

CHRIST ABOVE ALL
BRYAN COLLEGE

Online

Student Portfolio Assessment Handbook

Effective: Fall 2019

Purpose

Bryan College offers non-traditional undergraduate learners an opportunity to earn elective credit for qualifying college-level learning experiences through completing the Portfolio Development Workshop, then submitting a Portfolio petitioning for Credit for Prior Learning (CPL). The purpose of this handbook is to provide a foundation for understanding CPL, developing the Portfolio, and completing the assessment process. The CPL program at Bryan College is aligned with the [ten standards](#) established by Council for Adult & Experiential Learning for the Prior Learning Assessment (PLA) process and revised for clarification during 2017.

Parameters

Undergraduate students seeking a bachelor's degree are eligible to seek elective credits through the CPL program. You may not earn credit for any general education or core program courses through CPL, including those for specialization options. A total of **24** hours may be earned through the Portfolio, however, a maximum of 31 hours may be earned through a combination of Prior Learning Assessment including the CPL Portfolio, Military Training, and Credit by Examination. **Credit for Prior Learning is only awarded for college-level learning, not for experience.**

You must be enrolled in or have successfully completed the GS 110 Portfolio Development Workshop *before* attempting to submit a portfolio.

You only have one calendar year from the time you complete the GS 110 workshop to submit and complete the assessment process. You are highly encouraged to wait until you are mostly complete with your degree program, prior to enrolling the course and beginning the CPL process. Due dates based on your anticipated degree conferral date are as follows:

Degree Conferral Month	Portfolio Due Date (1 st submission)	Revised Portfolio Due Date
May	March 1 st	March 15 th
August	June 1 st	June 15 th
December	October 1 st	October 15 th

Definitions

Prior Learning

Prior Learning is learning that has been acquired through non-traditional means such as experienced-based learning, career training, self-study and application or more. Examples may include learning acquired from: work and life experiences, community and volunteer extension courses, civic, community, and volunteer work, participation in informal courses, and in-service training sponsored by associations, businesses, government and industry.

College-Level Learning

College-level learning indicates you have acquired knowledge of a higher-academic level beyond the secondary (high-school) level, understand the abstract concepts or theories behind specific principles, and are able to or have successfully applied these in a variety of opportunities.

Assessment

The evaluation of knowledge acquisition. For the purposes of CPL, the assessment process is an objective, anonymous evaluation completed by a credentialed faculty member determining if the documentation presented in the Portfolio demonstrates adequate competency of the learning objectives for the college course you are requesting credit for.

Portfolio

The CPL Portfolio is a collection of documents used to petition for college credit for a specific course(s) for which you have demonstrated competency of. This document includes a Portfolio Proposal form, unofficial transcripts, updated graduation plan, resume, learning table, and one or a combination of items specific to the credit request. The credit request items are either a Technical & Professional worksheet with accompanying Learning Narrative and supporting documentation such as a certificate or a Kolb Essay.

GS110 Portfolio Development Workshop

You will enroll in a 2 credit hour elective with the aforementioned title. During this course you will explore your learning styles, identify areas of potential credit-worthy learning experiences, develop an understanding of competencies as well as learning outcomes, and begin developing the required elements for your Final CPL Portfolio. This course is 5 weeks in length and requires approximately 20 hours per week which includes reading assignments and supplemental materials, discussion forums, lecture videos, written assignments, and quizzes. The Director of Prior Learning facilitates this course and will work with you on an individual basis after the course is completed to finish the portfolio development and facilitates the assessment process.

Frequently Asked Questions

Why is Prior Learning Important?

The CPL portfolio development and assessment process recognizes the value of prior or experiential non-traditional learning and translates that learning into academic credit. As a non-traditional learner, much of your personal and professional development occurs outside the traditional academic classroom. Through the development of your CPL portfolio, you are able to earn college credit in areas of learning that may not be offered as courses through the institution.

What are the benefits of a developing a CPL portfolio?

