

FACULTY EXPECTATIONS IN Anthropology

RE. PORTFOLIO ESSAYS

- The general philosophy of above-named discipline regarding Assessment of Prior Experiential Learning essays may be summarized as follows:

Students may receive credit for experiential learning in anthropology if they can frame and support their experience with theoretical and intellectual perspectives from the discipline. It is not enough to just travel in Africa, for example; students must then apply appropriate and accepted anthropological concepts and demonstrate that they can analyze their knowledge and experiences objectively.

In the case of more technical experiences, for example, doing forensic or archaeological work, students must still demonstrate appropriate theoretical foundations and critical thinking for these areas of the discipline, and place their experiences within a larger scholarly context.

- Describe the nature of any dialogue expected between faculty in above-name discipline and students preparing portfolio essays in the discipline.

Students are encouraged to correspond with faculty (generally by email) to discuss their ideas for their portfolios, and to explore some of the theoretical approaches and possibilities for analyzing and presenting their experiential learning in a good light. However, it remains the students' responsibility to demonstrate that they can apply anthropological ideas and perspectives themselves with only basic guidance from the faculty.

- Describe the nature of any specific requirements the above-named discipline will have regarding contents of the portfolio materials i.e., documentation, essay, bibliography where applicable, etc.

Students should provide appropriate documentation and demonstration of experiential learning tailored to the type of anthropological experience. Generally this would include an essay with carefully cited external sources in addition to descriptions of the students' direct experiences, a bibliography, relevant appendices, and so forth. It might also include photographs and travel materials, as well as other proof such as a brochure advertising an archaeological dig. Students should communicate with the faculty about appropriate materials to include in a portfolio, especially if there is some uncertainty. It is better to include too much than too little.

- Describe issues regarding the general turnaround time for review of portfolio materials in the above-named discipline.

If a portfolio is submitted during the regular school year, students should allow for ten days to two weeks for portfolio review. Faculty in this discipline are busy in the usual sense, but also travel and do external research on a regular basis. Students should alert faculty to a pending portfolio and even arrange a due date if helpful. Also, students should never plan on submitting portfolios during the summer unless pre-arranging this with the faculty.

- Provide any additional information that will help portfolio students in developing materials for faculty review in the above-named discipline.

The most important thing to keep in mind is that APEL credit is not granted because a person has had certain experiences, but because that person can demonstrate a scholarly, intellectual analysis and understanding of those experiences, applying appropriate anthropological concepts and perspectives. Students should aim toward proving their ability to think critically and objectively about their experiences and the knowledge gained from not only the experience itself, but from subsequent reflection and analysis.

Students should also know that the faculty may grant fewer credits than requested or other special consideration. It is imperative that the portfolio fully support the number and types of credits that the student is requesting.

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Faculty Submitting Information

January 15, 2013
Date