accepted for admission into graduate school or a professional school?**

Admission into graduate school or a professional school is dependent on several factors. One requirement is a student must have a bachelor's degree from an accredited college or university. The RBA Degree does satisfy this requirement. Secondly, a student's admission into a graduate or professional program depends on the specific traditional courses a student has completed in obtaining a bachelors degree. Thus, a RBA Degree student may choose courses to meet the requirements of the undergraduate program which also satisfy the requirements for admission to the graduate or professional program. Thirdly, acceptance into a graduate or professional program will be dependent on minimum grade point average that will often be greater than the minimum grade point average required for graduation with the RBA Degree. A RBA student should concentrate on successfully completing traditional courses and achieve a grade point average as high as possible. Beyond these requirements, admission may be dependent on Graduate Record Examination (GRE) scores, number of traditional undergraduate hours, etc. Students who are interested in pursuing the RBA Degree and possibly a graduate degree or a professional degree at some future date are encouraged to contact graduate or professional schools to determine the admission requirements. Once these requirements have been determined, a student's RBA Degree may be designed to satisfy the admission requirements for graduate or professional school.

8. **A student wants to pursue the RBA Degree for the purpose of achieving certification to teach in the school system from nursery school through grade twelve. Will the RBA Degree lead to this goal?**

No. Students who want to teach nursery school through grade twelve should not pursue the RBA Degree as the attainment of this degree will not lead to teacher certification. Students with teacher certification goals should pursue a traditional teacher education degree.

- 9. A student has been admitted into the RBA Degree at one college and wants to transfer to another college. Is it possible to transfer from one college to another in the RBA Program?**

It is possible to transfer, but a valid reason for requesting transfer must be provided to the Coordinator of the college at which you were initially admitted. Upon receipt of a request for transfer, the Coordinators of the colleges involved will discuss and decide on the request. Your transfer will be considered and granted if you receive a letter from the Coordinator of your initial institution allowing your transfer and a letter from the Coordinator of the accepting institution.

- 10. A student has been admitted into the RBA Program at Glenville State College but wants to take courses at another college and transfer the credits to Glenville State College. Is it possible to transfer credits from another college to Glenville State College?**

Yes. Students who want to complete courses at another college and transfer them to the home institution are considered transient students. A student must have written permission from the Registrar's Office at Glenville State College prior to enrollment of courses at another college. This is a prerequisite for transferring credits to Glenville State College at a later date.

Please note that credits completed at another college are not automatically transferred to Glenville State College. A student must submit a written request to the records office at the institution at which credits were earned for an official to be forwarded to the Coordinator's Office at Glenville State College. Each student must accept this responsibility for transferring of credits.

- 11. A student has decided to enter the RBA Program at Glenville State College. The student has obtained official college transcripts, completed the application form, submitted necessary test scores and obtained a high school transcript. Additionally, the student has other documents dealing with life experience and potential college equivalent credits. Should the student submit these additional documents with the required application documents and forms for admission an initial evaluation?**

The student should contact the RBA Program Coordinator at Glenville State College to discuss these documents prior to submitting them. Standard equivalents have been established statewide for certain life experiences that will result in college equivalent credits being awarded upon the student presenting the proper documents. If the student's documents are relative to these established standard equivalents, the documents should be submitted with other materials requesting admission. If standard equivalents have not been established, these documents should be submitted later, as a part of a portfolio requesting college equivalent credits.

- 12. A student who has been admitted into the RBA Program is preparing to register for courses and is not certain the academic area or the academic level of the courses. Who should the student contact relative to determining the area or level?**

The student should contact the RBA Coordinator at Glenville State College for the determination relative to academic area and level.

- 13. A student has been accepted into the RBA Program at Glenville State College and has been provided with an initial status report. One alternative a student has is submitting a portfolio of life experiences requesting college equivalent credits. Are there requirements, guidelines and suggestions available which will assist the student in preparing the portfolio?**

Yes. Once a student has been admitted into the program at Glenville State College and an initial status report has been completed, the student is informed of the results by letter. The student is provided with the materials that have been designed and developed to assist in preparing the portfolio. The student may also meet with the Coordinator for assistance or attend a workshop that deals with the preparation of the portfolio.

- 14. A student is considering applying for admission into the RBA Program at Glenville State College and is wondering how many students are in the program, how many students have graduated with the degree and how long it will take to satisfy all degree requirements?**

The West Virginia RBA Degree Program began in 1975. Since the program was initiated, it has experienced significant growth statewide, both in terms of students admitted into the program and number of graduates. There are several hundred students in the program at Glenville State College. To date the number of graduates exceeds 800 at Glenville State College.

The actual time required for completion of the degree requirements and graduate varies considerably, depending on the amount of previous college courses, amount of time a student has to devote to preparing a portfolio, amount of time student has to devote to enrolling and completing additional college courses and similar factors.

The portfolio evaluation and recommendation process, on the average, requires approximately four months. However, this varies depending on the portfolio format utilized, portfolio length, college equivalent credits requested.

- 15. For what will credit be awarded for a portfolio?**

Credit will be awarded for knowledge and skills acquired outside of colleges and universities that are reasonably comparable to the learning outcomes of courses normally applied to a baccalaureate degree.

16. What are such credits called?

College equivalent credits.

17. How many college equivalent credits may be awarded to a student?

No upper limit is specified.

18. Who will award these credits?

The colleges and universities participating in the program with decisions made by the appropriate faculty personnel.

19. Who will be eligible for such credits?

Those persons admitted to the RBA Program by a participating college or university.

20. What must students do to earn college equivalent credits?

A student may submit a portfolio for faculty assessment and recommendation for evaluation at the home institution.

21. Will there be an appeals procedure for college equivalent credits?

Yes. A student should contact the RBA Coordinator relative to the specifics.

22. Are college equivalent credits transferable?

It is intended that such credits will be used only for purposes of earning the RBA Degree. Participating colleges and universities could, of course, set up a similar credit awarding system for the other degree programs.

23. How do college equivalent credits appear on a student's academic record?

Such credits are always labeled college equivalent credits, with an indication of the date awarded. Whenever possible, experience should be translated into course titles with appropriate credit given for each course. Titles found in the catalog of the institution awarding the credit should preferably be used. When the experience deserving of credit cannot be equated with specific course titles, the student may be awarded a specified number of credits in disciplines or general areas of learning.