In Experience Counts, Dr. Harriet Cabell gives six reasons for developing a CPL portfolio:

- A portfolio can shorten the time needed to earn a certificate or degree.
- A portfolio can identify what a person knows and can do.
- A portfolio can be a part of a course in life, work, or degree planning.
- A portfolio can provide an opportunity for self-assessment in personal, as well as career development.
- A portfolio can provide a basis for future planning.
- A portfolio can provide a document from which subject matter evaluators or specialists can determine academic credit.

Prior learning credit also represents a substantial cost savings compared to course credit earned through taking classes. Portfolio assessment fees are approximately 1/3rd of the cost of tuition per credit hour—please refer to the current academic catalog or verify with Financial Services the current assessment fee. Please note fees are assessed regardless of the credit received.

Your final CPL portfolio can become a tool that you find useful in navigating future career, personal, and educational transitions.

Should I develop a Credit for Prior Learning Portfolio?

Below is a list of questions that will help you determine if the Credit for Prior Learning Portfolio is the right option for you. Take a moment to answer each of these questions and consider the outcome. As you are exploring the advantages and challenges associated with developing a CPL portfolio, discuss all of your options with your advisor as well as the Director for Prior Learning.

1. Can you write about your learning experiences in a way that demonstrates concepts, skills and competencies you have acquired?

YES___ NO___

Credit is given for learning you acquired through your prior experiences, with emphasis on the concepts, skills and knowledge that reflect college-level credit.

2. Can work, training, and life experience be verified by others?

YES___ NO___

Documentation may be needed to verify the time period and explain the level of involvement and learning. Usually the more distant the experience, the more difficult it is to document.

3. Are individual work experiences at least 10 months in duration?

YES___ NO___

In general, work experiences of less than 10 months will not receive credit unless the evaluators can logically combine them with other work and/or training experiences. This is based solely on non-traditional learning experiences and does not apply to appropriate internship experiences which traditional students may elect to complete outside of degree requirements.

4. Can you document the following for each training experience?
- | | | |
|---|---------|--------|
| a. Content of the course | YES ___ | NO ___ |
| b. Proof of completion | YES ___ | NO ___ |
| c. Method of evaluation of learning (if needed) | YES ___ | NO ___ |

5. Do key life experiences extend across several years?

YES ___ NO ___

For life experiences, one-time events of short duration do not equate to college credit that would typically be earned through an academic program.

6. Have learning experiences been college-level?

YES ___ NO ___

In general, experiences that warrant college credit reflect relatively complex activities and substantial analytical skills and judgments.

7. Is the learning different from learning acquired in the classes on your college transcript?

YES ___ NO ___

Prior Learning credits may not duplicate learning already acquired from college classes.

How do I start on my CPL portfolio?

First, you must be enrolled as a bachelor's level student in Bryan College Online. Once enrolled, your academic advisor will review your official college transcripts and determine the remaining course hour needs. You will be informed of the requirements already met and what requirements needed to complete your degree.

Next, you must enroll in GS 110, the Portfolio Workshop online in which the entire CPL portfolio development process is discussed in depth. Through this workshop you can determine what credit may be earned through experiential learning, and how your CPL portfolio should be assembled.

Before beginning the CPL portfolio process, you must:

- Make sure all your college transcripts have been submitted to Bryan College. Include credits from any time period and from any school (even if that school is no longer open).
- Talk with your advisor about military training that was accepted toward your degree. You must have an AARTS or SMARTS transcript sent directly to the Registrar or present a copy of your DD214 or DD295. *All military transcripts should be submitted during the admissions process.*
- If you have taken examinations for college credit, submit official copies of your scores to the Registrar's Office. If you are planning to take examinations, review the College

Catalog to make sure you know what testing is accepted and submit a Petition for Off Campus credit to verify your eligibility with your advisor prior to taking these exams.

These essential first steps ensure that program requirements are met, there is no duplication of credit, and that all appropriate experiential learning options have been considered.

How much time does it take?

Most students underestimate the time it will take them develop a CPL portfolio. The amount of time needed to complete your portfolio depends on how well you write, how many credits you request, and how difficult it is for you to obtain the needed documentation.

