

PORTFOLIO ASSESSMENT GUIDELINES

FACULTY INITIALS
if criteria was met

Competency. Credit will be awarded only if the learning suggests that the student has the knowledge, skills, and ability to perform competently in those tasks that are related to the learning being evaluated -- at least as competently as would be expected of a student who has gained the knowledge in the classroom.

Identification. Credit will be awarded only for previous learning that relates to subjects and methods that are identifiably academic. Specifically, the material should be within the following programs taught at the Levin College: urban studies, public management, urban planning, organizational leadership, economic development, public safety management, nonprofit administration or environmental studies. Examples of learning clusters within these majors include: "Managing Urban Diversity," "Neighborhood Planning," and "Gender and Leadership." Examples of learning clusters that are not appropriate include topics like "The Power of Positive Thinking," "Biorhythm in Human Resource Management," "Data Entry Using Bar Codes" or "Taxi Driving."

Equivalency. Credit will be awarded only for learning, and not for the number of years of experience the student has accumulated. The number of credits awarded for experiential learning outcomes should be equal to the credit awarded for equivalent learning outcomes expected through traditional classroom instruction.

Generalizability. Credit will be awarded only for learning that is generalizable. This means that knowledge and skills should be applicable outside the specific job or setting in which they were learned. The student should understand the applicability of concepts to more than one setting, and should be able to understand a single setting from more than one conceptual point of view.

Balance. Credit will be awarded only for learning that is balanced, as appropriate to the subject, between theory and practical applications. College-level learning implies a conceptual as well as a practical grasp of the knowledge or competencies acquired. This means that the concepts, theories, and principles learned can be articulated by the student, who must "know that" as well as "know how."

Congruity. Learning clusters should be relevant to the selected portfolio concentration. Course objectives and learning outcomes from the course syllabi should serve as the academic framework for describing and analyzing life experiences.

Completeness. The award of requested credit depends upon faculty review of the complete portfolio submitted by the student. Complete portfolios should be presented in a professional manner and meet all requirements listed in the AAPLE handbook.

Authenticity. The award of credit will be contingent upon the student demonstrating that he or she does indeed have the experience from which the learning has occurred. The burden of proof met through documentary evidence rests with the student.

STUDENT NAME: