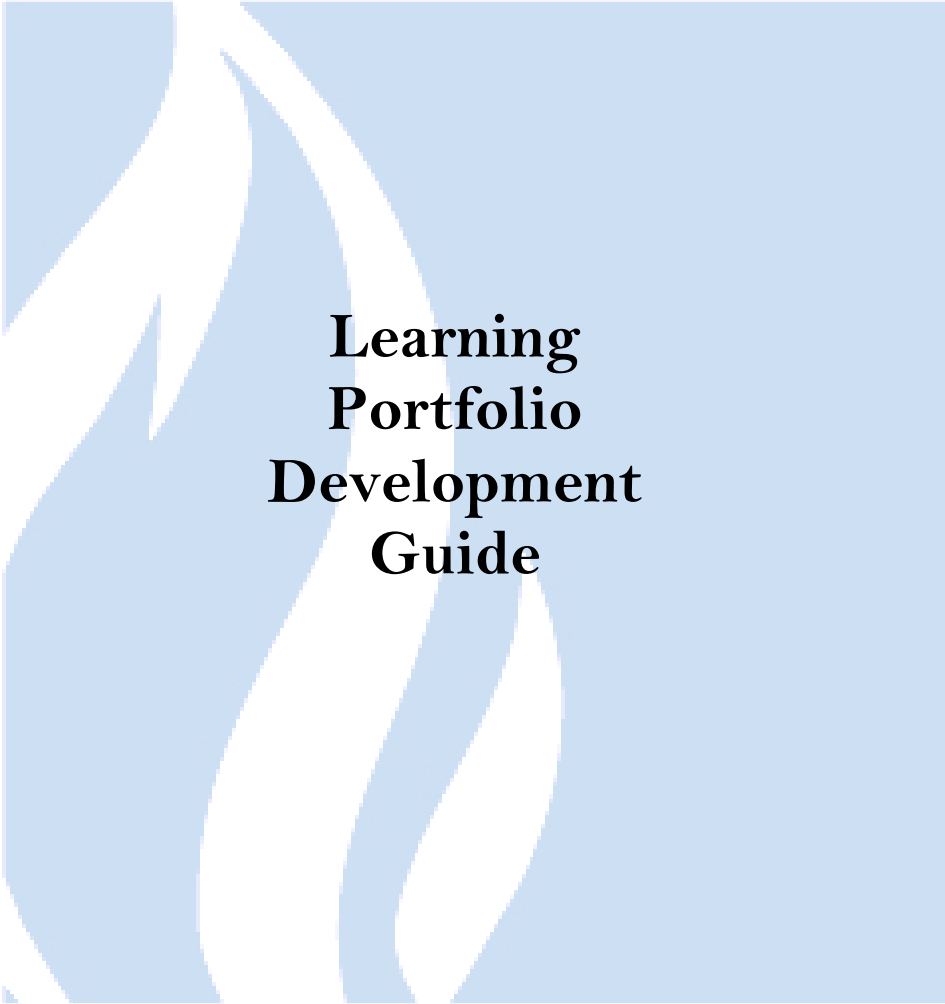


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**Learning
Portfolio
Development
Guide**

UNIVERSITY

Mountain State University
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FOREWORD

Mountain State University provides students an opportunity to earn college credit for knowledge and learning they have gained through job and life experiences. It may be well worth the effort to have the following experiences evaluated for possible college credit: in-house training sessions, professional development seminars, professional licenses and certificates, and/or military and government job training, and the learning associated with hobbies and recreational pass times. It could save you a lot of time, effort and money. In fact, Mountain State University's Center for Extended and Distance Education has helped hundreds of students earn college credit for learning experiences that did not take place in a classroom.

As educators, we refer to this evaluation process as prior learning assessment or PLA. Through this process, we help you demonstrate that the learning you have gained through work and life experiences is equivalent to what we expect students to gain from attending class for an hour, two times a week for fifteen weeks, over the course of an entire semester. In many instances, we have found that such learning is equivalent, and sometimes superior to that gained by students who attend our traditional classes.

To begin this process, you must submit a written request to have your learning experiences evaluated for their equivalency to college-level coursework. This request is in the form of a "learning portfolio" that provides evidence of your learning. The learning portfolio compares the knowledge, skills and abilities--learning competencies--associated with a particular course or degree program with the competencies obtained through a student's life and work related learning.

Learning portfolios follow a prescribed format that is designed to provide a faculty evaluator (reader) the information and evidence necessary for the assessment and evaluation of the student's learning experiences. If the faculty member determines that the student's prior life and work related learning is equivalent to the learning goals associated with a specific course(s), and/or program requirement(s), then this learning is formally recognized and recorded appropriately on a Mountain State University transcript.

While Mountain State University does not limit the number of hours it will review, evaluate and transcript through the portfolio process, the number of such hours that can be applied towards the graduation requirements associated with a specific Associate, Baccalaureate and/or Masters degree program may be limited. Students must speak with a PLA advisor at the Center for Extended and Distanced Education before beginning to develop a learning portfolio. Also, please note that the process of developing a learning portfolio is no easy endeavor. It involves creating an accurate and detailed account of your learning experiences and then comparing them to the learning goals associated with specific courses offered by the University. While this process takes considerable time and effort on the student's behalf, its benefits can be very rewarding.

STRUCTURE AND PURPOSE OF THIS GUIDE

This Portfolio Development Guide will assist you in the conceptualization and development of your learning portfolio. You should follow the learning outline in this guide to ensure that you understand the major concepts associated with prior learning assessment and portfolio development and to help you identify your own appropriate prior learning experience(s). This guide contains a detailed description of the portfolio development process utilized by Mountain State University's Center for Distance Education. This part of the Guide is designed to assist you as

you plan and organize your learning portfolio. Be sure to contact a representative in the offices of the Center for Distance Education if you have any questions (304) 253-7351 ext. 1688, or 888-915-2915). As you begin working on your portfolio, be sure to periodically refer to and update the Portfolio Completion Checklist found on page 23 of this Guide. This checklist is designed to help you keep track of your efforts and progress.

PRIMER ON LEARNING STYLES

What most of us refer to as a traditional learning style involves our standard notion of a structured classroom experience. The student attends class on a regular basis. The student is typically provided a course textbook containing hundreds of pages of information—more often than not more information than could ever be covered successfully in one semester. The student is provided a course study plan commonly known as a course syllabus. The course syllabus provides the *raison d'être* for the course, in plain English...its reason for being---the course description, the learning objectives / goals for the course, the assignments, assessment criteria, grade scale, schedule of class sessions and events, etc. With these items in her/his possession and given some effort, the student will work her/his way through the course and hopefully along the way will master the course goals and learning objectives. This manner of learning typically exposes the student immediately and almost exclusively to such things as learning vocabulary, concepts and theories—these items represent some of the more abstract and detached aspects associated with the learning process. As a result, the traditional student sometimes knows a lot about the factual nature of a particular topic / subject matter, but he/she really may not have much practical understanding of the items true nature, or how, or why it functions / behaves the way it does in the real world. This lack of practical knowledge or experience is one of the shortcomings of the traditional approach to education. Students typically graduate from colleges and universities with high levels of theoretical and “textbook” knowledge of how things should be, but little knowledge of how things really work.

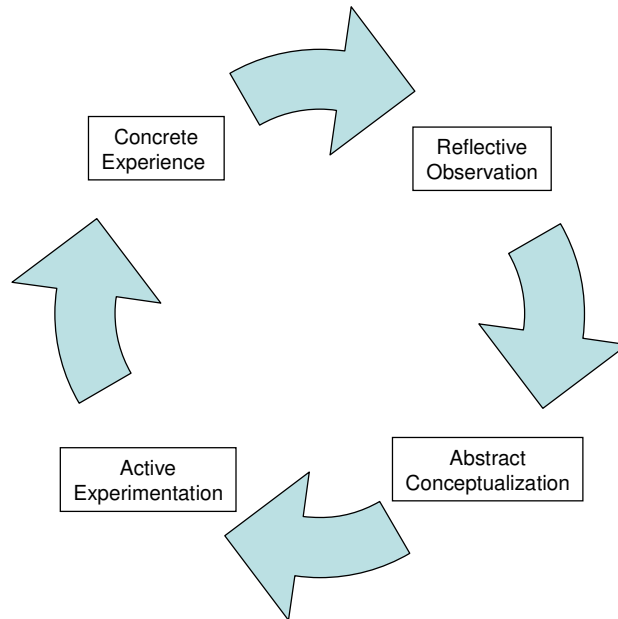
Please note that over the past decade, many colleges and universities, including Mountain State University have begun to address this shortcoming by introducing such courses as Practicums, Senior Projects and Senior Capstone Seminars. Each of these courses is designed to assist the graduating student in successfully transitioning from MSU into the next phase of her/his career by providing practical job experience(s), meaningful research opportunities, and opportunities to discuss contemporary business and professional issues with fellow students and associates.

The non-traditional learner typically learns through another means, or style. The non-traditional learner typically is not afforded the structured learning environment enjoyed by the traditional learner. The non-traditional learner may learn in any number of environments—on the job, performing some activity at home, donating her/his time to charity, serving in the military service, participating in a recreational activity or hobby, and/or any number of activities. The non-traditional learner learns through experience, through participating and by being active in a process. Whereas the traditional learner typically learns by listening to lectures, reading a text, learning vocabulary, taking tests, etc, the non-traditional learner is busy learning by doing. The non-traditional learner learns by trial and error. She/he typically does not learn the theoretical foundation for a particular process—they learn how to do the procedure. The gap in knowledge for the non-traditional learner can typically be found in her/his lack of depth of knowledge in the theoretical foundations of the subject matter / content field for which they are petitioning for prior learning credit.

As described initially by Lewin and elaborated upon by Kolb, non-traditional / adult learners learn through four phases which follow from each other:

- 1) **Concrete Experience** (knowledge by acquaintance, or direct practical experience “*Apprehension*”);
- 2) **Reflective Observation** (transformed “*Intension*”);
- 3) **Abstract Conceptualization** (thinking about, or developing knowledge about something, “*Comprehension*”);
- 4) **Active Experimentation** (testing in practice “*Extension*”).

Kolb’s Adult Experiential Learning Process (1984)



Every student that intends to petition for credit through Mountain State University’s Prior Learning Assessment Program, should have a basic understanding of the nature of the learning process associated with experiential learning. The nature of the non-traditional learning style as described by Kolb may create some standard gaps in the learning process that students who are petitioning for prior learning credit should be aware of and address in her/his learning portfolios. Mountain State University’s Learning Portfolio Development Guide is specifically designed to assist the student in addressing these challenges and in the development of a superior learning portfolio that meets the standards established by the Council for Adult and Experiential Learning (CAEL).

Initially, you should request a current copy of the Mountain State University Undergraduate Catalog. In the catalog, there are three important sections that you should familiarize yourself with:

- 1) **Prior Learning Assessment.** <Covers current policies and procedures relating to PLA>. You should read this section and become aware of the University’s general policies and procedures in relation to prior learning assessment.
- 2) **General Education Requirements / Academic Organization.** <Everything you need to know about the program / degree that you want to earn at Mountain State University, degree requirements, specific courses, etc.>

You will need to identify the MSU degree program(s) that you are interested in pursuing as these will dictate the courses that you will need to take, or satisfy through some other means (perhaps PLA). Once you decide on a specific degree program, make an appointment with an MSU advisor to discuss the program and to learn as much as you can about any program specifics that may not be common knowledge, or that may not appear in the catalog. You can also refer to the listing of all current MSU degree programs in the Appendix on pages 14 and 15.

- 3) Courses of Instruction. <A listing of all courses and course descriptions offered by MSU>
I suggest that you begin on the first page of this section and look through each page of course descriptions all the way through the end of the section. Focus on those courses for which you believe you have some level of equivalent knowledge and competency. Many students have identified additional courses simply by thumbing through our entire course listing. For example, many contemporary students have fundamental information technology skills that are equivalent to those associated with MSU's 100-level IT courses.

Once you have completed this process, Get a highlighter and repeat the process. This time highlight those courses for which you have a "been-there-done-that" gut feeling when you read the course description. If you read the course description and get a real sense that you have already mastered what that course is describing, then that course may be a good candidate for inclusion in your learning portfolio. The last step in this process is for you to go through and make a list of all of the courses that you highlighted. You will present this listing during your initial advising session as well as utilize it in the development of your learning portfolio.

Once you complete these initial steps, you will need to call the Center for Distance Education to schedule a PLA advising session. This initial session can be conducted by telephone and should only take a few minutes. Students interested in participating in Mountain State University's Prior Learning Assessment Program will be advised of the requirement that they review this Guide and receive initial advising before they can register. Students must contact the Center for Distance Education at (304) 929-1688 to request a PLA Registration Form, or you can find one on page 25 in the appendix to this guide. Additionally, you must pay a Prior Learning Assessment Fee of \$100.00 per credit hour evaluated. Please note that your PLA Assessment Fee is based upon the total number of courses (credit hours) contained within your learning portfolio. The assessment of your entire learning portfolio by a qualified faculty evaluator (reader) is a time consuming and exhaustive process. The petitioning student pays for the evaluation of their portfolio, not for the receipt of credit. There is absolutely no guarantee that PLA credit will be granted upon the review of your learning portfolio.

Students may appeal the determination of the faculty reader concerning the disposition of credit associated with their Learning Portfolio by following the guidelines on page 27 in the appendix to this guide, or detailed in the MSU Student Handbook.

MOUNTAIN STATE UNIVERSITY'S GUIDE TO DEVELOPING A LEARNING PORTFOLIO

PORTFOLIO: WHAT IS IT?

According to Lois Lamdin (1997), a learning portfolio is:

A formal written communication, presented by the student to the University, requesting credit or recognition for extra-collegiate learning. The portfolio must make its case by identifying learning clearly and succinctly, and it must provide sufficient supporting information and documentation so that faculty can use it, alone or in combination with other evidence, as the basis for their evaluation (p. 84).

Another Definition:

A prior learning portfolio is a carefully organized file or folder compiled in a manageable form to identify what has been learned from prior or past experiences.

The learning portfolio described in this Guide is a collection of documentation that provides the faculty evaluator or reader with sufficient evidence to compare and evaluate the competencies the student has gained through work and life experience with the competencies associated with specific courses and/or degree programs. While the learning portfolio is often described as a document, students may include evidence of their competencies that exists in a form other than paper--e.g., painting, sculpture, picture, tape, etc.

QUALITY ASSURANCE

Mountain State University's prior learning assessment program adheres to the guidelines adopted by The Council on Adult and Experiential Learning (CAEL). These guidelines appear in the Appendix to this Guide and were taken from Urban Whitaker's book entitled, *Assessing Learning: Standards, Principles and Procedures* (1989). See the Appendix, p. 24, to review these guidelines.

APPEARANCE

Use a separate three-ring notebook or binder to organize the documentation for each course for which you are petitioning for prior learning credit. Students should separate the various sections of their learning portfolio by using divider pages, preferably those with insertable tabs. Evaluators find a well organized portfolio much easier to navigate and evaluate.

LEARNING PORTFOLIO STRUCTURE

There are eleven (11) essential components identified with a learning portfolio submitted for review at Mountain State University. These elements are as follows and should appear in the order specified:

1. Title Page [≈ 1 page]
2. Table of Contents [≈ 1 page]
3. Current Resume [≈ 2 pages]
4. Autobiography / Educational Goals Statement [≈ 5 to 8 pages]
5. Statement of How Prior Learning Relates to Your Degree Plan [≈ 1 to 2 pages]
6. Detailed Description of Learning Experiences [≈ 3 - 4 pages]
7. Description of your Learning Experiences & Competencies [Min. 5 pgs. for each 3-hour course]
8. Documentation of Learning [Can be as lengthy as necessary]
9. Annotated Bibliography/Resource List [Can be as lengthy as necessary]
10. Suggestions for Evaluation [Minimum of 1 page per 3-hour course]
11. Copy of the student's academic transcripts [Length varies]

1. **THE TITLE PAGE**

The title page of your portfolio serves to identify you and your intentions to the evaluator. It should contain the following information:

- Your name
- Your student identification number
- Your contact information (home address and home telephone number)
- The name of the course(s) for which you are petitioning for equivalent credit
- The number of credit hours for which you are seeking PLA credit
- The date your learning portfolio is submitted for evaluation

Suggested length: Typical length is 1 page

- * Please reference the Sample Portfolio Title Page located on page 16 in the Appendix of this Guide.
-

2. **TABLE OF CONTENTS**

Your portfolio's Table of Contents should clearly identify each element/section contained within the document. There are eleven essential elements contained in each portfolio, and your table of contents should appear on a separate page. Wait until you finish compiling your portfolio before attempting to paginate the document. Any late additions and/or changes will necessitate a change in page numbers.

Suggested length: 1 page

3. **A CURRENT RESUME**

A resume is a short, chronological account of an individual's qualifications and career. The resume is an essential element of your portfolio because it serves to introduce you to the assessor. Your resume should identify and briefly describe your educational history, training history, employment history, military service history, important personal / professional activities and interests, and a statement indicating how the reviewer can request professional references.

Suggested length: 1 to 2 pages

- * Please reference the Sample Resume located on page 17 of the Appendix of this Guide. You can also use the Significant Learning Worksheet on page 18 of the Appendix of this Guide for assistance in identifying significant learning experiences that can be included in your resume.
-

4. **AUTOBIOGRAPHY - PERSONAL EDUCATIONAL GOALS STATEMENT**

This narrative allows you to communicate to the assessor who you are, what your learning experiences have been, your areas of personal and professional growth and competencies, and your educational goals and reasons for seeking prior learning assessment through portfolio development to the assessor. This section should include the following four elements:

- 1) An introduction of yourself to the reviewer. Include a brief description of your educational and career goals.
- 2) A description of how your educational goals are linked to your work and other areas of your life.
- 3) A description of why you want to earn a college degree.
- 4) A conclusion with a brief statement affirming your intention to petition for college credit at Mountain State University by developing and submitting a learning portfolio for prior learning assessment.

Suggested length: 5 to 8 pages.

5. **HOW PRIOR LEARNING ASSESSMENT RELATES TO YOUR DEGREE PLAN**

For this portion of your portfolio, you should create a narrative that describes how the competencies gained through your life and work experience relate to your educational and career goals (how any credit resulting from the prior learning assessment process will be used to meet degree and/or institutional requirements.) Use MSU's most recent catalogue as your resource, specifically the sections on courses of study and course descriptions. Your narrative should include the following:

- 1) Identification of the academic degree program you want to pursue.
- 2) Identification of the specific course requirements associated with your chosen degree program.
- 3) Identification of the course(s) and/or subject/content area(s) that represent knowledge, skills and abilities similar to those you have acquired through your life and work experience. These are courses and content areas for which you intend to petition for credit through PLA. (e.g., If you have gained considerable on-the-job proficiency in the use of word processing software, you might feel comfortable identifying IT 101 - Introduction to Word Processing in your learning portfolio).

Demonstrate how the prior learning credit you are petitioning for will help you satisfy the requirements of your chosen degree program. You can accomplish this by referring to the degree progression sheet for your chosen academic program. Show how and where your prior learning credit will be used to meet degree requirements. You can do this by completing a program progression sheet. Please see examples of two degree progression sheets in the Appendix to this Guide on pages 21 - 22.

