PORTFOLIO PROGRAM

You may decide that the portfolio is your best option for gaining experiential learning credit. Portfolio assessment is an experiential learning option offered at many public and private universities across the United States. At the University of Tennessee at Martin, portfolio credit may only be applied toward the Bachelor of University Studies degree. The purpose of this handbook is to take you through the steps of portfolio development.

What Is Experiential Learning?

Many students return to the college campus with years of experience through their work, professional and military training, self-study, hobbies, and community activities, as well as various tests such as Dante's, CLEP, proficiency exams, and Advanced Placement, resulting in learning that occurs outside the classroom. Such learning occurs on many levels. To receive credit for learning occurring outside the college classroom, the student must substantiate that the knowledge is college-level.

Prior learning, extra-institutional learning, external learning, hands-on learning and on the job learning are other terms you may hear to describe learning outside the classroom. Experiential learning focuses on the actions and what is learned from those actions. Experiences occur, are reflected upon and lead to abstract concepts and generalizations. These concepts are then tried out in new situations. Experiential learning begins with concrete experiences.

As an adult returning to college, you have many life and work experiences from which you have learned. Is the learning college-level? Can it be applied to your degree program? Assume, for example, you manage your own business, a medical supply company; therefore, you have experience in human resources, planning, scheduling, marketing, and customer service. You can explain not only what you have done on the job for the past ten years, but the reasons for your actions and your knowledge and skills in these areas. You have acted, reflected upon these actions, analyzed their effects, generalized to other situations and applied your learning in new situations. When you review your college catalog, you find courses describing some of the learning objectives you have met through your work experience.

In gaining academic credit through your experiences outside the college classroom, you must be able to identify and document your experiences and learning. Since you do not earn academic credit for experience alone, you must meet the challenges of analyzing the learning and finding parallels with UT Martin's curriculum.

Getting Credit For College-Level Learning At UT Martin

A UT Martin student can earn up to 30 semester hours at the undergraduate level through the experiential learning options listed below. Experiential learning credit hours can be applied toward free electives, area of interest courses, and courses for lower and upper division requirements for the area of interest. To receive credit, appropriate documentation must be provided in all cases.

Non-Traditional Learning Options to Consider:

Advanced Placement (AP). Departments approve qualifying scores through the Advanced Placement Program of the Educational Testing Service (ETS). Students must have their scores sent directly to the University Registrar to receive credit.

Proficiency Examinations. A qualified applicant may earn credit by proficiency examination upon the recommendation of the dean of his/her college and the approval of the registrar. The exam must be taken prior to the last 30 hours at UT Martin and a minimum grade of B scored.

External Examinations. Satisfactory scores on the College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), and other examinations evaluated by American Council on Education (ACE) for college-level credit. Students must have scores reported directly to the University Registrar.

Credit for Training. Credit will be awarded for military training that has been evaluated and recommended for college credit by the American Council on Education (ACE). Students must submit documentation (AARTS or SMARTS transcript is recommended, at minimum a DD214 or DD295) of training to the University Registrar.

Portfolio Development. A student may develop a portfolio to gain college credit. Portfolios are submitted to the Coordinator of Online and University Studies and evaluated by UT Martin evaluators.

How To Begin Portfolio Development

You must be enrolled as a student in the Bachelor of University Studies degree program at UT Martin. At the beginning of your academic career at UT Martin, your academic advisor and the Office of Online and University Studies will review your educational and career goals, your official college transcripts, and your remaining degree requirements. You and your academic advisor will decide what requirements you have already met, and what courses you need to take. The Coordinator of Online and University Studies will assign a portfolio advisor to you. He/she will help you to determine what credit you might earn through experiential learning. At that point you will be asked to prepare and submit an autobiography to be used as a diagnostic tool. The portfolio advisor, in consultation with the instructor of the portfolio development course, will determine if you have the writing skills to successfully complete a portfolio program.

To begin the process of maximizing credit from external sources you should follow the steps listed below.

Make sure all your college transcripts have been submitted to the Office of Admissions.