What is the assessment process?

Once you have developed your final CPL Portfolio, you will submit it electronically to the Director of Prior Learning. This individual will review your Portfolio to recommend revisions prior to forwarding it to evaluation. This initial unofficial evaluation may take up to 1 week. Once the Director notifies you of necessary revisions, you will then have 2 weeks to complete these and resubmit. The unofficial evaluation is repeated until the portfolio is deemed ready for evaluation. Once the Portfolio is forward for the official evaluation, the anonymous faculty evaluators will have up to 2 weeks to review, provide feedback, and make a decision on the Portfolio. If the Portfolio is approved, the Director notifies the student providing the feedback from the evaluators and submits the appropriate paperwork for the assessment fees to be charged and for the credits to be posted to your transcript. If the portfolio is rejected, you have one opportunity to revise and return for a second evaluation at no additional cost. Should the portfolio be approved at the second review, the aforementioned process is followed, however, if it is not, the Director submits the appropriate paperwork for the assessment fees and provides the necessary feedback explaining the results.

CPL Portfolio Content

Documentation

After determining you would benefit from the CPL program, begin collecting any documentation that would support your learning experiences. This documentation will be the evidence that you present for each section of your CPL portfolio. Direct documentation (examples below on the left) offers the strongest support of the learning you describe in your CPL portfolio. However, there are some indirect options (a few are listed below on the right) in the event that you cannot obtain direct documentation. Review your documentation with the Director of Prior Learning.

Direct (Product of your work)

Licenses
Certificates
Newspaper or magazine articles
(reporting your work)
Descriptions of Training Courses
Citations or commendations
Programs of performances or exhibits
Letters of Verification from Employers, etc.
Documents of Incorporation

Indirect (About your work)

Personnel policies
Drawings
Short stories
Computer programs
Brochures
Music compositions
Case Studies
Research reports
Demonstration (video)
Models
Diagrams
Maps
Personal Journals or Testimony

Credit Through Technical and Professional Training

For the non-traditional student, learning has often taken place through workshops, seminars, institutes, continuing education programs, and unaccredited college courses for which no academic credit has previously been granted. This learning is verified through official documentation of training in a particular area of learning. Supporting documentation should include (copies of) certificates of completion for training programs, original licenses or diplomas, seminar completion awards, examples of projects or presentations, and letters of verification. Through completion of a technical training worksheet, a written self-assessment called a Learning Narrative, and supporting documentation, credit may be earned through this method. Remember to evaluate whether or not this constitutes *college-level* learning—many organizations require annual training that is basic in nature and does not require any higher-level thinking to complete. It's also important to note that prior-learning especially college-level learning, is not about “seat-time” but rather the practical application of skills, concepts, etc. after the seminar, conference, etc. have taken place.

- Technical and Professional Training Worksheet (T&P)

This document outlines the training that took place and where it was held. It specifies the learning objectives of the training and lists the documentation supporting the learning experience. One worksheet will be completed for each learning experience or training

attended, except where two or more learning experiences were on the same topic or part of a sequence: in those cases, the sessions should be summarized on one worksheet. Please refer to and utilize the provided templates in the Appendix.

- Learning Narrative

You will complete one Learning Narrative for each experience you are presenting for evaluation for credit. For example, if you worked in manufacturing for 20 years, but in several positions, you could write one learning narrative explaining your progression and learning through those several positions. Be sure to include background for each area of learning for which you are requesting credit.

- T&P Certifying Documentation

Having the proper documentation for your learning experience is crucial to earning credit. The various types of acceptable documentation were previously listed in the handbook, and you should consult with the PLA Director to determine what type of documentation will be sufficient for your specific experiences. It is important to remember that proper documentation is official and clearly indicates the specific training completed.