Copy and complete the Suggested Sequence of Study found in the Mountain State University Undergraduate Catalogue. You may need to speak with your academic advisor or a Prior Learning Assessment advisor in the offices of the Center for Distance Education for more information.

6. **DETAILED DESCRIPTION OF YOUR LEARNING EXPERIENCES AND COMPETENCIES**

Write a narrative describing your prior learning experience(s). Describe what you did, when you did it, where it occurred, who was there with you, and the reasoning behind your actions/experience. Complete the Significant Learning Worksheet located on page 18 in the Appendix to this Guide. This completed worksheet will serve as the information source for this narrative.

Address each of the following items in several paragraphs with as much detail as possible. Your narrative should provide the faculty evaluator (reader) with sufficient evidence that you have a firm grasp and understanding of the nature of what you have learned and what you can accomplish with this knowledge.

- 1) Identification of the subject or content area that best describes what you learned from your prior learning experiences? (e.g., Management, Marketing, Health Care, Music, etc.)
- 2) A description of how you have applied what you learned (knowledge, skills and abilities/competencies) in your job and other areas of your life? (e.g., manager, computer operator, etc.)
- 3) A description of how these competencies positively affected your work and personal life? (e.g., increased productivity, superior inventory tracking, greater enjoyment of literature, etc.)

Suggested length: 3 to 4 pages for each course/curricular area identified in portfolio.

7. DETAILED DESCRIPTION OF HOW YOUR LEARNING / COMPETENCIES COMPARE WITH THE UNIVERSITY'S CURRICULUM (COURSES)

In this section of your portfolio, you will identify in great detail how your learning experiences and competencies (i.e., your knowledge and skills) compare with college level learning. In other words, you will describe the knowledge, skills and abilities you gained from your prior learning experience(s) and compare them with course descriptions and learning goals for specific courses you wish to receive credit. This shows the faculty evaluator that your learned knowledge relates to an appropriate theoretical source or foundation. The Course Equivalency Worksheet found on page 19 in the Appendix of this Guide can assist you in identifying learning equivalencies. Once you compare a course's identified learning outcomes and your own competencies, you can review the course text and materials for purposes of identifying an appropriate theoretical foundation.

In this section, you should address the following requirements in several paragraphs with as much detail as possible. Your narrative should provide the faculty evaluator (reader) with sufficient evidence that you have a firm grasp and understanding of the nature of what you have learned and what you can accomplish with this knowledge.

- 1) Provide course and program descriptions for each of the items identified above. Use a Mountain State University academic catalogue for official course and program descriptions.
- 2) Identify and discuss the course and/or program specific competencies identified in the course/program description(s). You will need to request a copy of the course syllabus in order to review the specific learning outcomes and goals associated with a particular course.

- 3) Identify and discuss how the competencies you have gained from your prior learning experiences are equivalent, superior, complementary to those associated with specific courses and/or content areas. Be sure to address how you have addressed any perceived deficiencies and/or gaps in your theoretical / conceptual knowledge.

This activity helps complete the learning cycle for adult learners by establishing a solid linkage between their experientially-based learning and an appropriate theoretical base. While many adult learners have acquired impressive levels of knowledge, skill and ability, the learning process remains incomplete until an appropriate theoretical underpinning is established. This theoretical foundation allows the adult learner to integrate abstract theoretical concepts with their experientially-based learning. This process also provides a means for comparing an adult learner's experientially-based competencies with those gained by students completing a college course or degree program. It allows the adult learner to be confident that her/his prior learning experiences are valuable and worthy of recognition and transcription.

Suggested length: Minimum of 5 pages for each 3-hour course

8. **DOCUMENTATION AND EVIDENCE OF LEARNING**

This section of your portfolio provides evidence that the learning took place. There are several types of documentation that can be used to support your portfolio and petition for equivalent credit.

Direct Sources of Evidence document your learning in a particular subject area. Some examples of direct sources of evidence/documentation are:

- 1) Licenses and Certificates Held

You may submit a copy of your licenses and/or certificates held as documentation. The University must verify all unofficial copies of licenses and certificates. Note: In some cases, only currently held and/or unencumbered licenses and/or certificates are acceptable.

- 2) Certificates of Completion for Training

You may submit a Certificate of Completion along with a detailed description of the training content as documentation for specific training programs/courses that you have successfully completed. The University must verify all unofficial copies of training certificates.

- 3) Samples of your own work

You may submit samples of your own work (copies of reports, project papers, something you created, etc.) as documentation.

You may also submit various forms of **Indirect Evidence** that document your learning in a particular subject area. Some examples of indirect sources of evidence/documentation are:

- 1) Letters from Employers / Trainers Written on Your Behalf

You may submit letters written on your behalf as indirect evidence of your learning. Such letters must identify and discuss your learning and competencies in specific content area(s) and appear on official letterhead.

2) **Newspaper Articles**

You may submit a newspaper article(s) written by you, or about an activity in which you participated that reflects learning and competencies in a specific subject area.

Your goal for completing this portion of your portfolio should be to provide **effective documentation** as evidence of your prior learning. Effective documentation is characterized by the following:

- 1) It provides evidence and support of what you know and your competencies.
- 2) It is specifically geared to the area of knowledge in which you are petitioning for credit.
- 3) It is logically and attractively presented.
- 4) Each piece of documentation is accurately identified and labeled.
- 5) It is not redundant. Excessive documentation tends to frustrate and confuse the evaluator.

Suggested length: As long and detailed as necessary.

Note: Be sure to keep original versions of all important and irreplaceable documentation. Additionally, you should not submit actual examples of any products and/or physical creation that you wish to have evaluated. Photographs of the object(s) along with detailed descriptions will be accepted as evidence.

9. **ANNOTATED BIBLIOGRAPHY/RESOURCE LIST**

An annotated bibliography of the books, journals and periodicals, along with a listing of the people and other resources that you have referenced should be included with your portfolio. This includes a complete citation of each source along with an explanation of the role and importance of each. Provide contact information for individuals (address/phone number). Identify all additional information / assistance resources and describe their importance to your portfolio.

Suggested length: As long as necessary.

10. **SUGGESTIONS FOR EVALUATION**

Conclude your portfolio by providing the evaluator with an overview of your goals and expectations. Briefly identify your areas of knowledge and competence and how they relate to the learning outcomes associated with a specific course(s). Request a specific number of credit hours based upon what you believe to be the equivalency of your knowledge, skills and abilities when compared to a specific course, or courses. Complete the Request for Credit Worksheet on page 20 in the Appendix to this Guide and use it as a guide for your formal request.