Talk with the University Registrar about military training that could be counted toward your degree. You must have an AARTS or SMARTS transcript sent directly to the University Registrar, or present a copy of your DD214 or DD295.

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 University Catalog to make sure you know what will count for credit. Discuss with your academic advisor what courses can be challenged through examination. Always verify your eligibility with the University Registrar prior to taking these exams.

These essential first steps ensure that program requirements are met, there is no duplication of credit, experiential learning credit will apply in the desired degree program areas and, that all appropriate experiential learning options are used. Dependent upon acceptance into the portfolio program, your portfolio advisor can help determine the courses that can most likely be completed through experiential learning credit options.

What Is A Portfolio?

A portfolio is an organized collection of essays and documentation demonstrating your learning through work and life experiences. Through the portfolio, you show that the knowledge you have gained through experience is equivalent to university learning.

Each portfolio you submit will include the following major sections/documents:

An expanded resume (See appendix C);

An educational and career goals statement;

A learning narrative; and,

Documentation, (including letters of verification), that provides evidence of your experience and learning.

You may submit portfolios for several subject areas. At UT Martin, each subject area is assessed by a set of evaluators. While some components of each portfolio you submit (e.g., the resume and goals statements) will be the same, the Learning Narrative and Documentation will be specific to that portfolio.

What Are The Benefits Of A Portfolio?

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

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.

A portfolio can shorten the time needed to earn a certificate or degree.

A completed portfolio successfully assessed for college credit is recognition of learning outside the college classroom. It enables the student to use his or her prior learning to meet educational and career goals. Such recognition can be personally, professionally, and educationally meaningful to the student and a strong motivation for completing a degree. The process of developing a portfolio can also be part of an effective transition into the college classroom.

How Do You Get Started?

Completing a portfolio is a challenging task. Figuring out how to get organized and begin may seem overwhelming. A story from one of Anne Lamott's books on writing is instructive:

"Thirty years ago my older brother, who was ten years old at the time, was trying to get a report on birds written that he had three months to write. It was due the next day. We were out at our family cabin in Bolinas, and he was at the kitchen table close to tears, surrounded by binder paper and pencils and unopened books on birds, immobilized by the hugeness of the task ahead. Then my father sat down beside him, put his arm around my brother's shoulder, and said, 'Bird by bird, buddy. Just take it bird by bird."

Once accepted into the portfolio program, the Office of Online and University Studies will assist the student with each step of portfolio development. A Portfolio Development course will teach the student the necessary steps to develop a portfolio. The course is a 3-credit-hour class. Students who wish to complete a portfolio must be accepted into the program, register for the course, and successfully complete it. Completing the portfolio development course does NOT guarantee credit for prior learning.

One of the most difficult steps of portfolio development is organizing your learning into course equivalents. The portfolio development course helps you to analyze the learning outcomes of your experiences and to find equivalencies with established college courses and/or general elective credit. At the end of the course, you should have the framework for your portfolio, some completed components and a time line for submission of your portfolio. You have one year from the time you complete the portfolio course to submit your completed portfolio.

You will be assigned to a portfolio advisor who has access to experts in the same subject areas that you are requesting credit. You will continue to work on the portfolio with the support of the Office of Online and University Studies and the portfolio advisor.

Steps Of Portfolio Development

Step 1 Discuss the portfolio development process with the Coordinator of the Online and University Studies, who will assign you academic and portfolio advisors.

Step 2 Develop and submit an autobiography.

Step 3 Meet with your portfolio advisor.

Step 4 Register for and pass the Portfolio Development course (Pass/Fail Basis). At the end of the course, you should have the framework for your portfolio, some completed components, and a time line for submission of your portfolio.

Step 5 Meet (email/phone/fax) with portfolio advisor, and/or Coordinator of Online and University Studies as needed.

Step 6 Submit each completed portfolio with the assessment fee of $300, to the Coordinator of Online and University Studies.

Step 7 The Coordinator of Online and University Studies sends the completed portfolio to the appropriate evaluators for assessment.

Step 8 The evaluators submit their recommendation for credit to the Online and University Studies Council.

