

MARA 289: Advanced Topics in Archives and Records Administration (e-Portfolio) (as of Spring 2012)

Student Handbook

The Electronic Portfolio (e-Portfolio) option is required for MARA students to satisfy the University's requirements for a culminating experience. The goal of the e-Portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all student learning outcomes (core competencies) for the degree before graduation. For a list of the core competencies, see: http://slisweb.sjsu.edu/mara/mara_outcomes.htm. MARA students will automatically be registered for **MARA 289: Advanced Topics in Archives and Records Administration** during their final semester in the program. MARA 289 is a 3-unit formal graduate course; students should thus expect to devote a minimum of 135 hours to developing and refining their e-Portfolios. The three credits for this course count toward the total of 42 units required for the MARA degree. Successful completion of the course will result in a Credit grade being given for MARA 289.

Eligibility

Only students in good academic standing may take MARA 289. To be in good standing:

- All Incompletes of record must be cleared prior to the start of the semester in which the student is enrolled in MARA 289.
- The student must have a cumulative GPA of 3.00 or higher prior to being enrolled in MARA 289.
- The student must have filed a Candidacy Approval Form prior to enrolling in MARA 289. For how to file the Candidacy Approval Form, see slisweb.sjsu.edu/graduation/process.htm.

Enrollment

Timing

Students are enrolled in MARA 289 in their final semester. Satisfactory completion is required for May 2012 graduation.

Graduation Forms and Completion Letters

It is the student's responsibility to submit all the required Graduation Forms by the specified deadlines, and to re-activate previously submitted forms if the planned date of graduation changes. Failure to do so can result in a student who satisfactorily completes all requirements

for the MARA degree not being allowed by University regulations to graduate in the expected semester. Check slisweb.sjsu.edu/graduation/process.htm for deadlines and instructions.

Students are responsible for maintaining current mailing and email addresses in MySJSU. If you wish to receive your MARA 289 completion letter (mailed at the close of the semester to those students who receive grades of Credit), please make sure your MySJSU information is correct.

Due Date

The e-Portfolio is due no later than midnight, PST, on the third Monday in April. For spring 2012, the due date is Monday April 16 at 11:55 p.m. PST.

Required Software

D2L Students may build and submit their e-Portfolio publications using the either SJSU SLIS-supported D2L e-Portfolio software and template or choose another electronic medium approved by their e-Portfolio advisor. The School will only support the use of D2L software for the e-Portfolio. While a student may choose to use another medium for their e-Portfolio (with their e-Portfolio advisor's permission), the School cannot provide technical support for any medium other than D2L.

Tutorials for the D2L e-Portfolio in general and for how to build your MARA 289 D2L e-Portfolio in the recommended template are available at <http://slisweb.sjsu.edu/d2l/>. Scroll down to look for:

- ePortfolio Tutorials
- Directions for Using D2L ePortfolio for LIBR 289 (D2L Steps)

For D2L technical help, go to <http://slisweb.sjsu.edu/d2l/> and fill out the form to contact Tech Help.

e-Portfolio Advisor

The e-Portfolio advisor is responsible for reading and grading the student's final e-Portfolio submitted in MARA 289. Feedback on student submissions for the e-Portfolio is provided by the student's e-Portfolio advisor. The e-Portfolio advisor will provide at least two review periods when drafts may be submitted for review prior to final submission.

MARA 289 students will be enrolled in MARA 289. The e-Portfolio advisor will bring students into D2L and notify them when the course is available, which will be no later than the first day of class for the spring semester.

Standards and Grading

The e-Portfolio will be assessed according to a standard checklist; see: "[How should my e-Portfolio be organized and presented?](#)"

The standards that are applied to the 11 e-Portfolio components—the Introduction and Statement of Professional Philosophy, the 9 statements of competency with accompanying evidence presented for meeting competencies, and the Summary and Conclusions—are either "deficient" or "satisfactory".

Deficient can mean that the discussion or evidence presented is poorly written, not relevant, or insufficiently demonstrates basic knowledge about a topic, principle, or competency.

Satisfactory means that the student's statement of competency and evidence demonstrates that he or she not only knows about the principle or topic in the competency but also understands and can "do" something with it, such as apply it or put it into practice in an appropriate setting or use it to plan for and create products or services.

"Know" and "can do" are the guiding elements in the judgment by which deficient-to-satisfactory is determined for the statements of competency and the evidence presented in the e-Portfolios. What we know is not sufficient, while demonstrating what we can do with what we know is satisfactory.

Grading

Credit

Successful completion of the course (all 9 required statements of competency and the evidence presented for meeting competencies plus the Introduction, Statement of Professional Philosophy, and Conclusions are turned in by the e-Portfolio due date and all are graded as satisfactory) will result in a Credit grade for MARA 289.

Incomplete

A grade of Incomplete will be given for the following circumstances:

A request for Incomplete due to illness or family emergency, backed by documentation, is submitted by the student to their e-Portfolio advisor no later than 72 hours or more prior to the e-Portfolio due date.

For more information about INCOMPLETE grades, see slisweb.sjsu.edu/enrollment/incompletes.htm.

No Credit

A grade of No Credit will be given for any situation not mentioned under Incomplete above; for example, less than all (satisfactory or unsatisfactory) statements of competency with accompanying evidence.

Disqualification from the MARA Program and Right to Appeal

Students receiving an Incomplete in MARA 289 must successfully complete the missing or unsatisfactory work for a grade of Credit within the specified Incomplete time period. Failure to complete the assigned work will result in an Incomplete "I" being converted to a No Credit "NC". For the SJSU policy on Incomplete grades, see <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1856.html>.

A student receiving a grade of No Credit in MARA 289 may re-register and repeat the course once more. However, because this course is only offered in the spring semester, students who receive a grade of No Credit will have to wait until the following spring to repeat the course. Students receiving a grade of No Credit twice in MARA 289 will be disqualified from the MARA program.

Students may appeal disqualification from the MARA program under the SJSU Academic Senate Policy F-96-11 II-C. Please also read the Student Rights and Responsibilities section in the San José State University Catalog. The first step is to direct a letter to the School's Coordinator of Admissions and Academic Advising with a copy also sent to the Director of SLIS. The appeal letter must provide the facts to be taken into account in evaluating your request. The Coordinator of Admissions and Academic Advising will convene a faculty committee for review of the issues raised and make a recommendation to the Director who will advise the student of the School's decision.

Withdrawal / Late Drop

All SLIS and SJSU regulations for withdrawals and drops apply to MARA 289. See slisweb.sjsu.edu/enrollment/lateadd.htm for information and deadlines.

Academic Integrity / Accommodation of Disabilities

Academic Integrity

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at <http://www.sjsu.edu/studentconduct/Students/>.

Reasonable Accommodation of Disabilities

If you need course adaptations or accommodations because of a disability, please e-mail your e-portfolio Advisor as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish record of their disability.

No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: drc.sjsu.edu

Content and Process

What is an e-Portfolio?

The MARA 289 e-Portfolio provides an opportunity for students to demonstrate competence in each of the core areas for archives and records management professionals (http://slisweb.sjsu.edu/mara/mara_outcomes.htm).

An e-Portfolio is an electronic presentation of the portfolio, which enables the student to incorporate multimedia files of different types into the portfolio and demonstrate mastery of basic technological skills and the ability to organize information in an online environment. A portfolio showcases the discussion and collection of evidence you have selected and organized to demonstrate and display your knowledge, skills, abilities, accomplishments, and achievements over a period of time. It serves as evidence of the work you have done and can do and accomplishes the following goals:

- The process of developing the portfolio enhances the learning process.
- The resulting portfolio demonstrates your understanding of professional competencies.
- Both faculty and students can measure individual and group progress toward learning objectives.
- Students can reflect on their MARA experience to identify individual strengths and develop a professional growth plan.