Suggested length: Minimum of 1 page per 3-hour course.

11. **CURRENT COPY OF YOUR STUDENT TRANSCRIPTS**

Include a recent copy of your MSU student transcripts as the final element of your portfolio. If you have never taken college courses, provide a copy of your letter of acceptance to Mountain State University.

APPENDIX

MOUNTAIN STATE UNIVERSITY DEGREE PROGRAMS

SAMPLE LEARNING PORTFOLIO TITLE PAGE

SAMPLE RESUME

SIGNIFICANT LEARNING WORKSHEET

COURSE EQUIVALENCY WORKSHEET

REQUEST FOR CREDIT WORKSHEET

SAMPLE PROGRESSION SHEET (B.S. ORGANIZATIONAL LEADERSHIP PROGRAM)

SAMPLE PROGRESSION SHEET (B.S. INTERDISCIPLINARY STUDIES PROGRAM)

PORTFOLIO COMPLETION CHECKLIST

TEN STANDARDS FOR QUALITY ASSURANCE IN ASSESSING PRIOR LEARNING FOR CREDIT

PLA REGISTRATION FORM

PLA ACKNOWLEDGEMENT AND RELEASE FORM

MSU APPEAL PROCEDURES

Mountain State University Degree Programs (2005-06)				
#	Type	Major	Concentration	Full Degree Title
<i>Bachelor Degrees</i>				
1	BS	ACCT		Accounting
2	BS	ACPA		Accounting CPA Track
3	BS	ADCJ		Administration of Criminal Justice
4	BS	AVIAL		Aviation Leadership and Management
5	BS	BUSAD	BLAW	Business Administration Business Law
6	BS	BUSAD	ENTR	Business Administration Entrepreneurship
7	BS	BUSAD	HCI	Business Administration Health Care Informatics
8	BS	BUSAD	IBUS	Business Administration International Business
9	BS	BUSAD	LOGIS	Business Administration Logistics & Supply Chain Mgmt
10	BS	BUSAD	MGMT	Business Administration Management
11	BS	BUSAD	MKT	Business Administration Marketing
12	BS	BUSAD	OMGMT	Business Administration Office Management
13	BS	BUSAD	PUBL	Business Administration Public and Nonprofit Management
14	BS	CRJS		Criminal Justice
15	BS	CJL		Criminal Justice Leadership
16	BS	CUL		Culinary Arts
17	BS	DMS		Diagnostic Medical Sonography
18	BS	FORNS	CSI	Forensics Crime Scene Investigation
19	BS	FORNS	FIRE	Forensics Fire and Arson Investigation
20	BS	FORNS	FPATH	Forensics Forensic Pathology
21	BS	FORNS	FRSCI	Forensics Forensic Science
22	BS	HEDWE		Health, Education, & Wellness
23	BS	HERB		Herbal Sciences
24	BS	IT	CNNET	Information Technology Computer Networking
25	BS	IT	CSCI	Information Technology Computer Science
26	BS	IT	INNET	Information Technology Internet and E-Commerce
27	BA	IDSBA	ENGLT	Interdisciplinary Studies English & Literature
28	BA	IDSBA	HFA	Interdisciplinary Studies Humanities & Fine Arts
29	BA	IDSBA	MDIAS	Interdisciplinary Studies Media Studies
30	BS	IDSBS	BIOL	Interdisciplinary Studies Biology
31	BS	IDSBS	COMM	Interdisciplinary Studies Communication Studies
32	BS	IDSBS	ECOL	Interdisciplinary Studies Ecology
33	BS	IDSBS	ENVR	Interdisciplinary Studies Environmental Studies
34	BS	IDSBS	HAZMT	Interdisciplinary Studies Hazmat/Occupational Hlth & Safety
35	BS	IDSBS	HLTHP	Interdisciplinary Studies Health Promotion
36	BS	IDSBS	HLTHS	Interdisciplinary Studies Health Sciences
37	BS	IDSBS	HSMAN	Interdisciplinary Studies Health Services Management
38	BS	IDSBS	NATSC	Interdisciplinary Studies Natural Sciences
39	BS	IDSBS	PRMED	Interdisciplinary Studies Pre-Medicine
40	BS	IDSBS	PSYCH	Interdisciplinary Studies Psychology
41	BS	IDSBS	SBS	Interdisciplinary Studies Social and Behavioral Sciences
42	BS	LGLST	LGLPL	Legal Studies/Pre Law
43	BMS	MDS		Bachelor of Medical Science
44	BSN	NURS	NURS	Nursing
45	BSN	NURS	RNBS	RN to BSN

Mountain State University Degree Programs (2005-06),...continued				
#	Type	Major	Concentration	Full Degree Title
46	BSN	NURS	LPBS	LPN to BSN
47	BSN	NURS	BABS	BA/BS to BSN
48	BSN	NURS	CRNBS	Cohort RN to BSN
49	BS	OL	OL	Organizational Leadership
50	BS	OL	POL	Organizational Leadership Pennsylvania
51	BS	OL	WFDL	Organizational Leadership Workforce Development Leadership
52	BS	RESP		Respiratory Care
53	BSW	SOWK		Social Work
54	BS	SRVC	CORM	Service Industry Mgmt Commercial Recreation Mgmt
55	BS	SRVC	FNSRM	Service Industry Mgmt Financial Services Mgmt
56	BS	SRVC	HSMAN	Service Industry Mgmt Health Services Mgmt
57	BS	SRVC	HOSMG	Service Industry Mgmt Hospitality Mgmt
58	BS	SRVC	SRVIM	Service Industry Mgmt
59	BS	SRVC	THRM	Service Industry Mgmt Therapeutic Recreation Mgmt
Associate Degrees				
60	AS	ACTAS		Accounting
61	AS	APTEC		Applied Technology
62	AS	AVIAT		Aviation Technology
63	AS	BUSAS	BLAWA	Business Administration Business Law
64	AS	BUSAS	ENTRA	Business Administration Entrepreneurship
65	AS	BUSAS	MGMTA	Business Administration Management
66	AS	BUSAS	MKTAS	Business Administration Marketing
67	AS	BUSAS	OMGMTA	Business Administration Office Management
68	AS	BUSAS	SECLG	Business Administration Office Administration-Legal
69	AS	BUSAS	SECMD	Business Administration Office Administration-Medical
70	AS	BUSAS	SECAD	Business Administration Office Administration-Secretarial
71	AS	CULAS		Culinary Arts
72	AS	CRJSA		Criminal Justice
73	AS	DMSA		Diagnostic Medical Sonography
74	AS	EMS	EMSM	Emergency Medical Services Management
75	AS	EMS	EMSS	Emergency Medical Services Science
76	AS	ENGI		General Engineering
77	AA	ETP		Elementary Teacher Preparation
78	AS	ENVRA		Environmental Studies
79	AS	FRSC		Fire Science
80	AS	GENAS		General Studies
81	AA	GENAA		General Studies
82	AS	ITA	CSCIA	Information Technology Computer Science
83	AS	ITA	ITA	Information Technology
84	AS	ITA	WEBDE	Information Technology Web Site Development
85	AS	LGLSA	PARA	Legal Studies Paralegal Studies
86	AS	MAST		Medical Assisting
87	AS	OTA		Occupational Therapy Assistant
88	AS	PTA		Physical Therapist Assistant
89	AS	RADT		Radiologic Technology
90	AS	RESPA		Respiratory Care
91	AA	STP		Secondary Teacher Preparation

SAMPLE LEARNING PORTFOLIO TITLE PAGE

Portfolio Submitted by:

<< Student's Name >>
<< Student's MSU ID Number >>
<< Home Mailing Address >>
<< Home Phone Number >>
<< E-mail Address >>

Submitted to the Center for Distance Education

For Prior Learning Assessment

and

Equivalency Evaluation for

<< Name of Course(s) >>
<< Number of Credit Hours >>

<< Date >>

SAMPLE RESUME

<< Your Name >>
<< Your Street/Mailing Address >>
<< City, State Zip Code >>
<< Home Phone: (XXX) XXX.XXX >>

Education

(List your educational history beginning with the degree program you are currently pursuing. Continue listing any educational degrees you have completed, from the most recent until you list your high school diploma, or your GED.)

<< Type of Degree: (including major or area of concentration) >>
<< Granting Institution: >>
<< Address of Granting Institution: >>
<< Degree Completion Date: >>

Training

(List your training history beginning with the most recent training program you have completed or are currently taking. Continue listing training programs you have completed, from the most recent until you list your first (oldest) significant training program.)

<< Type of Training: (including area of concentration) >>
<< Granting Institution: >>
<< Address of Granting Institution: >>
<< Training Completion Date: >>
<< Brief Description of Training: >>

Work Experience

(List your current or most current employment first. Continue listing the positions you have held from the most recent until you list your first (oldest) significant employment experience.)

<< Company/Organization Name: >>
<< Job Title: >>
<< Inclusive Employment Dates: >>
<< Brief Description of Job Responsibilities: >>

Military Service

(Provide information about your military service beginning with your most recently held rank and Military Occupational Specialty (MOS) designation. Continue listing all military training you have successfully completed beginning with the most recent until you list your first (oldest) completed military training program/course.)

<< From your DD Form 214. Transfer the information from the following sections to your resume: >>
<< Section 4.a. Grade, Rate or Rank. >>
<< Section 4.b. Pay Grade. >>
<< Section 11. Primary Specialty. >>
<< Section 12. Record of Service (a. Date Entered & b. Separation Date). >>
<< Section 13. Decorations, Medals, Badges, Citations and Campaign Ribbons Awarded or Authorized. >>
<< Section 14. Military Education. >>

Personal/Professional Interests and Activities

(List all appropriate professional organizations, associations and clubs in which you have held an office or membership. Identify and describe any significant activities in which you were involved. You may also list any personal interests and hobbies you have that demonstrate knowledge, skills and abilities that are unique or highly developed.)

<< Organization Name: >>
<< Role/Office: >>
<< Inclusive Membership Dates: >>
<< Brief Description of Significant Projects and/or Activities: >>

References

(List at least three individuals who would provide you with a favorable work and personal references. Appropriate individuals include current or previous supervisors and community and organizational leaders. You should attempt to identify individuals in leadership positions who know you well enough to make credible comments concerning the quality of your work and overall character.)

<< Name of Reference and Telephone Number >>
<< Mailing Address >>
<< City, State Zip Code >>
<< Reference's Relationship to You -- employer, organizational leader, etc... >>

SIGNIFICANT LEARNING EXPERIENCE WORKSHEET

C	2.	3.	4.	5.
Experience	Time Spent in Activity	Description of Tasks, Duties and Responsibilities	Analysis of Learning Outcomes and Competencies Achieved	Documentation and Your Suggestions To Aid the Assessor Evaluate Your Learning Experiences
Employment:				
Education: (Noncredit courses, training and seminars)				
Volunteer Experience:				
Recreation and Hobbies:				

(Copy this form as many times as necessary)

REQUEST FOR CREDIT WORKSHEET

#	MSU Course #, Course Name and Course Description	Credit Hours
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

(Copy this form as many times as necessary)

Mountain State University Catalog Year 2007-2008 Program: Bachelor of Science -- Organizational Leadership (B.S.O.L.)							
GENERAL STUDIES (36 semester hours)							
Computer Proficiency	#	COURSE # AND NAME	TRANS	TERM	REQ. HRS.	ERND. HRS.	GRADE
(3 hours)	1	<< Satisfied upon successful completion of 48 hour BSOL Core Curriculum >>			3.0		
	2						
	3						
		Total			3.0	0.0	
English Composition	#	COURSE	TRANS	TRM	REQ. HRS.	ERND. HRS.	GRD
(6 hours) Must include: ENGL 101 and ENGL 102	1				3.0		
	2				3.0		
		Total			6.0	0.0	
Communications	#	COURSE	TRANS	TRM	REQ. HRS.	ERND. HRS.	GRD
(3 hours)	1				3.0		
		Total			3.0	0.0	
Humanities & Fine Arts	#	COURSE	TRANS	TRM	REQ. HRS.	ERND. HRS.	GRD
(6 hours)	1				3.0		
	2				3.0		
		Total			6.0	0.0	
Mathematics	#	COURSE	TRANS	TRM	REQ. HRS.	ERND. HRS.	GRD
(3 hours) MATH 102, or higher-level	1				3.0		
		Total			3.0	0.0	
Natural Science	#	COURSE	TRANS	TRM	REQ. HRS.	ERND. HRS.	GRD
(6 hours)	1				3.0		
	2				3.0		
		Total			6.0	0.0	
Social Science	#	COURSE	TRANS	TRM	REQ. HRS.	ERND. HRS.	GRD
(9 hours)	1				3.0		
	2				3.0		
	3				3.0		
		Total			9.0	0.0	
TOTAL GENERAL STUDIES HOURS					36.0	0.0	
ELECTIVES (44 semester hours)							
ELECTIVE COURSES	#	COURSE # AND NAME	TRANS	TERM	REQ. HRS.	ERND. HRS.	GRADE
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
16							
TOTAL ELECTIVE HOURS					44.0	0.0	
ORGANIZATIONAL LEADERSHIP CURRICULUM							
OL CORE COURSES (48 semester hours)							
ORGANIZATIONAL LEADERSHIP CURRICULUM	#	COURSE # AND NAME	SEMESTER	REQ. HRS.	ERND. HRS.	GRADE	
	1	OL 301 - The Adult Learner: Principles, Applications, Concepts and Theories	Semester 1	3.0			
	2	OL 302 - Principles and Issues of Management		3.0			
	3	OL 402 - Organizational Behavior: An Analytical Approach		3.0			
	4	OL 425 - Problem Solving Practicum		3.0			
	5	OL 307 - Leadership	Semester 2	3.0			
	6	OL 316 - Ethics		3.0			
	7	OL 404 - Principle-Centered Leadership		3.0			
	8	OL 430 - Problem Solving Practicum	Semester 3	3.0			
	9	OL 305 - Principles and Issues of Human Resources		3.0			
	10	OL 401 - The Learning Organization		3.0			
	11	OL 406 - Organizational Development and Change	Semester 4	3.0			
	12	OL 435 - Problem Solving Practicum		3.0			
	13	OL 409 - HR: An Analytical Approach		3.0			
	14	OL 411 - HR: A Strategic Approach		3.0			
	15	OL 413 - HR Development		3.0			
16	OL 440 - Problem Solving Practicum	3.0					
TOTAL ORGANIZATIONAL LEADERSHIP HOURS					48.0	0.0	
TOTAL HOURS TOWARDS BSOL DEGREE					128.0	0.0	

Note: The Organizational Leadership Program's general education component consists of 42 hours when delivered in Pennsylvania.

Mountain State University Catalog Year 2007-2008 Program: Liberal Studies - Environmental Studies Concentration							
LIBERAL ARTS COMPONENT (54 semester hours)							
GENERAL STUDIES (36 semester hours)							
Computer Competency Elective	#	COURSE # AND NAME	TRANSFER	TERM	REQUIRED HOURS	EARNED HOURS	GRADE
(3 hours)	1				3.0		
	2						
	3						
					3.0	0.0	
English Composition	#	COURSE	TRANS	TRM	REQ. HRS.	ERN. HRS.	GRD
(6 hours) <small>Must include: ENGL 101 and ENGL 102</small>	1				3.0		
	2				3.0		
	Total				6.0	0.0	
Communications	#	COURSE	TRANS	TRM	REQ. HRS.	ERN. HRS.	GRD
(3 hours)	1				3.0		
	Total				3.0	0.0	
Humanities & Fine Arts	#	COURSE	TRANS	TRM	REQ. HRS.	ERN. HRS.	GRD
(6 hours)	1				3.0		
	2				3.0		
	Total				6.0	0.0	
Mathematics	#	COURSE	TRANS	TRM	REQ. HRS.	ERN. HRS.	GRD
(3 hours)	1				3.0		
	Total				3.0	0.0	
Natural Science	#	COURSE	TRANS	TRM	REQ. HRS.	ERN. HRS.	GRD
(6 hours)	1				3.0		
	2				3.0		
	Total				6.0	0.0	
Social Science	#	COURSE	TRANS	TRM	REQ. HRS.	ERN. HRS.	GRD
(9 hours)	1				3.0		
	2				3.0		
	3				3.0		
	Total				9.0	0.0	
TOTAL GENERAL STUDIES HOURS					36.0	0.0	
LIBERAL ARTS ELECTIVES (18 semester hours)							
LIBERAL ARTS ELECTIVES	#	COURSE # AND NAME	TRANSFER	TERM	REQUIRED HOURS	EARNED HOURS	GRADE
<small>May include: Art, Composition, Humanities, Library Science, Literature, Music, Philosophy, Speech, Communications, Criminal Justice, Forensics, Economics, Geography, Entrepreneurship, History, IDS, Political Science, Psychology, Social Work, Sociology, Mathematics, Natural Sciences, and possibly other content upon review.</small>	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
TOTAL LIBERAL ARTS HOURS					18.0	0.0	
TOTAL LIBERAL ARTS COMPONENT HOURS					54.0	0.0	
CAREER COMPONENT (66 semester hours)							
CAREER CORE COURSES (36 semester hours)							
CAREER CORE COURSES	#	COURSE # AND NAME	TRANSFER	TERM	REQUIRED HOURS	EARNED HOURS	GRADE
<small>300-400 Level Coursework that is directly related to the student's chosen degree concentration</small>	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
TOTAL CAREER CORE HOURS					36.0	0.0	
CAREER RELATED COURSES (30 semester hours)							
RELATED COURSES	#	COURSE # AND NAME	TRANSFER	TERM	REQUIRED HOURS	EARNED HOURS	GRADE
<small>Lower and Upper Division courses directly related to and supportive of the student's chosen degree concentration.</small>	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
TOTAL CAREER RELATED HOURS					30.0	0.0	
TOTAL CAREER COMPONENT HOURS					66.0	0.0	
TOTAL HOURS TOWARDS LS DEGREE					120.0	0.0	

PORTFOLIO COMPLETION CHECKLIST

- Consulted with a representative from the School of Distance Education for PLA counseling and to discuss this Guide and the portfolio development process.*
- Title Sheet*
- Table of Contents*
- Current Resume*
- Autobiography / Educational Goals Statement*
- Statement of How Prior Learning Relates to Degree Plan*
- Detailed Description of Learning Experiences*
- Identification of the Learning as Compared to MSU Courses*
- Documentation of Learning*
- Annotated Bibliography/Resource List*
- Suggestions for Evaluation*
- Copy of the student's academic transcripts*

Also,

- Have your portfolio proofread to ensure completeness and accuracy*
- Make a duplicate of your portfolio.*
- Include a check or money order to pay portfolio evaluation fee*



CAEL – The Council for Adult & Experiential Learning

Ten Standards for Quality Assurance in Assessing Learning

Two categories of standards are listed and discussed below pertaining to the assessment process and to quality assurance. The first five standards, pertaining to the assessment process itself, are as follows:

- I. Credit or its equivalent should be awarded only for *learning*, and not for *experience*.
- II. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
- III. Assessment should be treated as an integral part of learning, not apart from it, and should be based on an understanding of learning processes.
- IV. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
- V. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.

The second five standards, pertaining to the administrative context in which the assessment and the award of credit occur, are as follows:

- VI. If awards are for credit, transcript entries should clearly describe what learning is being recognized and be monitored to avoid giving credit twice for the same learning.
- VII. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
- VIII. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
- IX. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
- X. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and in the state of the assessment arts.

From: Fiddler, Morry, Marienau, Catherine, and Whitaker, Urban (2006). *Assessing Learning: Standards, Principles, and Procedures*. Chicago: Kendall/Hunt.

**REGISTRATION FORM FOR
PRIOR LEARNING PORTFOLIO ASSESSMENT
CENTER FOR DISTANCE EDUCATION**

**MOUNTAIN STATE UNIVERSITY
P.O. Box 9003
BECKLEY, WV 25801**

NOTE: A student must submit this form for each subject area of prior learning he/she wishes to have evaluated. Submission of prior learning evidence does not guarantee credit. The fee paid for each submission of prior learning is an evaluation fee, not a tuition fee. Credit is earned on the basis of whether or not the evidence provided is sufficient to prove that the student's learning meets the following criteria:

- 1) it is of a sufficiently rigorous nature to be considered to be equivalent, or superior to college-level learning;
- 2) it represents an appropriate balance of learning <between theoretical and practical application> for the given subject matter;
- 3) it is current;
- 4) it does not duplicate any credit(s) that appear on the student's academic transcript;
- 5) it makes a positive / meaningful contribution to the student's degree plan.

PLEASE PRINT:

Last Name	First Name	MI
-----------	------------	----

Address	City	State	Zip
---------	------	-------	-----

MSU Student ID Number	Home Telephone Number	E-mail Address
-----------------------	-----------------------	----------------

Have you ever submitted a Portfolio to MSU's Center for Distance Education? ___No ___Yes
(If Yes, date _____)

Please indicate for which degree this portfolio is applicable:

Please indicate for which class(es) this portfolio is applicable (use additional sheets if necessary):

ALL STUDENTS MUST READ THE FOLLOWING STATEMENT AND ACKNOWLEDGE BY SIGNING BELOW

I understand that it is my responsibility to ensure that the credits I earn through the portfolio assessment are applicable to my degree program, or that they are appropriate for my certificate/credit banking, etc. I also acknowledge that the information I submit to Mountain State University in every portfolio is true and correct. I understand that willful failure to give accurate information is considered adequate grounds for dismissal from the University and for revocation of credits granted. Your actual portfolio should be submitted within a period of no more than six months of the approval of this application.

Student's Signature

Date

Program Advisor's Signature

Date

CEDE Office Representative's Signature

Date

***Note: PLA assessment is \$100 per credit hour starting August 1, 2002*

MSU Appeal Procedures (Including Grade Appeals)

Any student may utilize these appeal procedures to challenge the following University actions only: a final course grade of D or F, a [denial of credit associated with the evaluation of a learning portfolio](#), professional probation, disciplinary probation, restitution, social probation, counseling, dismissal from a class, community service, mandatory referral for treatment or evaluation, suspension or dismissal from a program, suspension from the University, probation or suspension from financial aid participation removal of the student from University housing, restrictions on the student regarding his/her physical presence on campus, and/or revocation of a student privilege (e.g., computer use, activity attendance, etc.). *Note: Disciplinary Appeals are limited on the following bases: failure on the University's part to follow its' established processes; new pertinent information not available at the time sanctions were issued; and the student feels sanctions were too harsh.* A student may challenge such University action using the following appeal procedures:

- **Level One.** Within five (5) days following the student's notice of the action, the student shall meet with the initiating faculty or staff member or the Dean of Students and Campus Life (whichever individual made the decision and/or initiated the sanction). The student should present at this meeting a written appeal with supporting documentation (if any) explaining the basis of the appeal. The faculty/staff member or the Dean of Students and Campus Life will, within five (5) days following the meeting, deliver to the student written notice that the initial sanction is either upheld or reversed, in whole or in part. If the student is unable to resolve the matter at this level, or if this discussion would be impossible or futile, the student may appeal the decision in accordance with Level Two.
- **Level Two.** Within five (5) days following the receipt of the appeal decision as outlined in Level One, or in the event that the student's meeting with the University employee in Level One would be impossible or futile, the student may, by certified mail, deliver a complete written appeal to the faculty/staff member's Senior Academic Officer (regarding grade appeals or charges of academic integrity) or the Campus Provost (for all other issues) The student's appeal must provide adequate factual allegations and appropriate accompanying documentation to support the grievance of the student. Upon receipt of a timely appeal from the student, the supervising academic officer for the program or the Campus Provost (as appropriate) shall investigate the matter and may within his/her discretion require from any University employee additional documentation necessary to fairly evaluate the student grievance. Upon review and investigation of the appeal, the initial sanction may be either upheld or reversed, in whole or in part. The hearing officer shall provide written notification outlining his/her decision to the student and the faculty member or administrator within ten (10) days of the timely receipt of the student's appeal.
- **Level Three.** Within five (5) days following notice of the Level Three decision, the student may, by certified mail, deliver a complete written appeal to the Chair of the Academic Review Board. The appeal must provide adequate factual allegations and appropriate accompanying documentation to support the appeal. Upon receipt of a timely appeal, the Chair of the Academic Review Board will convene a meeting to determine if the student has provided sufficient evidence to review the appeal. If the Academic Review Board determines that there is not enough evidence to conduct a review, then the Level Two decision will be upheld. If the Academic Review Board determines that the student has provided sufficient evidence to review the appeal, the Academic Review Board shall investigate the matter and may require from any faculty or staff additional documentation necessary to fairly evaluate the appeal. The Academic Review Board may uphold the Level Two decision, reverse the Level Two decision in whole or in part, or may make further changes deemed appropriate to further the University's mission. The Chair of the Academic Review Board shall notify all parties in writing within ten (10) days after receipt of the appeal of the decision.

The decision of the Academic Review Board is final, except that the President of Mountain State University may, within his/her discretion, reverse or modify the decision of the Academic Review Board as necessary to further the mission of the University.

The Academic Review Board is an academic entity comprised of 5 (five) members. Three members shall be from the University faculty (one being the Chair) and appointed by the University President. One member shall be a University administrative staff member appointed by the University President. One member shall be the President of the MSU Student Government Association. A minimum of three members of the Board (including the Chair) must be present to render decisions or administer appeals.

Any petition filed in accordance with this paragraph shall be mailed, certified, addressed as follows:

PETITION FOR ACADEMIC REVIEW

Office of the President
Mountain State University
Box 9003
Beckley WV 25802-9003