Step 9 The Online and University Studies Council will review and award credit, up to 12 hours. If the Online and University Studies Council recommends over 12 hours, the recommendation is forwarded to Undergraduate Council for approval.

Step 10 The Online and University Studies Council and/or Undergraduate Council will notify the Coordinator of Online and University Studies of the award decision.

Step 11 The Coordinator of Online and University Studies will forward the credit award decision to the student and the Office of the Registrar.

Portfolio Checklist

Your portfolio should contain the following:

- Title sheet - name, address, social security number, e-mail address, and telephone number.
- Portfolio Submission Form/Release Form.
- Portfolio Evaluation Form.
- Copy of official transfer evaluation, or curriculum worksheet.
- Table of contents.
- Expanded Resume.
- Educational and career goals statement.
- Learning narrative.
- Documentation

Major Components and their Requirements:

Expanded Resume

Specifications:

- The expanded resume should include the following information:
  1. Name
  2. Educational background/experience
  3. Employment history
  4. Relevant specialized training (e.g., CPR training, training in the use of specific software programs, etc.)
  5. Relevant life experience (e.g., volunteer work, practical experience with software programs, managing a social organization, etc.)
  6. References

- The resume should include annotations that briefly explain how specific work experiences constitute creditable learning experience.

- The resume should contain cross-references—i.e., references to sections of the narrative or documentation in which an evaluator can find further evidence of the learning in question.

For further discussion of the resume, including sample annotations, see Appendix C.

Education and Career Goals Statement

Your 2-3 page Educational and Career Goals Statement should do a number of things:

- Explain what your long-term career and educational goals are.
- Explain what you have accomplished in terms of those goals.
- Explain what you have left to achieve.
- Identify the credit areas you are requesting via your portfolio (i.e., the course areas for which you are seeking credit—**note that your statement should identify ALL course areas for which you are seeking credit, even though each individual portfolio will focus on one area**).
- Describe how your portfolio, as a demonstration of prior learning, supports your goal of attaining the B.U.S. Degree.

In addition to the statement, you should include a transcript detailing any prior courses for which you have received credit.

The Learning Narrative

The Learning Narrative should include the following:

- A statement of how prior learning relates to your degree plan.
- A list of course(s) or course areas in which you are seeking credit and why (briefly).
- A detailed description of your experience.
- A detailed discussion of the ***learning*** that took place and why/how that learning relates to the course(s) or course area in question.
- An Annotated Bibliography.

Some general expectations to keep in mind:

- The focus of your narrative will be on the ***learning*** experience.
- Where possible, incorporate evidence from a range of sources (e.g., textbooks, interviews, syllabi, other programs, etc.).
- You will be attempting to persuade/argue that your learning parallels learning you would acquire in the course area(s) (i.e., you are not just describing your learning and hoping it fits).
- You should integrate theory and application—i.e., discuss what you learned and how you learned it, while showing that it is relevant learning.

Please remember that you will be providing a separate narrative/portfolio for each major course area in which you will be seeking credit.

The style of writing is important. The learning narrative is not a term paper, and is written in first person, essay form. You are describing your experiences and the learning that resulted from them. You can organize your learning narrative chronologically or under subcategories, using learning outcome guidelines provided by your portfolio advisor. In general, the length of the narrative ranges from 10-25 pages; length will vary depending upon individual experience, the number of courses being sought for credit, and the learning involved. The Coordinator of Online and University Studies has sample portfolios for review.

Documentation

Documentation is the evidence you present for each section of your portfolio, supporting your learning experiences. You can use direct and indirect documentation. Direct documentation, such as a work product, is usually the strongest supporting evidence of your learning experiences and outcomes. However, Letters of Verification from Employers or Experts who can verify your learning are also crucial.

