PLAR Steps: 5 A’s To Credit Recognition

1. Awareness
Discover PLAR, its benefits, and how it is done at Algonquin

2. Access
Use PLAR Student Resource Guides (SRGs) or Course Outlines to determine PLAR eligibility, assessment methods and criteria. Complete a self-assessment.

3. Advisory
Meet with PLAR Administrator to ask questions, discuss your self-assessment, complete the PLAR application and pay PLAR fees.

4. Assessment
Prepare for assessment, submit portfolio or complete other challenge methods required for assessment.

5. Achievement
College credit granted for course if assessment is successful.

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Prior Learning Assessment & Recognition (PLAR) Student Resource Guide

Information Section

Information to help a student decide whether PLAR is an option for them for:

Business Presentations: RET2263
Introduction

The purpose of this resource guide is to help you follow the five steps of the Prior Learning Assessment and Recognition (PLAR) process for Business Presentations, RET2263:

1. **Awareness** – Understand PLAR and how it can benefit you.
2. **Access** – Self-assess against course requirements and review PLAR assessment criteria.
3. **Advisory** – Meet with PLAR Administrator to discuss questions, PLAR application and fees.
4. **Assessment** – Submit portfolio and complete other evaluations (interview and presentation)
5. **Achievement** – Credit recognition granted if assessment is successful.

*Please Note:* This Resource Guide is only for Business Presentations, RET2263.

Exemptions

If you have previously taken a course through a recognized post-secondary institution in this subject area, you may be eligible for a course exemption. This is different from the PLAR process. You must complete a request for an exemption through the Registrar’s Office. For more information visit the Registrar’s Office. [http://www3.algonquincollege.com/ro/apply-to-college-and-program-eligibility/advanced-standingexemptions/](http://www3.algonquincollege.com/ro/apply-to-college-and-program-eligibility/advanced-standingexemptions/)
Step 1: Awareness

Step 1: Awareness – Explore PLAR

PLAR (Prior Learning Assessment and Recognition) is designed for people who have acquired significant knowledge and skills in different learning settings and experiences outside of traditional accredited post-secondary institutions. You should be able to use this knowledge and these skills in a variety of new settings. If you have acquired such skills and knowledge, then you have the opportunity to prove your learning that relates to the applicable course learning requirements assessed and possibly recognized in the form of academic credit.

Other than in formal classroom situations, learning can be gained through areas such as:

- Employment experience
- Military training or service
- Travel or work in different regions or countries
- Volunteer work or community service
- Online learning, seminars, corporate training and workshops
- Professional development, skills training, non-degree programs
- Self-directed learning such as reading, research

Possible Benefits of PLAR

- Accelerate program of study completion.
- Save time by taking fewer classes.
- Gain confidence and self-esteem from having your previous accomplishments recognized.
- Strengthen the links between your formal studies and your work and life experience.
- May decrease time to graduation.
- May reduce the cost of education.
- Offers a reflective learning experience for future success.
Step 2: Access – Review Course Learning Requirements and Complete the Self-Assessment

Course Description

Students develop the confidence and enthusiasm to deliver effective business presentations. In today's ever-changing business environment, the ability to persuade others to be open to your ideas, products or services, is essential to a student's success as a future business leader. Respectful and constructive feedback from professor and peers, as well as hands-on individual and group practice sessions, allow students to reach their goals. Students also learn the importance of respecting the values and beliefs of their audience, and how it can influence the strong business persona that they wish to create. Key topics include planning and researching, effectively delivering one's message, knowing one's audience, using technology and props to best support one's presentation, and voicing and body language techniques.

Course Learning Requirements

1.) Develop your public persona through practice and feedback
   - Recognize the impact of age, culture, roles, values and gender on audience reception
   - Utilize body language and voicing techniques
   - Be aware of the impact of communication by body language

2.) Recognize presentation dynamics
   - Identify the logistics of presenting such as planning, researching, organizing, application of information technology, and presentation development for the target audience
   - Use appropriate technology to support presentations
   - Understand the dynamics of closing and following up on the presentation

3.) Identify presentation styles for specific situations
   - Understand the various types of speeches including demonstrative, informative, persuasive, and social
   - Understand dynamics of specific business context speeches
   - Use communication skills specific to interviews

4.) Identify team dynamics
   - Effectively collaborate and contribute to team projects in ways that contribute to effective working relationships with others and the achievement of goals

5.) Apply understanding to practical use
   - Create and present a business presentation of a small business scenario
   - Analysis and understanding of the individual presentation skills that will contribute to your future success
6.) Engage in collaborative and respectful discussions with others. Critique in a collegial manner.
   - Express opinions clearly
   - Appreciate diverse views
   - Provide constructive critical commentary

7.) Minimize public speaking nervousness
   - Recognize and diminish any nervous reactions using relaxation techniques

8.) Showcase your strengths in a formal presentation
   - Reflect on personal values and traits and consider the people or experiences that influenced them
   - Use an outline to organize information effectively

After reading the course description and learning requirements, you may be asking yourself, “**What does this mean for ME? How do I know if I have the required learning to PLAR the course?**” The self-assessment will help you determine if your own learning matches the course learning requirements to the extent necessary for you to consider PLAR for the course.