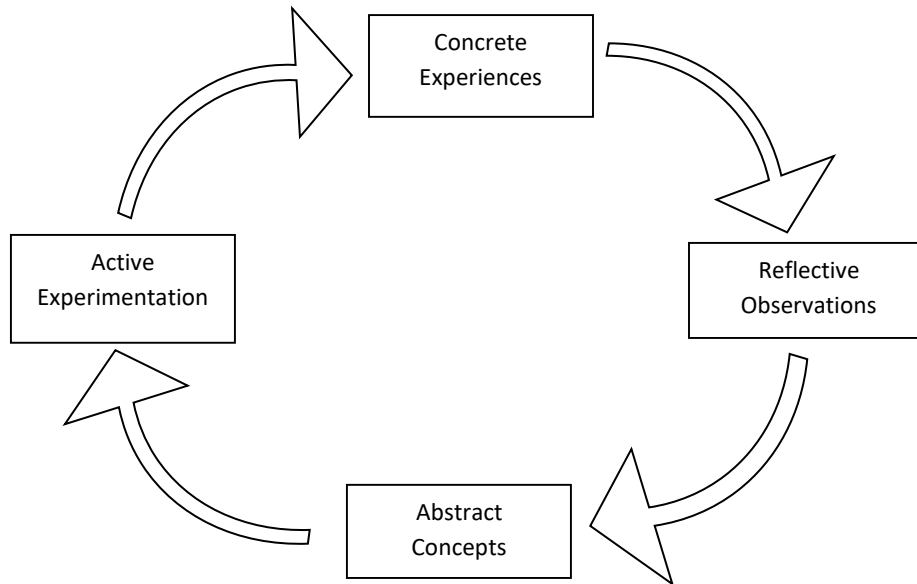
Credit through Kolb Life Learning Essays

A Kolb Life Learning Essay allows a student to present prior learning which has taken place outside of the traditional classroom setting or other structured learning environment and where no academic credit was offered. The experiential learning must be presented in a way that shows adequate conceptual knowledge and life application of the subject. In these essays, you are expected to demonstrate to the CPL portfolio evaluators (subject matter experts) that you have mastered certain content and/or skills related to the topic that are equivalent to what would be learned in a formal college classroom environment.

In the evaluation of these essays, subject matter experts consider the level of technical skill and factual knowledge the paper demonstrates. In addition, the evaluator looks for an ability to understand, summarize, analyze and synthesize those skills or knowledge. The essay should show evidence that the student can draw conclusions about basic principles and apply them in new situations. The value of credit awarded will vary and is contingent upon the depth and breadth of a student's knowledge, understanding and ability to articulate relevant learning outcomes.

Your Kolb Essay should be written in the first person, and should build upon phrases such as "I have learned" or "I have discovered." Examples and illustrations should be used to support the principles and further identify the learning outcomes. The quality of writing within these essays is expected to be *college-level*: vocabulary, organization, grammar and mechanics are important components to acceptable essays. Each essay will be patterned after David Kolb's model of experiential learning: a diagram of the model has been included below.

Kolb's Model of Experiential Learning



Our assessors have found that essays which prove college level learning equivalent to a 3 semester hour course typically exceed 10 pages.

How to Follow Kolb's Model

In analyzing your move from a novice to an expert in your field, you will find it to be a developmental process. Perhaps through a work or life experience, you learned something serendipitously. You thought about what you learned from that experience and decided you wanted to know more. Your intent was to improve or to gain a level of expertise. Your learning became more purposeful: you set goals, analyzed patterns, and actively experimented. An important component of the CPL portfolio development is your identification and documentation of this developmental learning process. The essay should follow the following format:

Title Page

Include the equivalent course name, number, and course description for each essay.

Include the following section headings for each essay.

Concrete Experiences

Identify and describe the learning experience in paragraph form: the environment, your role and your actions. Answering questions similar to these might help in developing your explanation of the concrete experience:

- What did you do?
- For how long did you participate?
- Who else was involved in the activity?
- What were your goals and objectives?
- What techniques, methods, or procedures did you use?

Reflective Observation

Reflect on your learning experience in paragraph form. Answering questions similar to these might help in developing your reflection of this experience:

- What worked or didn't work?
- Did you notice any patterns in your learning?
- What was important, significant, different or unique?
- What relationships have you noticed?
- What can you say in retrospect?