INDIRECT (ABOUT YOUR WORK)	DIRECT (YOUR WORK PRODUCT)
➢ Computer programs	➢ Job descriptions and / or classifications
➢ Personnel policies	➢ Licenses and certificates
➢ Drawings	➢ Newspaper & magazine articles about your accomplishments
➢ Short stories	➢ Descriptions of training courses you have completed
➢ Budget proposal	➢ Citations and commendations
➢ Brochure	➢ Programs of your performances /exhibits
➢ Music compositions	➢ Letters of Verification

Gear your documentation to the specific course area or subject area in which you seek credit. Label it for easy review. Make sure it is connected to the learning you are trying to demonstrate. **Do not put original documents or photographs in the portfolio.**

Format

Follow these guidelines when organizing your portfolio:

➢ Make two complete copies for submission to the Coordinator of Online and University Studies.

➢ Use a three-ring, loose-leaf binder for each copy of your portfolio.

➢ Make sure the pages can be turned easily without damaging them.

➢If your portfolio contains too many sections (areas requested for credit) or is too lengthy for one binder, use smaller binders and break your work into two volumes.

➢Pages must be double-spaced, using one side of the paper only.

➢Your left-hand margin must be at least 1.5 inches and at least 1-inch margins for the right, top and bottom.

➢Number the pages.

➢Make sure photocopies of documentation are legible.

➢On the spine of your portfolio binder, place a label with your name and the semester of your anticipated degree completion and semester of submission of the portfolio.

Portfolio Submission

Two copies of each portfolio, with the appropriate fee, should be submitted to the Coordinator of Online and University Studies. The Coordinator will then forward each portfolio to the appropriate set of portfolio evaluators for review. A portfolio evaluator from the particular discipline where credit is requested will have input in the evaluation of his/her respective area. The time for assessment of each section is approximately three weeks. A copy of the student's completed portfolio is kept in the Office of Online and University Studies for a minimum of one year and may be used as a reference guide for other portfolio participants.

Portfolio Evaluation and Evaluation Criteria

When an evaluator assesses a portfolio, he or she wants to see:

➢Current skills and knowledge.

➢Knowledge applicable in other circumstances outside the specific job or context in which it was learned.

➢Learning that includes major principles applied in a given field.

➢Familiarity with trends and what experts in the field have said.

➢Knowledge that can be measured and evaluated.

Poor writing will result in a negative assessment of your portfolio. You must demonstrate college-level writing skills for college-level credit. Proofread, revise and edit. Critique for organization, clarity, completeness, and technical accuracy. The following books are recommended to assist you:

(1) Belaneff, P., Rorschach, B. and Oberlink, M. 2nd edition (1993). *The right handbook: Grammar and usage in context.* Portsmouth, NH: Boynton/Cook Publishers, Inc.

(2) Pinckert, R. (1986). *Pinchert's practical grammar: a lively unintimidating guide to usage, punctuation and style.* Cincinnati, Ohio: Writer s Digest Book.

(3) Strunk, W. (1979). *The Elements of style.* New York: Macmillan.

(4) Williams, Joseph M. (1990). *Style: toward clarity and grace.* Chicago: University of Chicago Press.

Each portfolio evaluator has the option of recommending to the Online and University Studies Council any of the following:

A) Granting your academic request
B) Granting academic credit in some requested subject areas, but not all
C) Requesting additional documentation
D) Denying credit

On the Portfolio Evaluation Form, the portfolio evaluators indicate the strengths of your portfolio, additional documentation you must submit, or reasons for denial of academic credit. Academic credit may be denied for the following reasons:

- Knowledge is not college-level.
- Inadequate evidence of learning.
- Brevity of narrative or poorly written narrative.
- Sources of knowledge unclear.
- Lack of breadth of knowledge.
- Inappropriate match of knowledge with subject area.
- Authenticity of evidence not documented.

Steps After Submission of Portfolio to The Office of Online and University Studies:

The Coordinator of Online and University Studies will select three portfolio evaluators to serve as the evaluation team for each portfolio. The team will consist of one specialist (in the subject area) and two generalist evaluators. One generalist will be assigned to serve as the lead evaluator for the evaluation team. The evaluators will receive the portfolio within one week of its submission to the Coordinator.