Organizing and Presenting

How should my e-Portfolio be organized and presented?

Your e-Portfolio must demonstrate:

- an appropriate structure, with clearly labeled contents
- an appropriate design and layout
- consistent and correct usage of the APA style for all citations and references used in any new writing (work product from earlier SLIS courses used as evidence may remain in the approved style required for that course)

- writing (spelling, punctuation, grammar) at the graduate level

Required Content / Components

Your e-Portfolio should contain the following 11 required components:

Introduction and Statement of Professional Philosophy

- a brief Introduction to the e-Portfolio (its organization and structure, the process you followed)
- a Statement of Professional Philosophy (approximately three pages)—thoughtful and articulate, with reference to experiences, learning, readings; your conception of the field of archives and records administration as it relates to the specific type(s) of archives or records/information management career you wish to pursue; your professional goals, and the relationship of these goals to the items in your e-Portfolio.

Areas of Competency

- A Statement of Competency is required for each of the 9 competencies (A - I), in which you address the following questions: What do you understand this competency to mean? What course assignments or other work products are you submitting as evidence of your mastery of this competency? Which source(s) or class(es) is your evidence drawn from? Why did you select these particular work products as evidence for your mastery of this competency? How do your selections show not simply learning but also application? What have you learned?
- It should be clear to anyone examining the contents of your e-Portfolio why you have chosen each item as representative of your knowledge, skills, and accomplishments and what you have learned.
- You must include a minimum of one piece of evidence for each competency; however, submitting two or three pieces of evidence is preferred. The final decision rests with your e-Portfolio advisor whether more will be required. See Examples of Evidentiary Items (below) for more specifics about evidence.

Conclusion and Affirmation

- **Conclusion:** In your Conclusion Statement, include here your reflections on your MARA program, a discussion of your strengths, and a professional growth plan (relating to the achievement of the professional goals outlined in your Statement of Professional Philosophy), plus any final comments and conclusions.
- **Affirmation:** Each e-Portfolio must close with a statement from the student affirming the following:
 1. All introductory, reflective, and evidentiary work submitted is mine alone (except where indicated as a group or team project), and has been prepared solely by me.

2. I have respected the privacy of others by removing mention in this e-Portfolio of information that could lead to the disclosure of the identity of students or employers, and I have made good effort to obtain permission from all group members for group projects submitted as evidence.
3. I am protecting the privacy of the contents of my e-Portfolio by password protecting it or by keeping it "private" in D2L.
4. [Your name]

Note: You may use the exact wording above.

Developing an e-Portfolio

How do I develop my e-Portfolio?

1. Understand the purpose of your e-Portfolio. The e-Portfolio will be used to demonstrate your achievement and mastery of particular core competencies, so all the materials you select or develop, and all your discussion and reflections, should be relevant to demonstrating your mastery of these objectives.
2. Understand the criteria for evaluation. Be sure that you understand the standard established to determine whether your e-Portfolio, as a final product, meets its intended purpose. You need to understand the principles on which your e-Portfolio will be judged so that you can select work samples that meet the evaluation criteria. Follow the guidelines for the organization and presentation of the e-Portfolio, be concise, and consult with your e-Portfolio advisor.
3. Closely read and think carefully about each competency (http://slisweb.sjsu.edu/mara/mara_outcomes.htm). Consider carefully what each part of a multi-part competency might mean. What does this competency mean to you? Do you understand and can you explain its importance within the field of archives and records administration?
4. Think about the organization and presentation of your e-Portfolio. Review the D2L e-Portfolio tutorials. If not using D2L and the required template for your e-Portfolio, make sure to discuss your alternative with your e-Portfolio advisor and obtain approval.
5. Collect evidence of your achievements for potential inclusion in your e-Portfolio and add them to your D2L e-Portfolio Artifacts section. At this point, do not worry about making final decisions; this stage is like brainstorming—just collect as much material which might be relevant as you can. Essays, projects, any of your assignments, special projects completed at your workplace, or evidence (work produced) of knowledge acquired as a result of attending a conference or workshop in your area of study may be appropriate for consideration at this stage. At some point you may need to apply some of your knowledge and develop a new product to demonstrate mastery. Remember that evidence of competency and proficiency need not be limited solely to work done in this program. The issue is evidence of competence, not how or where you developed it. Simple completion of a course or regurgitation of information does not constitute evidence of mastery.