Abstract Concepts

This section should contain an explanation, in your own words, of key concepts you have learned and which are included in the course description of the course to which you are equating your learning. The majority of your essay should be contained in this section.

Identify the knowledge you gained and its uses. Answering questions similar to these might help in developing your explanation of what you actually learned:

- What are the theories, rules, principles, or insights resulting from your reflection?
- Can you explain why these theories, rules, principles or laws occur or transpire, or why certain rules or principles may not always work?

Active Experimentation

Analyze possible applications. This should contain the second highest amount of content for the essay. Answering questions similar to these might help in developing your explanation of the implications your learning:

- How have you tested your learning?
- Is your knowledge relevant or significant to other situations?
- How have you applied it in other situations?
- What knowledge would be useful in a new setting?
- What results could you imply and why?

CPL Portfolio Evaluation and Evaluation Criteria

When evaluating a CPL portfolio, the subject matter expert will assess:

- Current skills and knowledge.
- Applicability of skills and knowledge to circumstances outside the specific job or context in which it was learned.
- Learning that includes major principles applying to a given field.
- Familiarity with current trends and assertions.
- Knowledge that can be measured and evaluated.

- Overall writing skill.

Poor writing will result in a negative assessment of your CPL portfolio. You must demonstrate college-level writing skills for college-level credit. Proofread, revise and edit. *Critique your writing for organization, clarity, completeness, and technical accuracy.*

Academic credit may be denied for the following reasons:

- Demonstrated learning is not college-level;
- Inadequate evidence of learning;
- Poorly written narrative: brevity, grammar, vocabulary;
- Sources of knowledge unclear;
- Lack of breadth of knowledge;
- Inappropriate match of knowledge with subject area;
- Authenticity of direct or indirect evidence is questioned.

Final CPL Portfolio Contents

You will submit your final CPL portfolio to your advisor in **one** .doc or .pdf file. Each section should be clearly indicated with a bold heading. All pages should be numbered. All original writing should be double-spaced and in 12-point font. Your CPL portfolio should contain the following:

- Title Page - (See Appendix A)
- Table of contents (Use this list of Final Portfolio Contents to construct a table of contents with page number for your portfolio)
- CPL Portfolio Evaluation Form (See Appendix B)
- **Section I: *Introduction***
 - *Proposal (See Appendix C)*
 - Copy of advisor transcripts (available in MyBryan under Course History)
 - Updated Copy of your Graduation Plan (available from your advisor)
 - Resume
 - *Learning Table (See Appendix D)*
- **Section II: *Technical and Professional Training***
 - *Learning Narratives for Technical and Professional Training** (See Appendix E)
 - Technical and Professional Training Worksheet (See Appendix F) *
 - Documentation*
- **Section III: *Kolb Life Learning Essays***
 - Title Sheet (including equivalent Course name, number, and course description**)
 - Essay with Title Sheet **
 - Kolb Essay Evaluation Form (See Appendix G) **

*Repeat Learning Narrative, Technical and Professional Training Worksheet, and documentation as needed for each topic of training. **Repeat Essay and Evaluation form as needed for each Essay.

Name

Date Submitted

CPL Portfolio Hours Needed

CPL Portfolio Evaluation Form

STUDENT NAME _____

Technical and Professional Hours Assessed _____

Kolb Essay Hours Assessed _____

Total Hours Assessed _____

Evaluator _____
(Print Name)

Evaluator's Signature _____

Evaluator _____
(Print Name)

Evaluator's Signature _____

Portfolio Proposal

<i>Hours Completed</i>	103
<i>Hours of Current Enrollment</i>	6
<i>Technical and Professional</i>	
<i>[College Course Name]</i>	6
<i>[College Course Name]</i>	3
<i>KOLB Essays</i>	
<i>[College Course Name]</i>	3
<i>[College Course Name]</i>	3
Total*	124

*please refer to your admitting catalog year for the total number of hours required for graduation.