24. Can students shop around for the maximum credit award?

No. The student selects the college for admission into the program and this college will make the assessments. The student is entitled to only one assessment for any experience. A student may not apply for admission nor be enrolled in the RBA Program at more than one college or university. An RBA Degree student may not be enrolled in another bachelor degree program.

PORTFOLIO GUIDE

for

Glenville State College

REGENTS BACHELOR OF ARTS DEGREE PROGRAM

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INTRODUCTION

The preparation of a portfolio of life and work experience is a time consuming, often tedious process. The finished product is an academic document that has the credibility and clarity necessary for an evaluator to recommend the award of college equivalent credits for the educational experiences that are described. The portfolio of life and work experience is unique for every different student and every different set of life and work experiences. There is no single formula or model for translating an individual set of experiences into college equivalent credit; however, there are certain features that must be present in all portfolios. In addition, there are certain thought processes which go into the design and development of all portfolios. The purpose of this document is to identify some of the common properties of successful portfolios and to describe at least one logical approach to the process of creating a portfolio of life and work experience.

THE INITIAL PHASE

There are several factors a student should give serious consideration prior to embarking on the preparation of the portfolio. A student should consider which Regents Bachelor of Arts Degree Program (RBA) requirements remain unsatisfied and determine which, if any, of the requirements might be satisfied by college equivalent credits. It is highly recommended that a student satisfy the 24-hour residence requirement prior to beginning the portfolio. The two English composition courses are excellent courses to introduce the student to College level course work. This will familiarize a student with traditional course work including the objectives, goals, performance standards and expectations typical for traditional courses. A student who has not completed any traditional course work often encounters a great deal of difficulty in relating learning outcomes from life experiences to learning outcomes from traditional college level courses.

It is possible that a portfolio cannot satisfy the unmet requirements that exist because the student's life experiences do not correlate to the areas of unmet requirements. Some requirements such as a quality point average or residency requirement can only be satisfied by successful completion of traditional courses.

Also, a student should consider the specific career goals and objectives and determine if college equivalent credits would better assist in achieving these objectives than traditional college credits. A student who intends to pursue a graduate degree should complete traditional courses in an undergraduate program which will satisfy the requirements for admission into that graduate program.

The final factors to be considered are those of time and a dedicated commitment to researching, preparing and submitting a document of significant quality to earn college equivalent credits. The tasks associated with an acceptable portfolio should not be taken lightly. Each request for college equivalent credits must (1) identify a specific college course; (2) be accompanied by a narrative which describes the life experience and learning outcomes

associated with that experience; (3) correlate all of the learning outcomes of the life experience to learning outcomes achieved in the traditional college course; and (4) be accompanied by proper documentation which validates the experience and documents the learning outcomes. Some students initially believe that a portfolio can be completed in a brief period of time without a great deal of effort. However, once the task has been embarked upon, it is discovered not to be simple. A considerable amount of time, effort and dedication are essential to produce the portfolio. Additionally, there may be some temptation to consider any life experience as being eligible for college equivalent credits. A student must constantly remember that a life experience is eligible for college equivalent credits if, and only if, the learning outcome is equivalent to the learning outcome of a traditional college course. A student must also remember that proper documentation is required before college equivalent credits are awarded. An experience and resulting competence may have been extremely worthwhile and beneficial. However, college equivalent credit cannot be awarded if the competence achieved is not related to the expected learning outcomes of a traditional college course.

The preceding discussion is not intended to discourage students from pursuing the degree requirements via the portfolio method. It is intended to provide a realistic assessment of the expectations required for a successful portfolio. Hopefully, the discussion clarifies some of the major issues that students initially encounter prior to actually beginning the portfolio document.

Once a student has made the decision and commitment to prepare a portfolio for college equivalent credits, the first step is to complete an inventory of life experiences. A complete inventory is critical in that it serves as the basis for the entire portfolio. A student should remember two important factors when progressing on the inventory. First, the individual student is the only person who knows his own life experiences not only in general but also in detail. Secondly, life experience is not limited to employment experiences. It should include employment positions and it should also consider activities and responsibilities which have not been employment-related such as private study, volunteer work, hobbies, special interests, honors, awards, special recognition and membership in organizations.

Initially, the inventory may be a mental writing process whereby a student recalls, remembers and recollects life events and experiences. In fact, a student may perceive this process to be a mental autobiography. A second step would involve the actual listing or recounting life experiences into three primary categories. Those categories would include life experiences that definitely have the same learning outcomes as traditional college courses, those experiences that perhaps have the same set of learning outcomes as traditional college courses and those experiences that do not have learning outcomes that can be compared to traditional college courses.

The first category would be those experiences which a student believes with a great deal of certainty can be correlated to traditional college courses. Once a student has identified these experiences, the actual level of knowledge, skill and learning outcomes yielded from these experiences must then be determined. In some cases, a student's evaluation of an experience may reveal that the experience was beneficial but that the learning outcome was very limited. If this is the case, the experience should not receive further consideration for

potential college equivalent credits. A student's evaluation may reveal the experience was beneficial and that significant equivalent learning outcome was achieved. These experiences should receive additional attention relative to potential college equivalent credits.

The second category would be those life experiences for which it is uncertain whether the learning outcomes of the experience are equivalent to traditional college courses. The uncertainty of these experiences may, on occasion, be clarified with the assistance of the coordinator or by careful examination of a detailed course outline. It may be that some experiences have yielded appropriate learning outcomes and should be incorporated into the portfolio. A great deal of additional work should not be devoted to these experiences until it is determined that they are suitable for college equivalent credit requests.

In the third category, a student has had life experiences, which do not yield learning outcomes that are equivalent to learning outcomes of college courses. An experience may have been rewarding and very beneficial to the individual; however, some experiences do not have the potential to qualify for college equivalent credits because of limited equivalent learning outcomes. For example, a student may have had considerable experience, in fact, may be an expert, in water skiing, canoeing, white water rafting or race car driving. The knowledge achieved and level of competencies learned in these areas cannot necessarily be equated to traditional college courses. If this is determined to be the case, then these experiences should not be given further consideration.

There is an amount of subjectivity involved in placing life experiences in the above discussed categories; nevertheless, the more objective a student can be in evaluating life experiences into categories, the greater the ease of actually preparing the portfolio. Additionally, requests for college equivalent credits that are realistic and valid are much more likely to earn credit than requests which are not realistic or valid.

Once a student has completed the task of dividing life experiences into these three categories, it is suggested the student, at this point in time, compare the experiences listed in the first category with the remaining unmet program requirements. If the life experiences do not correlate to these requirements, then the portfolio method to satisfy the requirements should be abandoned. If life experiences do correlate with the unmet requirements, then the student should try to satisfy those requirements by the portfolio process. For example, if a student has life experience in computer science, a component of the mathematics/computer science requirement, but has a need only in the social sciences, there are no benefits to be achieved by preparing a portfolio to meet the requirement. On the other hand, if the unmet requirement was in mathematics/computer science, the preparation of the portfolio concentrating on computer science would have a potential benefit to meet the requirement.

This life experience inventory should produce a realistic list of experiences on which the student should concentrate additional efforts. Usually, this inventory tends to be very general without any details of life experiences. It is not unusual for the list to consist of employment positions by titles only or by a position title for volunteer work. For example, the list may include owner-operator of a retail music store, housewife and county chairperson of a task force on

drug and alcohol abuse. Once the general list has been completed, a student should inspect the components of each listing as to the specific areas. Using the example of owner-operator of a retail music store, this may involve components of general business, accounting, management, marketing, insurance and finance. This experience may also involve musical abilities and talents such as performing vocally or instrumentally. A housewife may request credits in family and consumer science (meal planning and interior decorating) and education (child development and human development). Credit might be requested for social work (interviewing and counseling) and health education (contemporary personal health) based on experience as a chairperson of a task force on drug and alcohol abuse.

A summary of the portfolio initial phase indicates a review of the consideration factors, a committed dedication decision to prepare a portfolio, a complete inventory of life experiences and the component development of life experiences that have the potential to yield college equivalent credits.

THE RESEARCH PHASE

The research phase of portfolio preparation involves three major segments: (1) correlating and matching life experiences that have the potential to yield college equivalent credits, with specific traditional college courses; (2) obtaining information and materials to compose the descriptive narrative of each specific life experience component as it relates to a specific college course; and (3) obtaining documentation which supports both the actual life experience and the learning outcomes of an experience as they relate to credits requested for a specific college course.

Undoubtedly, the research phase is the most complex, time consuming, difficult, frustrating and perplexing phase of the portfolio preparation. A student should approach this phase with an understanding and appreciation for these factors and be prepared to exercise patience throughout this phase.

A list of life experiences matched to specific college courses is the desired product of this phase. This list should include academic areas, course titles, course numbers, course descriptions, semester credit hours and page numbers of identified college catalogs. Later, a descriptive narrative will be added for each life experience that relates the experience to the specific college course for which credit is requested. Documentation to support the actual life experience and the learning outcomes of the life experience for each specific college course should also be identified.

The first segment, correlation and matching, requires the student to utilize the inventory list of experiences that has the potential to yield college equivalent credit to actual courses offered by a college or university. The courses offered are indicated in catalogs of the various colleges and universities by academic areas, course numbers, course titles, semester credit hours and course descriptions. It is realized that some catalog course descriptions are not specific in terms of learning outcomes and that some subjectivity is involved by the student in selecting matching courses.

The RBA Degree Program is a statewide program offered by all four-year colleges and universities that are in the state system of higher education. A student may request college equivalent credits for any life experience that provided a set of learning outcomes equivalent to any college level course. A potential RBA Degree student is advised, prior to applying for admission, to select a college or university that offers a program or programs which best matches the potential college equivalent credits. For example, a student who has had considerable life experiences in the area of engineering may select a college or university that offers an engineering program (e.g. West Virginia University Institute of Technology or West Virginia University). A student who has had considerable experience in small business operation may wish to select Glenville State College, since it offers several courses related to Business Administration at the associate and baccalaureate degree levels.

The critical issue in college selection for the pursuit of the RBA Degree is that faculty members who have expertise in specific academic areas at the institutions make the evaluations and recommendations for college equivalent credits. In the event that the home institution does not have the proper faculty expertise, the RBA Degree Coordinator will forward portfolios to colleagues at other colleges and universities for evaluation and recommendations. A significant time delay may occur when a portfolio must be circulated to another college or university. Additionally, the recommended portfolio format is different among the sponsoring institutions and evaluation difficulties may arise when the format utilized does not conform to the various formats recommended by various institutions.

In general, a RBA Degree student at Glenville State College should primarily utilize the Glenville State College Catalog. Under certain conditions the student may also utilize a catalog from other colleges when matching life experiences to actual college courses.

A Glenville State College RBA Degree student can request a copy of the Glenville State College Catalog or access it online at www.glenville.edu under "Academics." Each student is expected to utilize the catalog in correlating and matching life experiences with specific courses offered by Glenville State College. A section of the catalog titled "Course Descriptions" is primarily devoted to specific, described courses. An initial segment deals with common courses that may be offered within any academic department at Glenville State College. A RBA Degree student may utilize these courses as well as the described courses in matching life experiences with specific courses.

In the correlation and matching process, the student utilizes the list of life experiences which have the potential to yield college equivalent credits and reviews the courses offered by Glenville State College as found in the "Course Descriptions" section of the Glenville State College Catalog. Based on this process, it should be obvious that the inventory phase of the portfolio is very critical to the research segment of the portfolio. A student who has completed the inventory phase correctly will encounter fewer difficulties, with the correlating and matching procedures, than will a student who was not realistic in the inventory phase.

Once the student finds a course which correlates and matches a life experience, the student should review the actual course description provided in the catalog and critically review the life experience in order to determine if there is a correlation and match between the two. If they are perceived to be equivalent, the student should make reference notes on the list of life experiences by academic area, course number, course title, page number and description. For each item on the inventory of life experiences, the student should attempt a course or courses that match each life experience component.

When the student cannot find a course that matches the life experience in the specific offering under the course description segment, the student should refer to the initial section of the course descriptions, which contains the common courses offered by any department. Utilizing the numbers and abbreviated course titles indicated, a student must determine the appropriate academic area that matches the life experience, develop a specific title and course description, and determine appropriate semester credit hours.

Only when a student has exhausted the above discussed options (described and common courses at Glenville State College), should the utilization of catalogs from other colleges and universities be used to determine matches for the life experiences. A student should remember that a great deal of time can be exhausted in searching through college catalogs to find course matches for life experience. If after reviewing one or, at a maximum, two catalogs without finding a match, a student should probably discard the experience as not having potential college equivalent credit.

There may be individuals who have valid life experiences in academic areas that are not offered at Glenville State College. If a student obtains a catalog from an accredited college that offers courses that match life experiences, then a separate section of the portfolio should be devoted to this request. For example, Glenville State College does not have offerings in Religion while other West Virginia institutions may have several courses in Religion. For an individual who has received instruction and gained knowledge and expertise in religion through life experience, it would be appropriate and valid for the student to request college equivalent credits for appropriate Religion course(s) in a separate section of the portfolio for the other West Virginia institution(s). This special section would be forwarded to the appropriate faculty at the other institution for evaluation and recommendations for college equivalent credits.

The correlation and matching of life experience with the appropriate college course is very critical. One of the most common reasons why college equivalent credit is denied is because a student has requested credit for a college course that does not match a life experience. Once the student has identified the courses from the catalog the student may wish to examine a more detailed outline of the course which identifies specific course objectives and desired learning outcomes of the course. The RBA Program Coordinator will provide these detailed course outlines upon request, if they are available, at the end of this initial research phase.

The second segment of the research phase involves obtaining information and materials that will assist in composing the descriptive narrative of a specific life experience

component as it relates to a specific college course for which credit is requested. Once the student has identified those courses for which credit will be sought, that list should be sent to the RBA Program Coordinator. For GSC courses the Coordinator will provide course outlines which will detail the learning outcomes of that course. A student must remember that when selecting a course that matches the life experience, college equivalent credit is actually being requested for this course. The student must also realize that a descriptive narrative of the life experience must be prepared that is correlated to each specific course and the associated learning outcomes. The portfolio must detail how the learning outcomes, as identified in the course outline, have been met by the life experiences of the student. While it is desirable that the life experience addresses all of the learning outcomes of a course, some evaluators will recommend partial credit for those experiences that do not meet all the course learning outcomes.

The narrative should identify specific dates, times, employers, supervisors, equipment and materials utilized, activities, responsibilities, training programs, testing, advancements, promotions, skill levels achieved, knowledge learned and competence achieved through a life experience. The narrative should be limited to the specific items of a life experience that directly relate to the learning outcomes of the course for which credit is requested. The detailed course outline for each course will be valuable at this point in relating educational experiences to each college course. The narrative should be precise and directed to those aspects of the life experience that relate to the course objectives and learning outcomes. It should not be a diary or autobiography that is vague and contains only generalities that do not directly relate to the course and learning outcomes.

Narrative length is not the critical factor; the narrative content is. Undoubtedly, a narrative requesting credit for some courses will require a greater amount of explanation than will others. For example, a narrative requesting credit for beginning typewriting would require less description than one seeking credit for child development, care and guidance. Additionally, materials and information essential for the narrative preparation will be easier to obtain for some life experiences than for others. In general, life experiences that have been employment oriented are easier to describe, because there are readily available documentation items such as job descriptions. Conversely, experiences that are not employment oriented are often difficult to describe and adequately document.

The end product of this information collection segment should be concise, well-written, and grammatically correct descriptive narrative of a specific life experience that correlates and matches a specific college course for which credit is being requested. The narrative is critical because it is the focus for an evaluator's review, comparing a student's learning outcomes of a life experience to expected learning outcomes from the traditional college course.

The final segment of the research phase is obtaining valid and reliable documentation that not only supports the occurrence of a life experience, but also verifies that equivalent learning outcomes were achieved through the life experience. The proper documentation is the most critical part of a portfolio. The evaluators utilize this documentation to make the determination whether or not the actual learning outcomes from a life experience are equivalent to learning outcomes of traditional courses. Some life experiences may have been beneficial

and may have yielded learning outcomes equivalent to specific college courses but will not result in a recommendation for college equivalent credit by the evaluator, because proper documentation was not provided.

When providing appropriate portfolio documentation, a RBA Degree student should consider a comparison with an official transcript. An official college transcript indicates the actual college courses that were attempted by a student (actual experience). Additionally, the transcript indicates how successful a student was in achieving the learning objectives and learning outcomes of each course by the grade awarded by the instructor. Finally, a student should understand that course instructors have expertise in specific academic areas to evaluate learning outcomes and awarding course grades.

There are many items that serve as valid and reliable documentation for college equivalent credit requests. Letters from employers, letters from supervisors, letters from co-workers, job descriptions, newspaper articles, certain certificates, military documents, transcripts from non-accredited colleges accompanied by a catalog from the college, photographs, legal documents, actual works of art, awards, promotions, pay increments and official documents are some examples of common documentation. Some documentation may provide verification of both the life experience and learning outcomes achieved. Some documents may support either the occurrence of a life experience or learning outcomes achieved by a life experience, but not both factors. In such cases, two or more items may be required to provide appropriate documentation to support a request for credit.

It is also possible that a specific item of documentation may be used as appropriate documentation for more than one course or more than one academic area. For example, letters from an immediate supervisor and the personnel officer of a company might verify that the student maintained the financial records for the office and supervised three other employees. This documentation might be used in separate requests for credit in accounting and in management.

Certificates are frequently used as documentation in the preparation of a portfolio. Certificates take many forms and may be issued to all individuals attending workshops, seminars, meetings, etc. As a result, the presentation of a certificate as documentation may only reveal the individual has registered or attended a specific learning situation. In many cases it reveals nothing about learning objectives and learning outcomes achieved by a student. In general, certificates only indicate the occurrence of an experience and not learning outcomes. A student must provide additional documentation that indicates seminar content and learning outcomes achieved by the individual.

There are some instances in which valid and reliable documentation cannot be presented in the actual portfolio. For example, requests for art and music credits are rather difficult to support via a written descriptive narrative. Students might be expected to schedule meetings with appropriate faculty at which time a review, discussion, or recital may be utilized to determine actual learning outcomes achieved. There may also be cases in which an evaluator requests that a student schedule a meeting to review requests, narrative and documentation.

In general, these sessions prove beneficial to the student relative to recommended college equivalent credits by the faculty evaluator.

Valid and reliable documentation is the most important and critical part of the portfolio. The most common reason requests for college equivalent credits are denied are due to documentation being inappropriate, inadequate or insufficient. Proper documentation is not only necessary, it is a must.

There are three important factors that the RBA Degree candidate should remember concerning documentation. The documentation must be valid and reliable to support the college equivalent credits requested verifying both the occurrence of the life experience and learning outcomes achieved. The documentation must be provided by a source that has expertise about the life experience and learning outcomes achieved. The documentation provided in the portfolio should be a copy and not the original, as the portfolio will become part of a student's record at Glenville State College for a minimum of five years. It is also important to remember that the documentation not only verifies that the specific life experience did occur, but it must also document that specific learning outcomes have been achieved.

The research phase should produce an inventory of life experiences that has the potential to yield college equivalent credit. These experiences are correlated and matched to a list of specific college courses. Each course request is supported by a written, descriptive narrative detailing how the life experiences have resulted in the same learning outcomes described in the detailed course outline. Finally, valid and reliable documentation is provided verifying the occurrence of a specific life experience and learning outcomes from each life experience.

ORGANIZATION AND FORMAT

It is recommended that the RBA Degree student follows a prescribed organization and format in preparing and presenting a portfolio for evaluation at Glenville State College. A portfolio must be neatly typed, exhibiting correct grammar, punctuation and spelling. The portfolio must also be complete and accurate. Remember this document is being submitted to college faculty who are accustomed to reading college quality documents.

Once the initial and research phases have been completed, a student should begin the organization of the portfolio. A student may want to combine some requests that are similar into a single request that may be supported by the same documentation. For example, a student may be considering requesting college equivalent credits for SECR 101, Beginning Keyboarding; SECR 111, Document Formatting; and SECR 213, Document Production. Rather than list these separate requests with three descriptive narratives and three separate documentation section, a student should list the three courses together with one narrative and one documentation section.

Additionally, a student should organize the requested college equivalent credits into categories by academic areas and disciplines. For example, typing courses should be organized into a category as beginning, intermediate or advanced. Accounting should be categorized as Principles of Accounting I, Principles of Accounting II or Intermediate Accounting. Do not combine courses from different academic areas such as Beginning Typing, Principles of Accounting I and Intermediate Typing I into the same academic area category.

The next, and a very critical step, involves allocating the courses in specific academic area categories to the appropriate academic departments. Listed below are the seven academic departments at Glenville State College with the academic areas and disciplines within each academic department. These academic areas are for purposes of *portfolio evaluations only*. However, it is extremely important that students allocate the requests correctly by academic department.

FINE ARTS - The Fine Arts Department includes fine arts, photography, ceramics, painting, theater, music, voice, instruments, and sculpture.

ENGLISH - The Language Department includes English, communications, foreign language, literature and journalism.

SCIENCE & MATHEMATICS - The Science and Mathematics Department includes mathematics, biology, physics, chemistry, earth sciences, entomology, statistics, genetics, geology, astronomy, physiology and nursing.

BUSINESS - The Business Department includes accounting, general business, management, marketing, computer science, economics, finance, sport management and business law.

EDUCATION - The Education Department includes elementary, secondary, adolescent and special education, health education, safety education and physical education.

SOCIAL SCIENCES -The Social Sciences Department includes history, political science, social sciences, geography, psychology, sociology, anthropology, and criminal justice.

LAND RESOURCES - The Land Resources Department includes forest technology, land surveying, landman, natural resource management, and environmental technology.

If a student is unable to allocate life experiences to a specific academic department at Glenville State College, create a section or sections in addition to the seven above listed departments. For example, a student requesting credit for welding and religion should have a separate section on welding and one on religion. These academic disciplines are not offered by any of the academic departments at Glenville State College; therefore, these requests will be forwarded to an appropriate college for evaluation and recommendation.

Based on these directions a student should allocate each college equivalent credit request to the appropriate department or section. Each department or section is an independent chapter within the portfolio that contains the specific requests, a descriptive narrative,

documentation and references supporting the request. It is desirable that each chapter is physically separated from other chapters.

Next, a student should prepare an introduction or resume that is a maximum of two pages and chronologically outline of personal history. This introduction must indicate name, address, and might include personal information (birth date, educational background, employment experiences, career goals and educational ambitions). Any Glenville State College student may obtain assistance in the preparation of a resume from the Academic Support Center. The same introduction should preface each chapter within the portfolio.

Next, the student should prepare a Title Page and a Table of Contents, the latter of which identifies the location of each chapter (academic department and section) and its accompanying documentation by page numbers.

The actual format for the portfolio would be Title Page; Table of Contents; Chapter A with introduction, college equivalent credits requested, descriptive narratives and documentation; Chapter B with introduction, college equivalent credits requested, descriptive narratives and documentation, etc., with each chapter self-contained.

Utilizing this format each chapter can then be sent to the appropriate academic department for evaluation and recommendations by the appropriate faculty within that academic department. This format allows an individual evaluator to evaluate and make recommendations based on materials in the academic area of expertise. Also, this format reduces the amount of total time required to evaluate an entire portfolio. The various academic departments can be evaluating specific chapters simultaneously.

The best cover for the portfolio is a three-ring, loose-leaf notebook with dividers for each chapter. The portfolio should be presented in the recommended format. The portfolio may be mailed or delivered to the RBA Coordinator at Glenville State College with the payment of the \$300 evaluation fee. The actual evaluation process is not initiated until payment of the evaluation fee is received.

Once the RBA Coordinator receives the portfolio and payment of the evaluation fee, a determination is made regarding the academic department required to evaluate and make recommendations. The Coordinator submits each chapter to an appropriate academic department chair and the department chair then requests an evaluation from the appropriate faculty within the department. These evaluations and recommendations are returned to the Coordinator along with the chapter of the portfolio. The recommendations for credit are forwarded to the Office of Academic Affairs for actual awarding of college equivalent credits. Any credits awarded are added to a student's permanent record in the Registrar's Office at Glenville State College. The portfolio is maintained as part of a student's official record for a minimum of five years. A copy of the credits awarded is returned to the Coordinator, who informs the student of the college equivalent credits awarded and status relative to degree requirements. A processing fee of \$10 per credit hour is assessed for hours awarded through the portfolio process.

**QUESTIONS AND ANSWERS CONCERNING
THE PORTFOLIO FOR THE REGENTS BACHELOR OF ARTS DEGREE
PROGRAM AT GLENVILLE STATE COLLEGE**

1. **Are RBA Degree students at Glenville State required to submit a portfolio for college equivalent credits?**

No. The portfolio is an option that may be utilized, but it is not mandatory.

2. **Is there a required length or minimum number of pages for a portfolio?**

No. The length of the portfolio will vary depending on a number of factors. A student who needs six (6) credit hours should not prepare a portfolio of the same length as a student who needs thirty (30) credit hours.

3. **Are students who submit a portfolio required to provide official college transcripts in the portfolio?**

No. A student may want to include transcripts of previous college work in the portfolio, but it is not required. Official college transcripts must be submitted separate from the portfolio and become a part of a student's permanent record but not part of the portfolio. Official transcripts or copies of official transcripts may be provided to individual evaluators only when a student grants permission for the official record to be released to an evaluator.

4. **What amount of time is required for the complete evaluation and recommendations of a portfolio?**

It requires approximately four (4) months on the average, from the time a portfolio is received until the actual awarding of college equivalent credit is made. However, the time required varies depending on such factors as time of year, the format utilized, length and requests that require evaluations by faculty other than at Glenville State College. The actual evaluation process will be initiated only when the \$300 evaluation payment is received.

5. **How many documentation items are required to support college equivalent credits requested?**

The quantity is not the significant factor. Two documentation items that are valid and reliable relative to the occurrence and learning outcomes of a life experience are sufficient.

6. **How is a student informed that college equivalent credits are actually awarded from the portfolio evaluation?**

Once all of the college equivalent credits have been awarded by the Office of Academic Affairs, written response is provided to the student which indicates the courses for which college equivalent credits were awarded and semester credit hours awarded. The student is also informed of the status through a status report. Additionally, the college equivalent credits awarded are added to the student's permanent record in the Registrar's Office.

7. Is it acceptable to request credit for pre-college (foundation) courses in the portfolio?

No. College equivalent credits can only be awarded for traditional college courses that may be considered toward the RBA Degree requirements.

8. What format and what materials are required when a student has attended a non-accredited college?

The format utilized should be the one recommended where the student allocates the courses to the appropriate academic department. The documentation provided must be an official transcript and a catalog that describes the courses completed from the college.

9. May a student receive credit for the same course more than once?

No. Credits may not be duplicated whether they are traditional college credits and/or college equivalent credits. Course numbers and titles may be different, but courses may in fact be identical. As such, credit may be earned only once for the same course.

10. Will a student be awarded full credit for a particular life experience when they relate it to a specific course?

An evaluator has the option to recommend no credit, partial credit or full credit for any specific request.

11. Does a student usually receive credit for all of the college equivalent credits requested?

No. Usually credits are not recommended for some requests because of inadequate and inappropriate documentation or course credits requested do not match life experience and descriptive narrative does not adequately explain the experience or learning outcomes

12. When a student has had what they consider a very valuable learning experience, but cannot provide any valid and reliable documentation, is it possible to receive college equivalent credits through the portfolio?

Probably not. The student may schedule an interview with an appropriate faculty evaluator at Glenville State College. Based on the interview, the faculty member may recommend awarding college equivalent credit. There are certain academic areas, music for example,

where the faculty evaluators require the student to come on campus and demonstrate the competency prior to recommending credit.

13. Should a student submit an original document in the portfolio?

No. Glenville State College maintains portfolios for a minimum of five years. A student may need the original document prior to the end of the five-year time period. As such, copies of documentation are requested in the portfolio.

14. What is the amount of the portfolio evaluation fee?

An evaluation fee of three hundred dollars (\$300.00) is due and payable each time a portfolio is submitted requesting evaluation for college equivalent credits. This fee is due regardless of the number of college equivalent credits awarded. The submission of a portfolio for evaluation must be accompanied by a written request for an evaluation by the student and payment of the evaluation fee. Payment of the evaluation fee is applicable and payable to Glenville State College via the Coordinator's Office. Waiver of this evaluation fee may be made for full-time employees of a public college or university in West Virginia that have been employed by the college or university for at least one year.

15. What is the credit hour processing fee?

This fee is in addition to the portfolio evaluation fee. It is a processing fee of \$10 per credit hour for those hours awarded as a result of the portfolio assessment by faculty. Example: Jane Doe received an award of 15 credit hours as a result of the portfolio assessment. A charge of \$150 would be made to her college account for the processing fee (Credit hour award x \$10.00). There is no waiver for this processing fee.

16. Should a student maintain a complete copy of the portfolio for personal record?

Yes. Prior to submitting a portfolio for evaluation, a student should make certain a complete copy of the portfolio is kept.

17. What time restrictions are placed on students to complete the minimum requirements for the RBA Degree?

There are no specific time restrictions. However, once a student has been admitted into the program progress toward the degree requirements is expected each year. Time is an important factor for portfolio evaluation and potential graduation date. A portfolio should be submitted a minimum of five (5) months prior to the expected graduation date to allow sufficient time for evaluation and recommendation.

18. **Who may a student contact relative to assistance in preparing the portfolio?**

The RBA Coordinator at Glenville State College would be the best individual to contact. Additionally, workshops may be presented to assist in preparing the portfolio. Graduates of the RBA Program at Glenville State College have also been very helpful in providing assistance in portfolio preparation.

19. **What credit will be awarded for a portfolio?**

Credit for knowledge and skills acquired outside of colleges and universities that are reasonably comparable to the learning outcomes of courses that normally apply to a baccalaureate degree.

20. **What are such credits called?**

College equivalent credits (CEC).

21. **How much college equivalent credit may be awarded to a student?**

No upper limit is specified.

22. **Who will award these credits?**

The colleges and universities participating in the program will award credit based upon recommendations made by the appropriate faculty.

23. **Who will be eligible for such credits?**

Any person admitted to the RBA Program at the college or university of the student's choice is eligible for college equivalent credits.

24. **What must students do to earn college equivalent credits?**

A student may submit a portfolio for evaluation for faculty assessment and recommendation.

25. **Is there an appeals procedure for college equivalent credits?**

Yes. A student may appeal the results of a portfolio evaluation through the "Student Academic Grievance Procedure" as described in the GSC Catalog.

26. Are college equivalent credits transferable?

College equivalent credits are intended only for purposes of earning the RBA Degree. Other West Virginia public colleges and universities do, of course, have a similar credit awarding system for degree programs at those institutions. The receiving institution makes all decisions regarding the transferability of credits.

27. How do college equivalent credits appear on a student's academic record?

Such credits are always labeled college equivalent credits often with a grade of CEC and showing the date awarded. Whenever possible, experience should be translated into course titles with appropriate credit given for each course. When the experience deserving credit cannot be equated with specific course titles, the student may be awarded a specified number of credits in disciplines or general areas of learning.

28. Can students shop around for the maximum credit award?

No. The student selects the college for admission into the program and this college will make the assessments. The student is entitled to only one assessment for any experience. A student may not apply for admission nor be enrolled in the RBA Program at more than one college or university. A RBA Degree student may not be enrolled in another bachelor degree program.

FINAL CHECK LIST

- Carefully and critically review the entire document for grammar, spelling, punctuation, neatness, accuracy and completeness.
- The portfolio conforms to the recommended organization and format.
- The Table of Contents is accurate with chapter, descriptive narratives and documentation identified by page numbers.
- Each chapter is correctly identified by academic department or special section.
- The contents of each chapter are properly allocated to appropriate academic department.
- An introduction prefaces the credits requested in each chapter.
- College equivalent credit requests are combined by academic area or discipline.
- College equivalent credit requests correlate to specific college courses.
- College equivalent credit requests are realistic, supported by descriptive narratives, valid and reliable documentation, and references relative to the experiences and learning outcomes.
- Maintain a complete copy of the portfolio for your own records.
- Be certain to present a letter requesting an evaluation of the portfolio when mailing or delivering the portfolio to the RBA Program Coordinator.
- Be certain to present payment of the \$300 evaluation fee by check or money order to Glenville State College via the RBA Program Coordinator.
- Be certain to insure the portfolio if it is mailed to the RBA Program Coordinator's Office.

NOTES

APPENDIX

Sample Portfolio

PORTFOLIO

of

Jane Faye Brown

Submitted as

Partial Fulfillment

for

Regents BA Degree

at

Glenville State College

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CHAPTER 1 - BUSINESS

A. Introduction

Jane Faye Brown
811 Wood Street
Rayopolis, WV 26541

Phone: Residence 264-3080
Office 264-3800

Personal History:

1. Born May 16, 1945 in Rayopolis, WV
2. Educated in public school system of Cloud County and graduated from Cloud County High School June 1963
3. Married June 14, 1969
4. Mother of 3 children
5. Resident of West Virginia since August 1970

Education:

1. Attended Wilmar Community College August 1963 to June 1965, graduated with an associate degree in Criminal Justice with 72 semester credit hours.
2. Attended University of Minnesota August 1965 to June 1969 as a part-time student and completed 32 semester credit hours, emphasis in social work
3. Attended Glenville State College August 1970 to date as a part-time student and completed 20 semester credit hours, emphasis language.
4. Entered Regents BA Degree Program at Glenville State College September 1998.

Work Experience:

1. Employed by Ben County Sheriff's Department as deputy clerk from July 1, 1965 to June 30, 1967.
2. Employed by City of Benville as Assistant Chief of Police department from July 1, 1967 to May 30, 1969
3. Employed by Ben County Board of Education as a Library Aide from August 1, 1972 to June 31, 1980
4. Employed by Ben County Board of Education as Kindergarten Aide from August 1, 1980 to date

Educational Ambition: Attain Regents BA Degree and pursue a Bachelors Degree in Education followed by a Masters Degree in Counseling

B. Requests for Credits and Narrative

College equivalent credits are requested for the following courses at Glenville State College:

SECR 101 - Beginning Keyboarding - 2 hrs. (p. 232 of 1999-2000 GSC Catalog)

Objectives: The primary emphasis of this course is on developing keyboarding skills.

SECR 111 - Document Formatting - 2 hrs. (p. 232 of 1999-2000 GSC Catalog)

Objectives: The learner will:

1. Apply the rules for correct word division, punctuation, and capitalization on typed copy and written tests with a passing score.
2. Recognize and be familiar with the various parts of the typewriter and computer.
3. Demonstrate proficiency in the elements required for composing of various job assignments at the typewriter and the computer
4. Have an understanding of how to proofread and evaluate finished copy as accurate and mailable
5. Use correct position at the machine and use proper techniques in its operation.
6. Use good work habits in completing assigned problems.
7. Develop vocation level of typing performance.
8. Type from straight copy for five minutes with a minimum passing speed of 50 words per minute with a five-error limit.
9. Demonstrate skill improvement in master of the keyboard.
10. Build production-level skill on 25 to 30 minute timed production measurements (with all errors neatly corrected) applied to business letters, business letters with special features and notations, tables, technical papers and reports, business forms, statistical reports and employment papers.

SECR 213 - Document Production - 2 hrs. (p. 232 of 1999-2000 GSC Catalog)

Objectives: The learner will:

1. Apply rules for correct word division, punctuation, and capitalization on typed copy and written tests with a passing score.
2. Demonstrate proficient ability to compose acceptable copy of required assignments at the typewriter or computer.
3. Have an understanding of the importance and responsibility of proofreading and applying good judgement in producing work in an acceptable form.
4. Demonstrate proficiency in operating the typewriter and computer while preparing assignments.
5. Demonstrate ability to use knowledge and good judgment in determining proper formatting and completing assigned jobs in acceptable form.
6. Type from straight copy for five minutes with a minimum passing speed of 60 words per minute within a five error limit.
7. Arrange in good form and type the various job assignments rapidly, accurately, and with any errors corrected neatly.
8. Build production skill on 20 to 30 minute timed production measurements with all errors corrected.

BUSN 397 - Work Experience - 3 hrs. (p. 161 of 1999-2000 GSC Catalog)
(No course objectives available.)

These credits are requested based on my employment and education as deputy-clerk in the Ben County Sheriff's Department from July 1965 to June 1967.

My initial responsibilities upon being employed in the sheriff's office were primarily secretarial in nature. These responsibilities initially involved the typing of communications within the department. This evolved into the major responsibilities of office supervisor for six employees as well as the composition and preparation of all office communications, reports, news releases and publications. My typing skills were very limited at the beginning of my employment. However, I did successfully complete a three semester course sequence in typing from a local non-accredited business college, Ben County Business College. Through the combination of actual work experience and these courses, my skills in typing significantly improved from my initial 30 correct words per minute to 90 correct words per minute.

C. Documentation

The documentation for these requests located on the following page include: (1) letter from my immediate supervisor during my employment in the Ben County Sheriff's Department; (2) employment evaluations; and (3) transcript from Ben County Business College.

References:

William J. Dean
Former Sheriff Ben County
Wilmar, WV
Phone: 246-1811

Jason D. Johnson
Former Deputy Sheriff Ben County
Wilmar, WV
Phone: 246-1811

L.R. Anderson
Professor Business
Ben County Business College
Wilmar, WV
Phone: 246-1892

January 20, 1998

To Whom It May Concern:

The purpose of this correspondence is to (1) verify the employment of Jane Faye Brown as a deputy in the Ben County Sheriff's Department from July 1, 1965 to June 30, 1967 and (2) indicate that Mrs. Brown's performance greatly improved from her initial employment until she resigned to accept a position with Benville's Police Department.

Mrs. Brown began her employment with the Sheriff's Department on July 1, 1965 as a typist. She had just completed an associate degree in criminal justice and we felt she would be an asset to the department with her academic background. However, we felt her initial responsibilities should begin with the very basics. She had limited typing skills but was very willing to work and to improve these skills through on the job training and completion of typing courses from a local college.

She was promoted to office supervisor in November 1966 where she was responsible for the supervision of six office employees and the coordination of the office with our field employees. She performed all of her responsibilities with professional expertise until she resigned in June 1967. I sincerely regret her resignation, as she was a tremendous asset to the department. However, her new employment meant a substantial salary increase and recognition.

If additional information is required, please contact me.

Sincerely,

William J. Dean

BEN COUNTY EMPLOYEE EVALUATION FORM

The supervisor of each employee must complete an evaluation of each employee at specific times during his or her employment.

Name of employee evaluated: **Jane Faye Brown**

	Date: 1/9/65	Date: 6/30/66	Date: 10/1/66	Date: 6/15/67
Item	Title-Typist	Typist	Supervisor	Supervisor
Promptness	Average	Excellent	Good	Excellent
Appearance	Above Average	Average	Average	Above Average
Attitude	Above Average	Above Average	Above Average	Above Average
Cooperative	Above Average	Above Average	Above Average	Above Average
Effectiveness	Limited	Average	Above Average	Excellent
Efficiency	Limited	Average	Average	Above Average
Special Skills				
Radio Operator	Good	Good	Good	Improved
Typing	Poor	Excellent	Excellent	Excellent
Driving	Good	Good	Improved	Excellent
Safety	Good	Good	Improved	Excellent
Speaker	Good	Good	Improved	Excellent

BEN COUNTY BUSINESS COLLEGE TRANSCRIPT

Student: **Brown, Jane Faye**

Course No.	Title	Grade	Hours	Q.P.
Typing A	Beginning Typing	A	3	12
Typing B	Intermediate Typing	A	3	12
Typing C	Advanced Typing	A	3	12

CHAPTER 2 - EDUCATION

A. Introduction

Jane Faye Brown
811 Wood Street
Rayopolis, WV 26541

Phone: Residence 264-3080
Office 264-3800

Personal History:

1. Born May 16, 1945 in Rayopolis, WV
2. Educated in public school system of Cloud County and graduated from Cloud County High School June 1963
3. Married June 14, 1969
4. Mother of 3 children
5. Resident of West Virginia since August 1970

Education:

1. Attended Wilmar Community College August 1963 to June 1965, graduated with an associate degree in Criminal Justice with 72 semester credit hours.
2. Attended University of Minnesota August 1965 to June 1969 as a part-time student and completed 32 semester credit hours, emphasis in social work
3. Attended Glenville State College August 1970 to date as a part-time student and completed 20 semester credit hours, emphasis language.
4. Entered Regents BA Degree Program at Glenville State College September 1998.

Work Experience:

1. Employed by Ben County Sheriff's Department as deputy clerk from July 1, 1965 to June 30, 1967
2. Employed by City of Benville as Assistant Chief of Police department from July 1, 1967 to May 30, 1969
3. Employed by Ben County Board of Education as a Library Aide from August 1, 1972 to June 31, 1980
4. Employed by Ben County Board of Education as Kindergarten Aide from August 1, 1980 to date

Educational Ambition: Attain Regents BA Degree and pursue a Bachelors Degree in Education followed by a Masters Degree in Counseling

B. Requests for Credits and Narrative college equivalent credit requested for the following courses at Glenville State College

Education 203 – Foundations of Education - 2 hrs. (p. 181 of 1999-2000 GSC Catalog)
Course Outcomes:

Candidates will:

1. Integrate the historical and philosophical foundations of education with personal experience, newly-acquired knowledge, and enhanced self-awareness in order to formulate and articulate a tentative personal and professional philosophy of education.
2. Demonstrate understanding of the structure, administration, and management of public schools and classrooms.
3. Explain and paraphrase the social, political, economic, legal and ethical forces that have shaped and continue to influence the shape of public schools.
4. Analyze, clarify, paraphrase, summarize, and explain classical, historical, and current scholarship on teaching and learning to support both the Skilled and Reflective components of the GSC conceptual framework.
5. Demonstrate mastery of WordPerfect, World Wide Web, and EBSCO host technology in the college laboratories and library.
6. Complete a dialogue journal to serve as a basis for further consideration of and inquiry into educational issues.
7. Upon completion of the class content, make an intelligent decision about whether or not to continue in a program for teacher education.
8. Identify and explain the contributions of the major historical and current “pioneers” in educational theory and practice.
9. Demonstrate an elementary understanding of the major elements of curriculum and instruction and classroom management techniques.

Education 397 - Work Experience - 3 hrs. (p. 161 of 1999-2000 GSC Catalog)
(No course objectives available.)

These credits are requested based on my employment and learning as a result of my employment as a kindergarten aide and library aid within the Ben County Board of Education system from August 1, 1972 to the present.

My employment as library aide at the Benville Elementary School from August 1, 1972 to June 31, 1980 involved the typical responsibilities associated with a small library such as keeping card catalog current, signing out of books and materials, reshelving of returned books and budgeting and ordering library materials. Additionally, I was

responsible for reviewing book requests and determining if they were appropriate for the school age children in conjunction with the library committee. I was also responsible for the inventory, scheduling, use and operation of all the audio-visual aid equipment including but not limited to slide and movie projectors, over head projectors, VCR, public address system, tape recorders and record players. Furthermore, I provided direct assistance to students doing term papers in biology and health. As part of my initial employment as an aide, I was required to attend a three day orientation workshop sponsored by a local college and board of education, Title: Introduction to Teacher Education. I have also attended several additional continuing education workshops.

- C. Documentation on these requests may be found on the following pages.

**Record of Employee Education
Through Continuing Education Program
Ben County Board of Education**

Title	Days	Hours	Attendance	Test Score%
New Employee Workshop	3	21	Yes	94
Audio-Visual Aids: Use and Abuse	2	15	Yes	96
Aide Workshop	3	21	Yes	96
Intro. Teacher Education	3	21	Yes	97
Testing Methods	1	6	Yes	94
Careers in Education	1	6	Yes	93
Child Abuse	1	6	Yes	98
Child Behavior	1	6	Yes	97
Test Results	1	6	Yes	95

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GLENVILLE
STATE COLLEGE

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