The evaluators will have three weeks to review the portfolio and develop a recommendation to the Online and University Studies Council. The lead evaluator will be responsible for summarizing the recommendations of the team and getting their signatures.

The recommendation form will be forwarded to the Coordinator, the Council members, and the student during the fifth week after submission.

A) If there is a recommendation for approval of credit, this will become official upon the approval of the Council.
B) If revisions are recommended, rather than credit, the student will make revisions to the portfolio and resubmit it to the Coordinator.

Credit may be assigned in the following ways. If there is an existing UT Martin course for which credit is received and the student has reached all of the learning objectives for that course, that course number will be used. If there is no existing course at UT Martin or the student has not reached all of the learning objectives for a course at UT Martin, credit will be assigned as lower division (LD) or upper division (UD).

The Online and University Studies Council will officially vote to approve or disapprove the portfolio with the recommended credits based on the recommendations of the evaluation team. In cases where more than 12 credits are recommended by the evaluation team, if the Online and University Council recommends approval, the recommendation will be forwarded to the Undergraduate Council for approval of the overage. (If the student submits a portfolio at the beginning of the semester, there will be time to complete the Undergraduate Council review before the end of the semester.)

Portfolio Re-Submission

The portfolio evaluators will indicate on the evaluation form reasons for denial or additional materials needed for re-submission. If the evaluators indicate that additional materials are needed, you must make a written request for re-submission within two weeks of receiving the evaluation. You will have three weeks to resubmit your portfolio. You have the opportunity to resubmit the portfolio one time. The portfolio evaluators will complete an evaluation of the resubmitted portfolio within three weeks.

Portfolio Evaluation Appeals Process

To appeal a denial of credit, you must put your appeal in writing, stating specific reasons for the appeal, and send it within two weeks of notification of denial of credit to the Coordinator of Online and University Studies. There can be one appeal. The Coordinator will forward the appeal to the Assistant Vice Chancellor for Academic Affairs. In consultation with the Online and University Studies Council, the Assistant Vice Chancellor for Academic Affairs can support the original credit decision or recommend that the Online and University Studies Council reevaluate the portfolio award.

Transcription

The Online and University Studies Council will forward the portfolio evaluation for credit to the Coordinator of Online and University Studies. The Coordinator of Online and University Studies will forward a copy of the evaluation with a request for transcription to the Office of the Registrar.

The following are examples of how portfolio credit will appear on the student s transcript:

PSYC 343	***Personnel Psychology***	***CR HRS***	***P***
PSYC UD	***Portfolio in Psychology***	***CR HRS***	***P***

Frequently Asked Questions

➢*Do I get credit for experience alone*?

Academic credit results from the learning demonstrated at the college level. The knowledge you have gained may be a result of your work and life experiences.

➢*How much time will it take me?*

You will have one year from the date of completion of the portfolio development course.

➢*What will it cost?*

Once accepted, the student pays for the cost of the three credit hour portfolio development course. An evaluation fee of $300 per subject area is paid when you submit your finished portfolio.

➢*How are my portfolio evaluators chosen?*

Your portfolio evaluators are chosen in cooperation with the Coordinator of Online and University Studies and the Online and University Studies Council. One Evaluator will be an expert in the subject area for which you are requesting credit, and two evaluators will be chosen to assess the organization and quality of the portfolio.

➢*Will I get the academic credit in the subject areas that I have requested?*

There are no guarantees. You must demonstrate knowledge fitting the subject area for which you are requesting credit. The Coordinator of Online and University Studies will work with you, your portfolio advisor, and the portfolio evaluators to ensure that you have a strong possibility of earning academic credit.

➢*If I don’t agree with my evaluation, what do I do?*

You may have the option of resubmission. You can request one appeal.

➢ *What will appear on my transcript?*

If you have been awarded credit for a particular course that corresponds to a UT Martin course, then the title of the course, the course number, and the number of credit hours are documented on your transcript. If you are awarded credit within a subject area only, then the subject name, and two-letter abbreviation for upper division (UD) or lower division (LD) will be documented on your transcript. You will receive a grade of “P” for any experiential credit hours earned.

➢ *Will other colleges accept experiential learning credit?*

Although an increasing number of private colleges and public universities are accepting experiential learning credit, not all do. If you are planning to attend another college or university, check with their admissions office for transfer policies. The Coordinator of Data Analysis for the Office of the Academic Records and the Coordinator of Online and University Studies at UTM can provide an explanation of your credit to the particular college.

APPENDIX A

Resources For Experiential Learning

The following resource people can help you with the portfolio process. We want you to succeed in gaining academic credit through experiential learning.

The *Registrar's Office* advises you about credit from other colleges and credit for military training that UTM accepts. This is the first step and must be accomplished early in the process. You must have all your college transcripts and/or SMARTS/AARTS transcripts on file with admissions before submitting documentation for experiential learning credit.

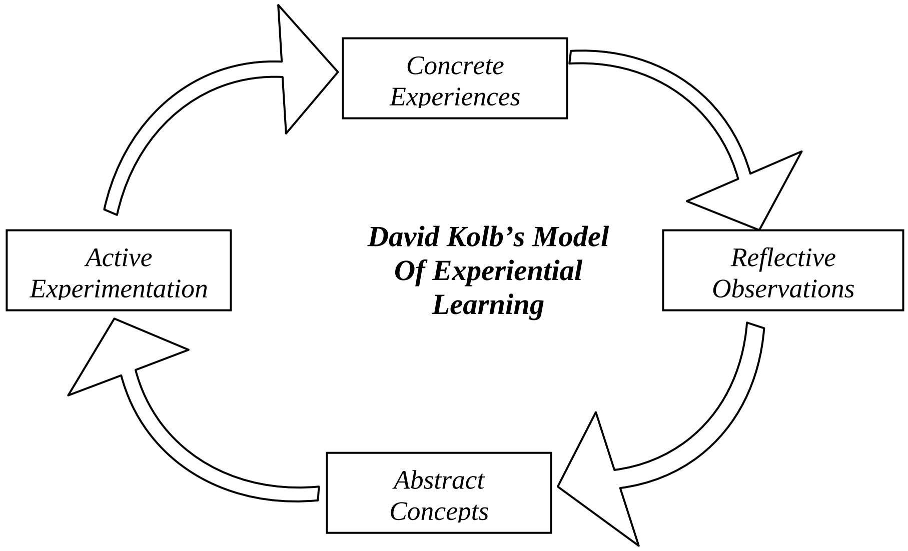
Your *Academic Advisor* provides you with degree requirements, and helps you map out your program. The portfolio advisor helps to ensure that you make the best choices for getting credit for experiential learning and obtaining new learning. You must see your portfolio advisor before registering for the portfolio development course. He/she, along with the evaluation of your autobiography, determines your eligibility to enroll into the portfolio program.

The *Student Academic Support Center* gives information and testing dates for external examinations such as CLEP.

The *Coordinator of Online and University Studies* provides information sessions, and information in regard to the portfolio development course. The portfolio development course is a three-semester-hour course that must be completed and passed before submitting a portfolio to be assessed for academic credit.

The portfolio evaluators will assess the portfolio(s) for credit. If you are submitting a portfolio(s) for numerous subject areas, evaluators will be chosen from each of the particular fields.

APPENDIX B



David Kolb is a teacher and researcher in adult education. He created a model that identifies and describes the steps in adult learning. Kolb says that the learning emerges from the adult's experience, his or her reflection upon the experience, additional study of the experience, and application of the learning.

Concrete Experiences

Identify and describe the learning experience: the environment, your role and your actions. What did you do? When did you do it? For how long? Who participated? Why did you do it?

Reflective Observation

Reflect on your learning experience. What worked? What didn't work? What were patterns in your learning? Do you see similarities and differences in your learning process?

Abstract Concepts

Identify the knowledge you gained and its uses. What generalizations can you make related to your learning experiences? What are the theories, rules, principles, or insights resulting from your reflected practice?

Active Experimentation

Analyze possible applications. How have you tested your learning? How have you applied it in other situations? What could you use in a new setting? What results could you imply? Why?