It is important to have as much evidence as possible before you as you begin the selection process so that you can be certain of choosing the work that best demonstrates your achievements. This is the work you want in your e-Portfolio. The e-Portfolio is not simply an amalgam of everything that you have done but a carefully selected collection or synthesis of your evidence.

6. Select the materials which will become part of your e-Portfolio. First, sort all the materials according to an appropriate organizational scheme. Use this handbook and examples as a guide, and assess each item, selecting those that best represent your skills and accomplishments in satisfaction of the program objectives, and which meet the evaluation criteria. Remember that you may be submitting work already assessed by someone else, e.g., a course instructor, but that a different faculty member, your e-Portfolio advisor, will be assessing the same work as a measure of particular competence, and may reach different conclusions due to a different context.
7. The Statements of Competency (where you present your understanding of the competency and your selected evidence and make the case for your mastery of the competency) are the most important parts of the e-Portfolio.
8. Begin by working with those competencies that are most familiar to you and for which you feel you have good evidence. Finish one or two, and submit them to your e-Portfolio advisor at the earliest opportunity. Take advantage of the opportunity to get early feedback from your e-Portfolio advisor.
9. There are approximately 12 weeks of semester work time before the e-Portfolio deadline. Set up your own schedule, and write and submit your work in a timely manner so that you do not run out of time as the semester ends.
10. Evaluate your e-Portfolio as a whole and make adjustments as necessary. At this point it is important to put yourself in your e-Portfolio advisor's place. Try to take an objective look at your e-Portfolio; you might also have peers or colleagues provide a preliminary judgment of your e-Portfolio. A colleague can raise helpful questions for you, of clarity, completeness, and congruence with objectives. Assume that your e-Portfolio advisor knows nothing about you or your work: your e-Portfolio must speak to an independent audience without your background or experience.

Some questions to consider are:

- Do the items in my e-Portfolio work together to provide a comprehensive and coherent picture of my work and capabilities?
- Do the items in my e-Portfolio demonstrate my personal and professional development?
- Does my e-Portfolio meet the organizational and presentation evaluation criteria?
- Does my e-Portfolio meet the contents criteria (see "Your e-Portfolio should contain the following" above)?
- Does my e-Portfolio clearly demonstrate that I have met each of the program objectives and competencies by providing clear Statements of Competency and relevant work samples as evidence?

Examples of Evidentiary Items

The selection of the evidentiary items to include in your e-Portfolio will depend on the nature of the competency. Some examples of potential documents to include are given below. Be sure that each item you include in your final e-Portfolio represents your best work. If in doubt, consult your e-Portfolio advisor. Again, it must be clear from the Statement of Competency (in which you introduce and discuss the evidentiary items for a specific competency) exactly how and why the evidence relates to the specific area of competence. This list below is merely illustrative.

- essays, reports, research papers
- assignment evaluations, taking into consideration care for privacy of instructors and fellow students (for example the competency for effective communication may be addressed in part through an instructor's evaluation of a presentation)
- analytical papers (such as applying a program area to your work, e.g., assessing the organizational culture of your workplace using course criteria, critiquing an archives or records center strategic plan to demonstrate knowledge of planning)
- critical notes
- article summaries and analyses
- professional publications
- database files
- Elluminate recordings
- video capture of an individual or group presentation; media files; PowerPoint slide presentations
- performance appraisals (for instance a written document commending your ability to work in teams, although not sufficient in and of itself, may add weight to other evidence of your collaborative skills)
- professional development (for example participation in and a discussion of your learning from an institute on effective teaching may be one part of the objective on staff development)
- project samples
- photos of library displays, events

Group Work

Relevant group or team work may be submitted as evidence of competency, but in your Statement of Competency, when you present and discuss the evidence, you must make it clear what your exact role was in the group project and what work was your individual responsibility.