Learning Table (Sample)

YEARS:	ACTIVITY:	WHAT I LEARNED:
1978 (18y.o.)	Worked for McDonald's; filled orders	Discipline; importance of listening to manager
1979	At McDonald's -- worked as a cook	Food preparation; sanitary laws and practices
1980	Attended --- Community College Took 3 classes. Got married	Basic accounting; sociology; humanities
1981	Gave birth to daughter; quit school	My husband and baby come first
1982	Stayed home w/daughter Took part-time job as office clerk, filing & typing	Boring work comes with lack of education
1984	Gave birth to son with cleft lip & palate; quit job	Cleft lip and palate can be fixed but baby requires special attention
1985	Became active in my church; joined committees	Learned value of my sisters and brothers in the church
1986	Increased my activity with church; led new membership committee; started talking with other women members about our lives; formed a group	Learned how to let people know about the church. Learned that African-American women are in a tough position; feel prejudice from society and often from black men**
1988	Had more free time and went back to work part-time to make money; got job as a retail clerk in a department store	Didn't like selling but learned how to set up and change displays
1989	Continued as a retail clerk; created advertising Led membership drive for church; organized 5 others to do a variety of recruiting activities for the church	I used display skills** from work to think about who we were trying to attract as new members; designed brochures; we held open houses and went through the neighborhood door-to-door ** I learned how to identify tasks for committee members and assign them to the best people to carry them out.

1990	<p>Promoted to supervisor of 8 store sales people; set up shifts; taught them the merchandise and sales procedures</p> <p>Restarted women's discussion group at church after lack of interest had led to cancellation of previous group</p>	<p>I learned how to negotiate schedules and all the problems of people's individual needs; wasn't always successful at training; began to recognize differences in people in how they learned and approached work**</p> <p>Learned that in working with women about sensitive issues we had to establish trust first, find out what each person needed or cared about, and find ways to take everybody a little further than where she started*</p>
1992	<p>Transferred to the marketing office of the department store to work with the head of displays</p> <p>Continued the women's group. Also asked by pastor to create a special "Women and the Church" day.</p>	<p>Learned about the seasonal cycles of merchandising**; learned about visual designs**;</p> <p>also learned how difficult it can be when working for someone who is a tyrant</p> <p>Learned that I was afraid to really put myself out in public and that my public speaking skills were terrible</p>
1993	<p>My husband was in a car accident and off of work for 3 months. I had to work overtime when I could to make more money and give up some of my church work.</p>	<p>I learned that I was not going to get a lot further at my job unless I had a degree to qualify for better money and different jobs.</p>

Learning Narrative (Sample)

Reflecting on Prior Experience

1. Describe the Learning activity— I joined the World Book sales force as a district manager trainee.

2. Describe the Learning

a. What was the essence of what you learned (i.e., the most important-significant outcomes)?

When I joined the World Book sales force, I was a reluctant learner. I was not sure that I wanted to sell books for a living, but I needed the income during the summer. In the fall, I expected to move to Dallas to run the Dallas Graduate School of Psychology. I signed up for the Management Development Program (MDP). As an MDP, I was expected to demonstrate the product 12 times a week. My basic pay was \$150 per week for the 12 demonstrations plus commissions. The required demonstrations to get the basic pay taught me the law of averages in sales. Doing the demonstrations created sales which increased my income from the basic \$150 to between \$400 and \$500 per week.

b. How anticipated or unanticipated were these outcomes?

I did not anticipate the degree of success that I experienced. I soon learned that the law of averages was absolute—that I could count on making one sale for every 3-4 demonstrations. I was also learning how to make customers feel comfortable, how to arrange the demonstration to lead to success, and how to ask for the order. I also learned product loyalty. This taught me that I could really be proud to place our products in homes.

3. Describe how the Learning was acquired

This was a program that involved basic sales processes, but it also taught me a lot about myself. I learned that selling and teaching were very similar. Economics prompted the learning – I had to do it to

make a living for a short period of time (I thought). There was a learning agenda put in place by the managers who hired me. I had a training class and many on-the-job training experiences with my manager. It all took place in the context of being an MDP training to become a District Sales Manager.