If you analyze your move from a novice to an expert in your field, you may note the developmental process. Perhaps through a work or life experience, you learned something serendipitously. You thought about what you learned from your experience and decided you wanted to know more. Your intent was to get better at what you do, that is, to gain a level of expertise. Your learning became more purposeful; you set goals, you analyzed patterns, and you actively experimented. An important component of the portfolio development is your identification and documentation of your learning process.

APPENDIX C

Annotated Resume Guidelines

Your Annotated Resume has two main purposes. First, it is an initial step by which you assess what aspects of your prior experience may help you earn course credit. Second, and as important, it serves as one of the first documents your evaluator will use to determine whether you should earn credit.

In many ways, it will function like any resume. It will provide information about your educational experience, your work experience, and any special skills that you might have. It should be well organized and easy to read. As part of your portfolio development course, you will learn various formats for your resume; however, your resume should include the following information:

- Name
- Educational background/experience
- Employment history
- Relevant specialized training (e.g., CPR training, training in the use of specific software programs, etc.)
- Relevant life experience (e.g., volunteer work, practical experience with software programs, managing a social organization, etc.)
- References

Unlike a traditional resume, this resume should include annotations--i.e., explanations following each entry that foreground for your reader what your later narrative and documentation will substantiate. The annotations can be brief narrative explanations and/or references to files in your portfolio.

For example, perhaps you include an entry under your employment history for a job you had in a retail store. During your time there, you were taught how to do some of the record keeping for the store′s bookkeeper and you want to use this experience as part of your evidence for course credit in an accounting class. On a traditional resume, you would merely list the entry as follows:

1990-1992 Retail Sales Manager. *TG&Y Store*, Camden, TN.

Supervised employees, set employee schedule, supervised purchasing, assisted with book and record-keeping, facilitated all aspects of customer-service.

In your annotated resume, you would go into more detail about the learning experience that you gained from the position, emphasizing especially the experience relevant for the course in question. You might also indicate where in your documentation one could go to find evidence to support your claims. For example:

1990-1992 Retail Sales Manager. *TG&Y Store*, Camden, TN.

Supervised employees, set employee schedule, supervised purchasing, facilitated all aspects of customer-service.

In this position, I also assisted the store′s bookkeeper in managing the store′s financial records. I learned the basics of record-keeping, accounts payable and accounts pending. For further evidence substantiating this experience see page 5 of my narrative (Folder IV) and Folder V.C.1 in my documentation.

Similarly, you might include an entry under relevant life experience for your experience working as a volunteer for a crisis hotline. As a volunteer, you were trained in basic counseling skills and basic psychology, and you want to use this experience as the basis for course credit in an upper-level Psychology course. In a traditional resume, you might record the experience as follows:

1991-1997 Volunteer, *Memphis Emergency Hotline*.

Worked as a phone counselor for individuals who called the hotline, coordinated volunteers for weekend shifts.

Again, the annotation in your portfolio resume would detail the skills you learned that would be relevant to a course in Psychology. For example:

1991-1997 Volunteer, *Memphis Emergency Hotline*.

Worked as a phone counselor for individuals who called the hotline, coordinated volunteers for weekend shifts.

As part of my training to be a phone counselor, I attended a series of training sessions on listening, observation, affect, and crisis intervention. These sessions included role-playing activities. We also had monthly meetings in which we reviewed calls and discussed alternative ways to address the client's needs. All training and follow-up sessions were facilitated by a licensed psychotherapist. Documentation, including training manuals, can be found in Folder IV.D.2.

The actual organization of your portfolio may differ in the specifics, but as much as possible, you want your resume entries to direct the evaluator to the relevant sections of your portfolio. At the same time, the resume should remain relatively brief and not completely replicate what you put in your larger narrative.

Likely, you will develop a portfolio that has the potential to earn credit for more than one course. However, your portfolio will contain 1 (one) annotated resume. You will need to make sure that your resume and its annotations facilitate your evaluator's review of the portfolio. In other words, you will likely need to revise the resume as your portfolio takes greater shape.