Privacy and Confidentiality

You are required to keep your e-Portfolio password-protected (or "private" in D2L), and to respect the privacy of students, institutions, and employers by making sure that their names are not identifiable in your e-Portfolio.

Setting your D2L e-Portfolio publication to "private" protects the privacy of any content in that publication. Only the author and any person the author may send the D2L URL to or "shares" that publication with will have access to the content. The content of a "private" D2L e-Portfolio publication is not web searchable.

However— D2L e-Portfolios that are set to "public", and e-Portfolios that are built as external web sites or on wikis or on any platform other than a SLIS D2L e-Portfolio (set to "private") are web searchable UNLESS they are password-protected.

To summarize: as long as the e-Portfolio is in D2L and the "private" setting is on, the contents remain private and not web-searchable. IF the e-Portfolio is NOT in D2L (and set to "private"), then it needs to be password-protected.

A password-protected e-Portfolio or a "private" D2L e-Portfolio can be viewed by those individuals you choose to allow to view. So if you choose, for example, to make the contents of your e-Portfolio available to certain individuals in your job search, you can do so.

Technical Resources

These sections address e-Portfolio software, SLIS servers for web projects and multimedia, and Elluminate recordings.

- [D2L](#)
- [Amazon and Senna Servers](#)
- [Elluminate Recordings](#)

D2L

Students may build and submit their e-Portfolio publications using the SLIS-supported D2L e-Portfolio software and template or choose another electronic medium approved by their e-Portfolio advisor. The School will only support the use of D2L software for the e-Portfolio. While a student may choose to use another medium for their e-Portfolio (with their e-Portfolio advisor's permission), the School cannot provide technical support for any medium other than D2L.

Tutorials for the D2L e-Portfolio in general and for how to build your MARA 289 D2L e-Portfolio are available at <http://slisweb.sjsu.edu/d2l/>.

For D2L technical help, go to <http://slisweb.sjsu.edu/d2l/> and fill out the form to contact Tech Help.

Amazon and Senna Servers

Students who wish to use Web projects developed, as sources of evidence should contact Gina Lee after the first day of classes for a usr289 account for the SLIS Web server Senna.. No instruction will be given. It is assumed that you can use SSH and SFTP. Once access is provided you will set up your own directories with appropriate permissions and SFTP your files. If you do not know how to do this, do not ask for a usr289 account. . Your user account will be locked but not redeployed upon completion of MARA 289. This means that you—or a prospective employer—can view your files for up to six months. You will not, however, be able to add to the files or change them after completion of MARA 289. Please request accounts after the first day of the semester.

Students who wish to upload multimedia files should upload the files not to D2L but to the separate SLIS Web server Amazon, and then create D2L e-Portfolio artifacts that link to the multimedia files on Amazon. Please contact Gina Lee after the first day of classes to request an account on the Amazon server in order to upload multimedia files. Gina will handle distribution of both the Amazon and the Senna accounts.

Illuminate Recordings

If appropriate, students may wish to provide links to recordings of Illuminate sessions as evidence for their e-Portfolio. Please include time markers to identify the relevant portion of the recording. Focus on using the shortest segment that will present your content. To identify the link to the recording and the time marker in the recording where your portion begins:

1. Point your browser to <https://nexus.sjsu.edu>.
2. Select "Recordings".
3. Use the calendar on the right to browse to the date of the session.
4. Right-click on the recording link and copy the link location or shortcut.
5. Play the recording and note the time marker when your selected segment begins.

SLIS weeds through Illuminate recordings once every two years.

The next weeding period will occur in May/June 2013.

During that period, we announce and have available an online form that students can complete and submit in order to request that specific recordings remain available. The form is available for 6 weeks (early May through mid June). A message which includes instructions is sent out weekly about this via slisadmin.

Students wishing to retain specific recordings for use as evidence in their ePortfolio should complete the request process for those recordings in May/June 2013

How long will SLIS maintain my e-Portfolio?

SLIS will maintain student e-Portfolios on D2L indefinitely subject to SJSU e-Campus storage policies. If we are requested to remove e-Portfolios we will remove the oldest ones first. We anticipate that your e-Portfolio will be available for at least 2 years and you will be able to access the content. But it is **your** responsibility to back up the content.

You are required to keep your e-Portfolio private, and to respect the privacy of students, institutions, and employers by making sure that their names are not identifiable in your e-Portfolio.

A "private" D2L e-Portfolio can be viewed by those individuals you choose to allow to view. So if you choose, for example, to make the contents of your e-Portfolio available to certain individuals in your job search, you can do so.

Senna, or Amazon accounts will be kept for six months following completion of MARA 289. You will not, however, be able to add to the files or change them after completion of MARA 289

Portfolio Examples

Samples of previous MARA 289 e-Portfolio submission will be provided.

FAQs

Introductory Questions

1. How should I prepare throughout the MARA program? Plan from the outset. Keep your work, talk to your faculty advisor and instructors. Your advisor will contact his or her advisees each term; beyond that it is your responsibility to contact your advisor.
2. Yes, your e-Portfolio advisor will create a D2L site and enter you into that D2L site. .
3. What if my e-Portfolio advisor doesn't contact me at the beginning of the semester? It's fine to take the initiative and email your e-Portfolio advisor.
4. Is there a standard for e-Portfolio advisors responding to our emailed competency submissions or questions? Yes – feedback will be provided within a maximum of one week, and your advisor will notify you if she or he won't be able to make that timeline due to travel or other circumstances.
5. Will students be able to use the D2L grade book for keeping track of competencies completed? That depends on your advisor and how he or she will be managing their MARA 289 group.

General Questions

6. What if my hard drive crashed and I lost all of my assignments? If your paper or project was group work, you can ask your fellow students if they have an e-copy of the assignment. Otherwise, re-create. If you can re-write or re-do the paper/project, that's fine. If you can't, consider writing a narrative that shows what you know about the topic

(describing isn't enough; you need to be able to show a depth of understanding, ability to apply, analysis, etc.). See answer to question #9 below.

7. What if I didn't keep my assignments? Re-create (see above).
8. What if I've never taken a class that relates to a particular competency? Be sure you understand what the competency means. Check your understanding with your advisor if you are unsure. Then think about what you know about that competency.

Be sure not to focus only on classes — have you had experience as a volunteer, in a job, or otherwise that relates to it? Have you read books about it? You may need to do some research to learn more about that competency. Read the professional or scholarly literature (whichever is appropriate) — use the King Library databases as you would for a paper. Don't forget books! Some of these issues are addressed in textbooks.

Pull together what you already know with what you learned, and figure out how you can demonstrate what you now know. You don't necessarily need to do the equivalent of a 20-page paper or final project. You can write a narrative explaining your competency in this area. Summarizing the content of a book on the topic, or summarizing a number of articles about the topic is not satisfactory. Your paper or essay or project needs to show your own true insight and analysis on the topic and how this demonstrates your competency.

If over our time in the MARA program I change my concepts and philosophies from learning, classes, and work, how do I demonstrate this change? If you are submitting a paper from an early MARA course as evidence for a competency and your thinking or learning has now advanced, grown, or changed from when that paper was written, you should say so when you present and discuss that paper as evidence in your Statement of Competency. You do not need to re-write the paper — but to move forward from it in your narrative.

9. What do advisors look for in a Statement of Competency? While each advisor may have different specifics they would prefer that you address, in general, consider including the following:
 - What you understand the competency to mean — define it and explain why it is important to you as a professional and to the profession as a whole.
 - What coursework/work experience prepared you for understanding and being able to perform the competency — how you chose the evidence you are presenting to demonstrate your preparation.
 - How each piece of evidence presented demonstrates your competency and the skills and knowledge you learned.
 - How you are able (know how to, or can) apply / transfer your skills and knowledge in the future to different [work] situations or environments.