The strategies were imposed by the Management Development Program. The steps in the process were established by the training manager for whom I worked. She sent me to a workshop for training. I bought the sales kit, and then she scheduled a time to go out with me to show me how to make sales.

The most helpful resource was my manager. She cared about my success and gave me every opportunity to learn. She called me every day at about 7:30 AM to see how I was doing. Then she worked with me every opportunity she could to show me how to do the work.

The learning process was enabled the most by the structure of the program. If I did not do the demonstrations, I did not get the basic salary. It was secondarily enabled by my manager's care and concern for my attitude.

My first inklings that "new Learning" was occurring were when I began to control the sales environment without fear. I had learned that I could show my product with skill and create an atmosphere in which the customer was likely to say "yes."

I knew when the learning had taken place when I taught the new sales workshop after being in the business less than 3 months. I was able to teach what I had learned more effectively than I had been taught because my training was in teaching and learning.

4. Describe how this experience has influenced and impacted other areas of your life.

The outcomes of this experience are felt in my life every day. Teaching is selling, and selling is teaching. I teach and train people every day. As I do so, I am reminded of how I learned to sell/teach.

This background stimulated me to learn how to recruit new students and how to solicit new work opportunities. The experience was significant because it boosted my self-esteem and gave me confidence in the business community that I did not have before. After learning how to sell, recruit, and train, I believed that I could do anything I set my mind on doing.

Technical and Professional Training Worksheet

Course Equivalency

Course Name: Computer Aided Design I

Course Number: ERG 2010

Course Description: Drafting fundamentals using current Auto CAD software including basics of point entry and selection techniques, layers, blocks, text, dimensioning, object creation and modifications. Two hours lecture and two hours lab per week.

Learning Outcomes:

1. Demonstrate basic concepts of the AutoCAD software
2. Apply basic concepts to develop construction (drawing) techniques
3. Ability to manipulate drawings through editing and plotting techniques
4. Understand geometric construction
5. Produce template drawings
6. Produce 2D Orthographic Projections
7. Understand and demonstrate dimensioning concepts and techniques
8. Understand Section and Auxiliary Views
9. Become familiar with the use of Blocks, Design Center, and Tool Palettes
10. Become familiar with Solid Modeling concepts and techniques.

Training

Name John Smith Date(s) Attended January 2002-October 2008

Title of seminar, license, etc.: **Mechanical Drafting, CREO 1.0, CREO Surfacing 2.0.**

Agency providing training: **Tennessee Valley Authority**

Semester Hour Recommendation 3 Learning Outcomes Met: All

List documentation included: **Certificates of Completion, Attendance Records, Letter of Verification, Electronic Test Results**

List book (s) or other resource material used: **Certificate of Completion, Course Objectives**

Was outside preparation or practice required? Yes No

If so, approximately how much time? Prep. 4hrs Practice _____

Was exam or test required? Yes No

Kolb Essay Evaluation Form

ACADEMIC CREDIT FOR PRIOR LEARNING

Evaluation Form

Rating Scale	Poor	Fair	Average	Good	Superior
Concrete Experience	1	2	3	4	5
Observations/Reflections	1	2	3	4	5
Concepts/Generalizations	1	2	3	4	5
Implications New Situations	1	2	3	4	5
General Characteristics	1	2	3	4	5
Total					

Evaluator's Comments:

*Student's Name** _____

Subject Area _____ *Department* _____

Return for Revision Yes No

Credit Sought _____

Students must score at least an 80% or 20 points for the credit to be approved for the full amount. Students scoring between 70-79.9% or 17-19 points for partial credit to be approved—the amount is at the evaluators discretion.

Credit Awarded _____

Evaluators should return this form with the signed evaluation form certifying completion.

*Student should complete italicized fields only

Overall Feedback Form

Areas of Excellence:

Areas of Opportunity:

Decision Explanation: