

Prior Learning Portfolio Handbook

INTRODUCTION

As an adult student, you may have gained college-level knowledge in non-collegiate settings--through work, travel, reading, community service, and other educational experiences. Baldwin Online and Adult Programs provide a vehicle for documenting and accrediting that knowledge: the prior learning portfolio (PLP). This handbook is designed to assist you in the process of developing a prior learning portfolio.

A prior learning portfolio is not merely a description of past learning and experience. You must also analyze your learning. Your task will be to explain how your knowledge corresponds to that course's theoretical as well as practical content. This can be a daunting task, and we find it takes commitment to succeed in earning a significant number of credit hours through portfolios.

In addition to using this handbook as a guide, students should plan to do the following:

- Consult closely with your advisor about your degree plan and what requirements you need to graduate before beginning the preparation process. **It may not be worth developing a portfolio if you do not need the credit to graduate.**
- Consult with faculty in the department in which you are seeking credit. S/he can steer you towards appropriate catalog courses and syllabi to help you match your learning with the applicable theories and concepts.
- Review samples of other students' portfolios. (Available in each regional center.)

Some portfolios are *content-based* while others are *experiential* in nature. Your advisor can assist you in making this distinction when needed. For example, even if your job title is "Manager," you probably have not studied intensively the *content* (theories, practices and critiques in BUAD 200 Principles of Management). But you may have *experiential knowledge* that would be equivalent to an internship.

- The vast majority of students earn experiential credit for either **internships** (for example BUAD 287/387 Exploratory/Professional Internship) or **education practicums** (ED 110/111 Practicum in Education/Special Education*)

*The College of Education provides additional PLP instructions for ED 110/111 on MyMBC.

- Other experiential course examples where students have received credit include hands-on art (ART 111 Drawing, 112 Painting, 114 Ceramics, 115 Photography), theater (THEA 105 Basic Production: Scene and Light, 110 Basic Production: Costume and Stage Management, 121 Acting I), and communication (COMM 100 Public Speaking)
- It is also possible to receive *content-based* credit through CLEP exams rather than PLPs. CLEP exams are less expensive and require less work on your part.

To receive college credit for prior learning, you must meet these criteria:

1. You must demonstrate to a faculty member in the appropriate academic department that you possess the learning you claim. This is done through narrative description, documentation and verification, and, if applicable, samples of your finished products (pots, paintings, web publications, etc.).
2. You will need to show that your learning has enabled you to understand the theory and major concepts in a particular discipline.
3. Your prior learning portfolio credit cannot duplicate any other coursework taken for your degree.

Any credit earned through portfolios is considered advanced standing credit (also known as prior learning credit), along with transfer credit and CLEP exams. **It does not fulfill any part of the minimum 36 semester hours of Mary Baldwin University learning needed to graduate, and it cannot be considered as current course work for your financial aid.**

With the permission of the department, it may be used to satisfy any of MBU curricular requirements *except* the senior project. Prior learning portfolios do not receive grades; they are awarded credit hours only.

STEPS IN PREPARING YOUR PORTFOLIO

In brief, the steps to preparing a PLP are these:

1. **Identify the discipline(s)** in which you have gained significant learning and decide if your learning is worthy of college credit. Consult with your advisor and faculty in the department(s).
2. Break the general area of learning down into more **specific components**. This is described in more detail in the next section, "Identifying College-Level Learning."
3. **Prepare the portfolio.**
 - Describe what you have learned and how it is equivalent to college-level knowledge.
 - Gather documentation to verify your learning and experiences.
 - Determine from which department(s) you will request credit and how much.
4. Submit a **rough draft** to your advisor.
5. Prepare a **final draft**.
6. **Submit two copies** of your final portfolio to your advisor along with the submission forms and **PLP Evaluation fee**. If you wish to submit an electronic PLP, please email it as an attachment with form and online payment receipt to your advisor. **DO NOT SUBMIT TO DEPARTMENTAL FACULTY.**

PLP Evaluation Fee

The fee for having your portfolio evaluated, regardless of the number of semester hours of credit requested, is equal to the current semester hour tuition fee. Please see the MBU catalog or website for the current semester hour rate. **PLPs are not considered current coursework for financial aid and will NOT be included in aid payment. The fee may be paid online or by check at the time you turn in your portfolio.**

All PLPs must be submitted no fewer than six months prior to your planned date of graduation.

Faculty evaluation normally takes six to eight weeks. Evaluators may ask for additional information from you or for an interview with you before making the final credit award.

After faculty determine the credit award, they will return your portfolio and the evaluation form to the Baldwin Online and Adult Office, where it is added to your MBU transcript.

The semester hours awarded will appear on your transcript and your next grade report, carrying a CR (credit) designation. Prior learning portfolios do not receive letter grades.

Please note: when you submit a portfolio for evaluation, you are not guaranteed a credit award. If you are not satisfied with your portfolio's evaluation, you have the right to request a meeting with the faculty evaluator(s) to discuss the evaluation. However, the final decision in all matters relating to the granting of academic credit rests with the faculty evaluator(s).

IDENTIFYING COLLEGE-LEVEL LEARNING

1. The first step in deciding if your past experiences might qualify as college-level learning is to **identify the general subject areas**, or disciplines, in which you believe you have gained significant learning.

You are limited to subjects which are **appropriate for inclusion in a Mary Baldwin Bachelor of Arts (BA), Bachelor of Science (BS) or Bachelor of Social Work (BSW), and can be evaluated by an MBU fulltime faculty member.** The same criteria used for the acceptance of transfer credit from other institutions are applied to prior learning portfolios. For example, portfolio credit for Chinese language studies would be acceptable even though Chinese is not taught at Mary Baldwin University (assuming there is a faculty member who can evaluate it). Secretarial skills, however, would not be acceptable because it is not college-level learning. If you are in doubt about the appropriateness of a subject area, consult your advisor.

You will need to develop a separate portfolio for each discipline area in which you believe you have college-level learning. For example, if you have gained knowledge in the areas of human resource management and small business management, you may include both subjects in one portfolio for the Department of Business. If, however, you have gained knowledge in human resource management as well as in art, prepare two portfolios--one for the business department and one for the art department. Refer to a Mary Baldwin catalog for a list of departments.

2. The second step in identifying your learning is to determine if your knowledge in a particular discipline is **worthy of college-level credit**.

Following are some criteria for testing whether your prior learning is **college level**.

- Your learning has a "**content base**", which means you understand the principles and theories that underlie what you are able to do. Your learning is not merely the application of skills or a narrowly prescribed routine or procedure (making a pot, for instance).
- The subject is **taught on the college level**. Reviewing college catalogs, textbooks and syllabi may give you a sense of where your knowledge overlaps standard course material and may help you decide how to organize the presentation of your learning. You may also want to review Mary Baldwin University course syllabi.
- The learning has a **general applicability** outside the specific situation in which it was acquired. For example, credit would not be awarded for knowing the specific procedures one company uses for processing job applications.
- The learning includes both **theoretical and practical understanding** of the subject area. Even though you may not have applied the knowledge you possess in a practical situation, you should be aware of how it might be applied. Or, if you know the *how* of something, you should also be able to explain the *why*.
- You can demonstrate that you know the relationship between what you have learned and other **related subject fields**.

Keep in mind that for most students, you will be demonstrating that your prior experience (work, volunteer, etc.) is equivalent to a college-level internship.

3. The third step in identifying your learning is to decide if you can document and demonstrate to an expert in the field that you do indeed possess the knowledge you claim. Your learning is **verifiable** if an expert can evaluate it and assign college credit to it.

Techniques to Identify Learning

There are various methods you can use to identify and analyze your learning.

Skills/Competencies/Knowledge

You may be able to quickly identify the major areas of your learning by making a list of your skills, your competencies or your knowledge. Don't try to achieve perfection. You are at the brainstorming stage so write quickly without being selective. Your lists might look like this.

Photography

camera technique
light, lenses, filters
darkroom techniques

Brokerage

stock exchange operation
corporate finance
customer relations
sales

Review your list. Do all the items represent college-level learning? Should some be eliminated? Are your categories too broad? If, for example, you gained experience in business management

in a large organization, you may want to break it down to narrower categories, e.g. corporate finance, marketing, sales management, etc.

Jobs and Experiences

You may find it easier to structure your thinking by reviewing each of your jobs or major experiences chronologically. The following headings may be useful to you in brainstorming:

<u>Job or Experience</u>	<u>What I Did</u>	<u>What I Learned</u>
Commercial Artist	Designed ads Set up accounts Managed campaigns	Graphic art Marketing Small business management

After you complete your lists for each job or important learning experience, review them for possible **duplication of credit**. As you progressed in your career, you probably performed similar tasks or functions in different organizations; however, you may claim credit only once for a particular body of learning. For example, suppose you had experience in human resource management for the XYZ Company. Later you worked at the Department of Social Services with similar responsibilities. This *combination* of experiences would be included in a portfolio on human resource management but would not allow you to develop two *separate* portfolios.

After you have eliminated any duplication, you will begin **categorizing what you have learned** into credit-worthy learning components. The following example may be helpful to you.

Mary Jones was employed for five years as a supervisor in an alcoholic rehabilitation program. Prior to that she spent several years as a volunteer on a crisis intervention hotline. She made the following list:

<u>Experience</u>	<u>What I Learned</u>
Hotline volunteer	Counseling skills Intervention skills Substance abuse Community resources
Alcohol rehabilitation	Counseling skills Intervention skills Substance abuse Family demographics Management Small group communications

As you can see, this student needed to find some general disciplines in which to place her skills and knowledge. After analyzing her list carefully and consulting with her advisor, she came up with applicable departments and the possible courses her learning might fulfill within each discipline:

Psychology Counseling and Psychotherapy	Sociology Sociology of the Family Drugs and Society	Communication Interpersonal Communication	Business Administration Management & HRM
Autobiography			

Another technique for discovering what you know is to write an autobiography of your significant life experiences or tell it out loud to a friend or family member or a tape recorder. You may not know what you know until you hear yourself say it out loud. As you begin, don't worry about identifying learning or skills. Simply describe those experiences in life that were important to you for any of the following reasons.

- You learned a great deal.
- You are pleased with what you were able to achieve.
- You received appreciation or recognition from other people.
- You expended considerable time, energy, or money.
- You found the experiences enjoyable.
- You found the experiences painful.
- Any other reason important to you.

Significant life experiences often build on one another. Consider how one activity may have prepared you for a future activity. Be sure to include experiences you believe have influenced your personal development and learning. You are striving to identify themes among the important experiences of your life.

Once you have completed an autobiography in which you have described your significant experiences, you can proceed to the critical step of identifying what you have learned through these experiences. The process described under **Jobs and Experiences** will be useful at this point. You have already identified the experience. Now you need to analyze and categorize what you learned from the experience.

Whatever method you select to identify your learning, you should now be ready to list the college-level learning that has grown out of your life experiences.

LEARNING FROM OTHER-THAN-COLLEGE COURSES

Proprietary Schools

Proprietary schools are post-secondary schools that are licensed but not regionally accredited. (Mary Baldwin University requires regional accreditation for all transfer credit.) These would include certain business and art schools. MBU cannot accept direct transfer credit from proprietary schools; however, we may be able to recognize some of the learning acquired in such schools in the context of a portfolio *if it is appropriate to your educational goals and degree program*. This recognition is only possible if your portfolio is awarded credit.

In-service Training, Company and Professional Courses, Workshops, Conferences

In many cases, these learning experiences have been of short duration--a three-day conference, a

series of ten lectures, a one-day workshop--which makes them difficult to assess as separate entities. However, they can be combined with each other or with other kinds of experiences to help document specific kinds of learning. If these experiences were of some duration and made a substantial contribution to your learning, you may want to list them separately in your portfolio.

Continuing Education Courses

Many adults enroll in non-credit classes for recreation or entertainment, and these should generally be viewed only as enjoyable experiences. A ten-week series of meetings on Italian cooking or pottery making which is unrelated to anything more than personal satisfaction will not be awarded credit. Exceptions are possible, however. If, for example, you took a series of CEU (Continuing Education Units), non-credit classes in interior decorating and design and used these skills in designing the space for a local day care center, you might want to consider submitting a portfolio to receive credit for your skills.

PREPARING YOUR PORTFOLIO

Once you have identified those areas where you have acquired college-level learning, you must select which of them you will use to prepare a portfolio. You might more efficiently get credit for some learning by taking a CLEP exam. These decisions are best made in the context of your overall degree plan and in close consultation with your advisor.

Describing Your Learning

The first part of your portfolio will contain a description of your learning in the discipline, or subject area, of this portfolio. Remember that a portfolio should focus on your knowledge and skills in one discipline (music, sociology, business, etc.) but may contain information about your knowledge of several sub-topics, or courses (principles of management, human resource management, finance, etc.), within that discipline.

For each specific subject you should make a brief statement on what you know. Then expand that statement by indicating how you acquired this knowledge, where, when, and in what context. You may wish to include the following information:

1. The various experiences that contributed to your learning: jobs, home activities, volunteer activities, non-credit courses and seminars, travel, recreational activities, reading, conversations with experts.
2. An estimate for each experience of the amount of time you engaged in its activities.
3. A description of where the experience took place and, if appropriate, under whose sponsorship.
4. A brief description of exactly what you did in each experience.
5. An explanation of your position in relation to others with whom you worked or were involved with in the learning experience.
6. The name and title of the person who supervised your activities within each experience.
7. The number of persons responsible to you in the course of the experience and their duties.
8. A description of how each experience contributed to your learning achievement.
9. A description of the external situation or context in which the experience took place so that the person reading your portfolio will understand the circumstances under which you were operating at the time. Be certain that all significant facts and events are included.
10. Specific examples and illustrations.
11. A description of how you learned what you know and, if appropriate, how you learned to apply what you know.
12. Full bibliographic citations including author, title, publisher, date and place of publication for any readings included in your description.

The most vital section to your receiving college credit from your portfolio's evaluators is the summary in which you bring together the components of your learning and relate how it corresponds to that discipline's theories and concepts. You would be wise to consult specific course syllabi for the learning in which you are requesting credit.

Documenting Your Learning

When you seek credit for prior learning, the burden of proof rests with you. You must demonstrate to an evaluator's satisfaction that you have learned what is stated in the portfolio. Furthermore, the evaluator often does not know you personally and must rely entirely on your portfolio; therefore, proper documentation is an important and integral part of the entire package.

- Too many documents or irrelevant documentation for each experience are not necessary and serve only to frustrate evaluators. You would do far better to provide adequate documentation AND articulate clearly what you learned from the experience.
- Help evaluators by organizing, underlining, or highlighting those parts of the documents that are relevant to your learning.
- If you plan to submit products such as canvases or pottery as documentation, they should be photographed or reduced to slides because of the possibility of loss or damage to the originals. Also, photographs and slides are more easily circulated to faculty than the original works. Your photos and slides should be labeled, signed, and dated by you. Any valuable documents such as licenses, certificates, letters, or commendations should be photocopied for use in the portfolio.

Types of Documentation

The type of documentation submitted will vary from experience to experience and from student to student. What follows is a list of suggested forms of documentation, arranged by type of activity. It is by no means exclusive or fully comprehensive. Any applicable type of documentation can be submitted, whether or not it appears on this list.

Work Experiences

- Job descriptions
- Letters of commendation
- Letters of verification from superiors, peers, clients
- Promotion evaluations
- Evidence of suggestions adopted
- Explanation of tasks performed
- Explanation of ranking, rating, or classification system in company or organization
- Licenses
- Performance standards for acquiring licenses
- Scores on licensing exams
- Membership in professional or trade organizations
- Membership requirements for professional or trade organizations
- Military separation papers
- Military records
- Bills of sale
- Rating forms
- Work samples

Community Service Activities

- Commendations and awards
- Newspaper and magazine clippings
- Letters of verification from co-volunteers, clients served, supervisors

Non-collegiate Courses and Training

- Transcripts
- Records of assignments
- Number of hours spent on assignments, in class, or in clinical/practicum experiences
- Letters verifying enrollment
- Course descriptions, learning objectives, syllabi
- Evidence of completion
- Diplomas

Special Accomplishments

- Books published
- Pictures painted
- Music written or performed
- Programs from performances
- List of books read

Patents obtained
Countries visited
Mementos from countries lived in or visited
Machines designed
Speeches given
Writing samples
Audio-visual presentations
Proposals written
Conversations with experts

There are other ways of assessing learning which could be used to demonstrate the experience but which cannot be submitted as part of the portfolio. These assessment procedures include oral interviews, oral examinations, written examinations, recitals, simulations, situational observations, etc.

When you submit your portfolio, the evaluator may also request additional materials to further document the experience.

Letters of Verification

One of the most commonly used forms of documentation is the letter of verification. Remember that a letter of verification is not the same as a letter of recommendation.

- The person preparing a written statement to verify and evaluate your experience should have directly observed you during the experience and not simply second or third hand.
- One person may verify and evaluate more than one of your experiences. However, the statement should comment directly and clearly on each experience.
- In general, the statement of verification should cover the points you have made in the body of your portfolio about the learning that has grown out of a particular experience.
- You are most apt to increase the effectiveness of your verification letters if you have developed your description of learning (see page 7) before you request a letter. You should also be certain the writer is willing to write such a letter before making a formal request.
- Those people writing letters of verification and evaluation for you should identify their relationship to you (supervisor, peer, subordinate) as well as their qualifications for commenting on your experience.
- The letter should be written on the official letterhead of the company, organization, or institution with which the author is associated. The letter must be signed.
- The letter should evaluate both the quality and quantity of the experience which you have had.
- Portfolio documentation is considered public information. A number of people will be reviewing the documentation you furnish or which is furnished on your behalf. Those who provide you with letters of verification should be informed of this possibility.

If you have confidential information that you need to include in your portfolio for the purpose of documenting your learning, please notify your advisor.

We have included here two sample letters. The first is a formal request for a letter of verification; the second is a letter of verification.

Carolyn McGuire
665 Elm Street
Roanoke, VA 24015

April 12, 2018

Ms. Catherine Terry
Manager, Training and Development
CSD Drive Systems, Inc.
Roanoke, VA 24016

Dear Ms. Terry:

I am writing to ask you to help me document some of the skills that I developed while I was Registrar for the Training and Development department, from October 2010 to December 2015. This is so that I may gain college credit for my learning.

I would like to ask you to write a letter stating whether and how well I used the following software applications:

OfficeWriter
Microsoft Word
Microsoft PowerPoint
Alpha 4 database management system
SMART database management system

I realize this is asking a great deal of you, especially at a time when you are so busy but, as I mentioned on the phone, this is very important to my degree program and would be an enormous help. Please accept my thanks.

The letter should be sent to the Baldwin Online and Adult Programs, Mary Baldwin University, in care of me at my address as written above. If you have any questions, please call me at 343-5578. Once again, thanks!

Sincerely,

Carolyn McGuire

April 26, 2018

Baldwin Online and Adult Programs
Mary Baldwin University
C/o Carolyn McGuire
665 Elm Street
Roanoke, VA 24015

To Whom It May Concern:

I was Carolyn McGuire's supervisor for a little more than four years. I have had occasion to direct and observe her in her capacity as Registrar for the Training and Developing department during those years. Carolyn's position demanded the use of a personal computer in nearly every aspect of her work. Through training and experience she became a very proficient user of several software tools, including OfficeWriter, Microsoft Word and PowerPoint, and the Alpha 4 and SMART database managers. In addition, Carolyn received certified training on the Microsoft Excel spreadsheet software.

Carolyn's work with these software applications was always of the highest quality. In addition, she was constantly striving to find new ways to apply the skills she learned to make her work more productive.

We train many employees and customers here at CSD Drive Systems. Carolyn's aptitude and attitude about using personal computer applications were far above the norm. I noticed other employees would call upon her when they needed help with these applications, a testimony to her excellence.

Should you require any additional information to complete your evaluation, I hope you will feel free to contact me.

Sincerely,

Catherine Terry
Manager
Training and Development

REQUEST FOR CREDIT

Now that you have identified the learning that you believe will earn college credit, described that learning, and documented your learning experiences, you should find some way to relate this information to academic standards to determine how much credit you might reasonably request for your prior learning.

The faculty, of course, will make the final judgment as to how much academic credit to assign to your prior learning. It is, however, to your advantage to evaluate your own learning to determine what you think it is worth. This enables you to recommend appropriate credit to faculty, which may influence the final decision in your favor.

Read catalogs for both Mary Baldwin University and other institutions--preferably those which are somewhat similar in mission and purpose to Mary Baldwin. See if the learning for which you want credit is covered by any of the listed courses and make your request based on the credit usually awarded for such learning. If you think you have learned part of what is taught in a given course, ask for a proportionate amount of credit; if you think you have learned more, ask

for more credit than is awarded to those who complete that particular course. *You will bolster your case by including in your portfolio copies of relevant course descriptions with the name of the institution and date of the catalog from which they were taken.*

Keep in mind that for internship credit 50 clock hours is required for one credit.

Important Reminders

By presenting a prior learning portfolio for evaluation, you are requesting college-level credit. Your portfolio should look like college-level work.

- It should be thorough.
- It should be well organized.
- It should reflect clarity of thought and expression.
- It should be grammatically correct.
- It should be neatly typed.
- All pages should be numbered and all references to the documentation in the appendices should be clear.

PUTTING THE PORTFOLIO TOGETHER

Most students work on their portfolios over a considerable period of time. They become intimately acquainted with each page and document and thoroughly understand how the various elements fit together. Faculty evaluators and others who read your portfolio do not have this advantage. Therefore it is important that your portfolio be carefully organized so anyone can follow it easily. Your completed portfolio should contain the following elements in this order:

Request for Prior Learning Portfolio Evaluation Form

You should fill out this form completely. Copies are available in all Baldwin Online and Adult Programs offices and on myMBU.

Approval of Prior Learning Credit Form

You should fill out your name and your ID number. Faculty evaluators will complete the rest of this form. Copies are available in each Baldwin Online and Adult Programs office and on myMBU.

Table of Contents

A complete table of contents--including page number references--is crucial to the organization of your portfolio.

Resume

A current resume gives the evaluators a much clearer sense of who you are and allows them to see where your experience and prior learning fit into the total picture. Your resume should include:

1. Your name, mailing address, e-mail address, fax and telephone numbers
2. Educational experience, with dates
3. Employment experience, with dates
4. Community activities
5. Other activities

Description and Documentation of Learning

This section follows the guidelines presented on pages 7-11.

Request for Credit

This is your opportunity to present your own evaluation of your experience and the learning level that has resulted from it. You should state the discipline, level (198, 298, 398; your faculty advisor will help you with this), and the amount of credit you think appropriate. A single portfolio should contain requests for credit in only one discipline.

Appendix

All documentation and supporting material is placed in the appendix and referred to at the appropriate place in the body of the portfolio. Be sure to label your appendices (Appendix A, Appendix B, Appendix C, etc.) and to make all references to these appendices very clear.

SUBMITTING THE PORTFOLIO

1. Submit two copies of the final, complete portfolio to your advisor.
If you wish to submit your PLP electronically rather than in print, please contact your advisor. DO NOT SUBMIT TO DEPARTMENTAL FACULTY.
2. With each portfolio submit the PLP evaluation fee which is equal to the current Baldwin Online and Adult Programs tuition rate for one semester hour.

<p>All portfolios must be submitted no less than six months prior to your planned date of graduation.</p>
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FACULTY EVALUATION

1. Faculty evaluators normally will complete the evaluation of a portfolio within six to eight weeks.
2. Faculty evaluators may ask for additional information from you or for an interview with you before making a final credit award.

CREDIT AWARD

After reviewing your prior learning credit portfolio, faculty evaluators will make a credit award determination and will return the portfolio and the evaluation form to Baldwin Online and Adult Programs office.

You will receive a copy of the evaluation and one copy of your portfolio. Mary Baldwin retains one copy. If you are working in a regional office, that office retains one copy.

The credit awarded through the prior learning credit process will appear on the next grade report issued to you by the college. You will not receive a letter grade for your portfolio. The credit will carry a CR (credit) designation.

The process of submitting a portfolio for evaluation in no way guarantees a credit award. If you are not satisfied with the evaluation you receive, you have a right to request a meeting with the faculty evaluator(s) to discuss the evaluation. However, the final decision in all matters relating to the granting of academic credit rests with the faculty evaluator(s).

Mary Baldwin University
College of Education

**Request for
Prior Learning Portfolio Evaluation**

Name: _____

I.D. Number: _____

Address: _____

Advisor: _____

Phone: _____

Student's
E-mail: _____

Major: _____

Date: _____

Discipline: _____

Topics/Course Titles covered by this portfolio:

OTHER CREDIT EARNED IN THE SAME DISCIPLINE

List all transfer credit, CLEP credit, prior learning portfolio credit, MBU credit and courses in which you are currently enrolled that are within the same discipline as cited above.

<u>Course Title</u>	<u>Institution</u>	<u>Semester Hours</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**PLEASE ATTACH RELEVANT COURSE DESCRIPTIONS TO THIS FORM AND
SUBMIT THEM WITH 1 COPY OF YOUR PORTFOLIO AND THE PLP FEE*TO
YOUR ADVISOR. THE PAYMENT CAN BE MADE ONLINE ON MyMBU. BE SURE
TO STATE PLP FOR THE PAYMENT INFORMATION.**

**Note: There is a fee associated with submitting a PLP. This fee is
equivalent to one semester hour of credit in the semester in which the
PLP is submitted. Financial Aid cannot be used for PLPs.*

Mary Baldwin University
College of Education

Approval of Prior Learning Credit

To: **Director of Academic Success** Date: _____

From: _____, Faculty Evaluator

Re: _____ I.D. Number: _____
(Student's Name)

For the Faculty Evaluator: The information assembled in this portfolio is meant to demonstrate that the student acquired college-level learning in a non-collegiate setting. Students are advised they will receive credit not for their life experiences but for the knowledge of academic theory and concepts their experiences allowed them to gain.

Based on an assessment of the above student's Prior Learning Portfolio, I recommend the following award of credit:

<u>Discipline</u>	<u>Course No.</u>	<u>Course Title</u>	<u>Semester Hours</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Explanation of portfolio evaluation, including rationale for credit award:

Grade/Subject Area: _____

Total semester hours awarded: _____ **Signature of Faculty Evaluator(s):**

Date: _____

PLEASE RETURN THIS FORM AND THE PORTFOLIO TO LORI JOHNSON AT THE COLLEGE OF EDUCATION OFFICE ON THE MAIN CAMPUS.