Questions about Evidence

10. If I am submitting a paper or piece of work from an MARA course as evidence, and there are typos or the style is not accurate – do I need to re-write the paper? No, do not re-write papers that come from courses you have completed. If the errors are very noticeable, you may want to mention that in your Statement of Competency, but do not re-write the paper.
11. How many pieces of evidence are required for each competency? As many as are necessary to demonstrate competency, hopefully no more than four. In very rare cases one may be sufficient; however, in most competencies several pieces of evidence will be needed. When you feel that you have sufficient evidence, consult with your advisor to determine what the advisor requires.
12. Can I submit one piece of evidence to demonstrate ability in two or more competencies? Yes, but you must always make a good case for why that evidence is relevant for that particular competency and how it demonstrates your mastery of that competency. In other words, explain what it taught you about each competency. The criteria for assessment (is this appropriate evidence here?) will be different for each. And your advisor probably will not wish to see the same piece of evidence appearing for more than 2 competencies – best to check this with your advisor.
13. To what extent can I use my work experience? Fully, as long as it is authentic evidence and provides documentation of competence. The e-Portfolio is based on competencies, not solely on what you have learned in the MARA program. Using relevant work projects and products as evidence is appropriate.
14. How can I use my practicum or internship experience? Most advisors prefer that you don't turn in your entire MARA 294 log as evidence. Instead – select appropriate and relevant sections of the log to submit as evidence for specific competencies. Do check to see what your advisor prefers.
15. May I use group work as evidence? It is definitely acceptable to use group work as long as you make it clear your exact role and what work was your individual responsibility. If you have questions about this, please check with your advisor.
16. Will I be able to use past course discussion board postings as evidentiary items? Ultimately what constitutes acceptable evidence depends on your advisor, but it seems reasonable to summarize your contribution to a D2L discussion and submit it as evidence if relevant. Therefore, you may wish to save particularly good discussions yourself to submit for your e-Portfolio evidence later as text or Word files.
17. Is there a recommended length for the 11 Statements of Competency? Please consult your advisor. In general, the recommended length is the length it takes you to write a good Statement of Competency – see Question #9 above for what advisors look for in a Statement of Competency.

Technical Questions

18. Will I need to show proficiency in Elluminate for the e-Portfolio? No, but demonstrated competency at using Elluminate (or other e-learning applications) can be relevant evidence for a few of the competencies.
19. What is meant by public/private in the D2L e-Portfolio? Please refer to the D2L e-Portfolio tutorials <http://slisweb.sjsu.edu/d2l/> We recommend that you keep your work Private (your advisor has review access) throughout the e-Portfolio writing process.
20. How long will my e-Portfolio be available on D2L? See: slisweb.sjsu.edu/courses/289/how_long.html.

Questions about the Submission Process

21. I am confused about the e-Portfolio deadline and the submission process. Your advisor will inform you of how he or she prefers you to submit e-Portfolio work for review. Submitting work for your advisor's review before the deadline is optional, not mandatory, but it is definitely in your benefit to submit as much work as you can to your advisor in a timely fashion so that you may revise based on the advisor's feedback. Once the deadline for the e-Portfolio has passed, you may not submit new work or revise existing work.
 22. Who reviews and grades my e-Portfolio and when? Your advisor reviews and grades your e-Portfolio. Your Statements of Competency and other e-Portfolio components are reviewed and graded by your advisor throughout the semester (according to the advisor's specified timelines for review). When your advisor notifies you that a competency is satisfactory - that one is done. When all of the competencies and other components are approved by your advisor, you have satisfactorily completed the e-Portfolio. It is possible to finish your e-Portfolio BEFORE the deadline for that semester. Your advisor, however, will not be formally submitting your grades until the end of the semester.
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