**Self-Assessment**

This self-evaluation is designed to assist you in determining whether you have prior learning that might be used to prove competence to achieve credit for this course. Review the following statements below, and assess your own learning. Total your score at the end and compare your total to the scoring scale below.

Prior business presentation experience mandatory.

<table>
<thead>
<tr>
<th>I have…</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presented 5 or more formal business presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Received specialized presentation training or held a position where giving presentations was common within the workplace over the last 3 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Planned and delivered business presentations to individuals and/or large groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Prior relevant business presentation focused course work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A good understanding of the various types of business presentations and techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Created at least 3 or more business presentation, notes, deck, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Communicated clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Applied a systematic approach to business presentations with a good understanding of business presentation best practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: _____/8

Compare your results with the scoring scale below to determine your likelihood of obtaining credit for this course through PLAR. Also please review the course learning requirements and have skills or experiences that address at least 60% of the course learning requirements.
<table>
<thead>
<tr>
<th>Scoring</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>You are a good candidate to proceed with the PLAR process. Continue to Step 3 in this guide.</td>
</tr>
<tr>
<td>5-6</td>
<td>You may need additional prior learning to be successful in completing the PLAR process. Please meet with the PLAR administrator to discuss.</td>
</tr>
<tr>
<td>0-4</td>
<td>You are unlikely to be successful in completing the PLAR process. It is recommended that you enroll in the course.</td>
</tr>
</tbody>
</table>

### Step 3: Advisory

**Step 3: Advisory - Meet with the PLAR Administrator**

If, after you have completed the self-evaluation in Step 2, your score was 7 or higher, the next step is to go to the PLAR office to meet with the PLAR Administrator. The PLAR Administrator will discuss your self-evaluation results with you and provide details on completing the application, fees and the assessment process.

You may then decide to proceed with the PLAR process or register for the course.

### Step 4: Assessment

**Method of Assessment:**

**Submission of portfolio, interview and business presentation**

To achieve credit recognition through the PLAR process*, you need to submit/complete:

- A portfolio of information including past presentations in addition to a resume with references, that highlights your business presentation experiences
- Attend an interview to discuss your portfolio and past business presentations experiences
- Prepare a professional business presentation and present to a panel of judges

*Further detail on proving learning through a submission of a resume, interview and business presentation is available in the full PLAR Process Resource Section of this SRG.

**What is needed to be granted Credit?**

To be granted credit, the applicant must submit a portfolio and attend an interview, which will focus on applicant’s business presentation background and history. Interviewer will assess portfolio and interview and provide a pass or fail assessment. A pass will be an average of satisfactory. If applicants receive an average of satisfactory the applicant will proceed to the business presentation to a panel of presentation experts.

Panel will consist of three members. Presentation requires a “B” grade average from 2/3 of the panel. Presentation must be over 12 minutes in length to receive a score.

Rubrics/Scoring Charts are available in the PLAR Process Resource Section.
Step 5: Achievement - Credit Recognition

Once the portfolio, interview and presentation are assessed, you will be notified of the results by the PLAR Office. The assessor will have completed a form detailing his/her assessment. That information is available to you. The grade CR (Credit) will appear on your transcript if the assessment criteria have been met.

For More Information:

Please contact the PLAR Office
Phone: (613) 727-4723 x 7027
plar@algonquincollege.com

PLAR information:
http://www3.algonquincollege.com/plar/
Prior Learning Assessment & Recognition (PLAR) Student Resource Guide

**PLAR Process Resources**

Support for the student once the decision has been made to proceed with PLAR

**Business Presentations: RET2263**
Contact the PLAR Administrator prior to assembling your portfolio to ensure you are clear about the process and the requirements.

The following guidelines are provided to assist you in the assembly of a portfolio for Prior Learning Assessment and Recognition. Read the guidelines carefully and include each component as described in these guidelines.

What is a portfolio?

The portfolio is an organized compilation of evidence which describes your relevant experience, and identifies and analyses your past learning achievements as they relate to the course learning requirements. It provides validation of your learning through a collection of documents or other items that provide evidence of your learning as it specifically relates to the course learning requirements.

The Portfolio must adequately:

- Identify/describe your relevant learning accomplishments (knowledge, skills, competencies, abilities) related to the course learning requirements.
- Show a match between learning accomplishments and the requirements of the course.
- Prove these learning accomplishments with sufficient, applicable and current supportive documents. Resume is needed. Additionally any speaking or presentation awards can also be submitted.

What are the Essential Components of an Educational Portfolio?

1. Title Page
2. Résumé
3. Your Completed Self-Assessment
4. Index to Documentation
5. Narrative on Course Learning Requirements Match
6. Documents to Support the Course Learning Requirements, such as
i) Slide decks of past presentations
ii) Certificates and/or awards
iii) Course outlines of any previous courses including business presentations

1. **Title Page**

   - The portfolio title page should include the following components:
     - The name of the course for which you are submitting your portfolio
     - Your name and address, phone number, and email address
     - Your student number, if applicable
     - The date of submission of the portfolio
     - A (signed and dated) declaration of accuracy and verification

     "I declare that all of the information in this portfolio is accurate and true. I hereby present this portfolio of evidence of learning, and commit that all documents have been developed by me (in whole or in part, as indicated) during my prior learning."

2. **Résumé**

   - The résumé is a general summary of your education and employment background.
   - It should be written to emphasize your strengths and abilities and to highlight your accomplishments as they relate to the CLRs (Course Learning Requirements) of the course you are challenging through PLAR.
   - The following areas of information should be included: (Note to developer – this list
     - education
     - work experience
     - activities and interests
     - references (include name, position, organization, how they have knowledge of your business presentation skills and how to contact them)

3. **Completed Self-Assessment**

   Your self-assessment provides the assessor with an indication of where you feel you are competent and can provide the necessary evidence of your learning. It may also be helpful to refer to if clarification is needed by the assessor.
4. **Index**

This section is a key element in the portfolio. It organizes your evidence to prove your learning meets the Course Learning Requirements (CLRs). Credit is awarded for the learning that has resulted from workplace experience or other forms of learning.

The following is an example of the template you should use to describe how your learning matches the course learning requirements and embedded knowledge and skills which are listed in the course outline. Use an A to Z method of organizing your documents.

<table>
<thead>
<tr>
<th>I. Course Learning Requirement Number</th>
<th>II. Course Learning Requirement (CLR)</th>
<th>III. Where the learning was acquired</th>
<th>IV. What documents will verify learning (name them)</th>
<th>Index Tabs where documents are found A - Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<td></td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: One document may satisfy several CLRs (Course Learning Requirements).

Information included in this index should be reflected in the Resume and Course Requirements Match Narrative.

5. **Narrative on Course Learning Requirements Match**

This document provides the opportunity for you to articulate and equate your experiential learning to the college-level academic knowledge and skill requirements within the course. It is a complementary piece to the Index table described in the previous section. It will explain why you feel you have met (i.e. have the required learning) each of the required learning outcomes of the course. Your narrative should include for each Course Learning Requirement (Columns I and II in the chart above):

- The experiences which have helped you learn what is required (Column III in the chart above). Remember to consider employment, volunteer work, independent study, community activities, informal workshops etc..
• Your learning from these experiences as it relates to each listed Course Learning Requirement. Describe what you know and can do, and how you have applied this learning in various situations.

6. **Documents to Support the Learning**

The purpose of the documentation section of your portfolio is to provide the actual evidence pieces of the learning you have as you have identified in the Index. Just as students in a classroom must provide evidence of their learning in the form of book reports, oral presentations, research papers or examination results, so you will be expected to demonstrate that you really possess the knowledge or skills you claim to have. The documents should be filed under A-Z index tabs.

**Documentation to be included:**

Documents to Satisfy/Validate Meeting the CLRs (Course Learning Requirements):

- Portfolio as outlined above
- Past presentation notes and slide decks, including video if applicable

Documentation resources usually fall into two categories: direct and indirect.

**Direct Documentation** refers to products you have created yourself. In most cases, direct documentation serves as the strongest evidence that you really do know what you say you know or have the skills you say you have. If the document was not created by you alone, you must clarify your role in its development and completion.

Examples of direct documentation include:

- Letters, emails, memos, reports, plans or other products you have compiled and written or designed, in whole or in part
- Any work item developed by you
- Video or audiovisual tapes of speeches, talks, training or other presentations you have given
- Products you have created alone or with others (or photos and accompanying descriptors of same)

**Indirect documentation** is usually information about you and your accomplishments. It can take the form of:

- Letters written on your behalf by employers, co-workers business partners, business consultants, teachers, church, community or government leaders, or professional association members
- Commendations you may have received (awards, medals, official recommendations)
- Official personnel evaluations by your supervisor
- Transcripts showing test results of college courses passed or documenting completion of training program
Program notes from performances you have given or exhibits in which you have shown your work

Outlines of workshops or other training you have attended (strongest if there are learning outcomes listed, and/or if you add a narrative about how you have later applied the learning)

Trade industry or newspaper articles about you

Supervisor sign-off and validation comments regarding your knowledge and skills

Weak sources of documentation, which should be avoided, include:

Letters from family members

Newspaper clippings about events in which you say you participated but which do not mention you; or job evaluations that are not specific about what you actually did or what skills you exhibited; an evaluation that merely states you were a good employee, or even a superb employee, is poor documentation for your skills and learning.

Self-Assessment consists of narratives about learning or checklists completed by the learner. Some portfolio assessments ask the learner to include their completed self-assessment form in the portfolio so they can see how the individual has scored their own learning, or to assist further discussions about potential evidence documents or initiate questions in an interview. Requirements in the introductory letter and resume can be a type of self-assessment as well.

The 3 types of evidence – direct, indirect and self-assessment should all complement one another to bring the strongest validation of the individual’s learning as it meets the learning requirements of the course.

How do I put the Portfolio together?

The basic principle that should guide you in putting together your portfolio is this: make it easy for the reader/assessor to understand.

Selective: Only those facts, documents, and data which are directly connected with your credit request should be included in the portfolio. Avoid redundancy. Note: One document may satisfy several CLRs (Course Learning Requirements).

Organized: Documents should be organized according to the Portfolio Index.

Neat, grammatically correct and clearly written: Ideally it should be done through word processing for appearance and ease of revision. Don’t submit a handwritten document.

If you have questions about your portfolio as you develop it, check with the PLAR Administrator or your Program Coordinator.
Submitting the Portfolio

The portfolio should be submitted to the PLAR Office. The portfolio will be examined to determine if all the components outlined in this guide are in place. In addition, the documentation section will be reviewed to determine if there is a clear link to the course learning requirements. If the documentation does not appear to include sufficient or applicable evidence documents, you may need to supplement the documents provided.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Suitable (Satisfactory)</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>Did not demonstrate CLR’s, was missing information, information was not adequate to support</td>
<td>Portfolio complete. Linkage to course outcomes is demonstrated</td>
<td>Portfolio is complete and exceeds expectations. Good linkage to course outcomes.</td>
</tr>
<tr>
<td>Resume</td>
<td>Spelling and grammatical errors. No proof of business presentation skills.</td>
<td>Resume showed some support for PLAR. Some business presentation experience.</td>
<td>Resume was focused on business presentation skills and illustrated previous presentation experience.</td>
</tr>
<tr>
<td>Presentations</td>
<td>Did not include any past presentations, notes, slides, video, etc.</td>
<td>Included past presentations but overall quality was average. Included notes, video and slides.</td>
<td>Included past presentations and quality was good. Included notes, video and slides from more than 1 past presentation.</td>
</tr>
<tr>
<td>Interview</td>
<td>Poor ability to communicate business presentation skills to interviewer.</td>
<td>Able to communicate by examples, past business presentation experience</td>
<td>Clear communication skills and an abundance of communicated business presentation experiences over 4 examples.</td>
</tr>
<tr>
<td>Overall Impression</td>
<td>Portfolio materials included were disorganized and not professional in appearance.</td>
<td>Portfolio materials included were suitable. Few errors. Professional.</td>
<td>Portfolio materials submitted were of excellent quality and workmanship.</td>
</tr>
</tbody>
</table>

Please note: The application form must be completed and payment made to the PLAR Office before the portfolio is forwarded to the assessor.
Criteria for Assessment of the Portfolio

The portfolio is a binder of information which describes your relevant experience, identifies and analyses your learning achievements as they relate to the course learning requirements, and provides validation through a collection of documents that provide evidence of your learning. Assessment is based on the following criteria:

To be granted credit, the applicant must submit a portfolio and attend an interview which will focus on applicant’s business presentation background and history. Interviewer will assess portfolio and performance during interview and provide a pass or fail assessment. To pass, portfolio and interview must receive a satisfactory average score. If applicants passes the interview stage, the applicant will proceed to the business presentation to a panel of presentation experts.

BUSINESS PRESENTATION

Business Presentation

On the day of your appointment, you will meet with a panel and provide a professional business presentation on a topic of your choosing. The presentation goal is to persuade to actuate. Your mission is to make your topic as interesting as possible. Draw on your creativity to make the material come alive (use of props, technology). Do not be afraid to use novel ways to present the ideas. Spend as much time practicing presenting as you do researching and writing

Time: You have the floor for ½ an hour (set up and tear down may take 5 minutes) but you will be aiming for speech and q/a lasting a total of 25 minutes.

Notes: You are permitted notes if needed

Props: May use any props, PowerPoint, handouts, materials, music etc., you may rearrange the presentation area

Potential Broad Topics: Topics can be broad but must be of a professional nature. Some examples are:

- Present a business idea to a group of potential investors
- Choose an existing business and convince their shareholders to make drastic changes

Level of Performance Required:

Panel will consist of three members. Presentation requires a pass from 2/3 of the panel. An overall passing mark of “B” is required. Presentation must be over 12 minutes in length to receive a score. Panelists will rate the presentation using the following scale.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met standard</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>A+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume</td>
<td>I need to strain</td>
<td>I need to lean forward</td>
<td>soft but audible</td>
<td>good base</td>
<td>projected hits</td>
<td>dramatic lows</td>
</tr>
<tr>
<td>Rate (Speed of verbal communication)</td>
<td>I feel behind</td>
<td>I need to think quickly</td>
<td>I can keep pace</td>
<td>careful</td>
<td>good variety</td>
<td>dramatic variety</td>
</tr>
<tr>
<td>Pitch (The degree of highness or lowness of a tone)</td>
<td>I need to hear emotion</td>
<td>I don’t feel convinced</td>
<td>I hear some emotion</td>
<td>emotional</td>
<td>wide range</td>
<td>inflections</td>
</tr>
<tr>
<td>Pausing (Appropriate use of stoppages in speech)</td>
<td>I need time to digest, lot fillers</td>
<td>I need signposts or fillers</td>
<td>I hear punctuation, few fillers</td>
<td>I am set up for information, couple fillers</td>
<td>thoughtful quiets</td>
<td>dramatic pauses/set up face</td>
</tr>
<tr>
<td>Articulation (Clear verbalization of words)</td>
<td>I need clarity to understand</td>
<td>I hear some blended words</td>
<td>each word is clear</td>
<td>words are crisp</td>
<td>key words are accented</td>
<td>exaggerations</td>
</tr>
<tr>
<td>Animation (Physical moment and body language)</td>
<td>I feel a lack of enthusiasm</td>
<td>no hands in pockets</td>
<td>no rocking /shifting /pacing</td>
<td>made eye contact well</td>
<td>smiled</td>
<td>very animated</td>
</tr>
<tr>
<td>Clarity Purpose/Ideas and organization</td>
<td>I could not find the thread</td>
<td>I knew your general purpose</td>
<td>I knew your theme and saw research</td>
<td>Theme and subtopics evident</td>
<td>Very Clear structure and practice evident</td>
<td>I felt like a had a tour guide, flow! (moderator?)</td>
</tr>
<tr>
<td>Use of Examples and Props</td>
<td>I could not find context</td>
<td>I related to one item / basic slides</td>
<td>nodding occasionally /good slides</td>
<td>Logical examples / props</td>
<td>related to stories / props</td>
<td>many colorful stories / wow props</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>I felt no stimulation</td>
<td>I saw glimpses</td>
<td>Creative elements</td>
<td>Creative approach</td>
<td>Creative content</td>
<td>Outside the box ideas!</td>
</tr>
<tr>
<td>Technology</td>
<td>never practiced?</td>
<td>Few issues</td>
<td>Couple issues</td>
<td>A blip</td>
<td>slick: in and out.</td>
<td>incredible &amp; own device</td>
</tr>
</tbody>
</table>
### Vitality and Spontaneity

<table>
<thead>
<tr>
<th></th>
<th>I felt tired</th>
<th>1 energetic member</th>
<th>some energy</th>
<th>few members energetic</th>
<th>Excellent synergy</th>
<th>Excellent q and a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Persuasive</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do you want? Who are we?</td>
<td>I felt interested</td>
<td>I wanted to hear more</td>
<td>I would consider it</td>
<td>I am leaning to yes</td>
<td>I am ready to sign</td>
</tr>
</tbody>
</table>

### Time

<table>
<thead>
<tr>
<th></th>
<th>0-12 min</th>
<th>13-14</th>
<th>15-16</th>
<th>17-19</th>
<th>20-22, 26+</th>
<th>23-25 min</th>
</tr>
</thead>
</table>

### Overall Score

**“B” average to pass**

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**Level of Performance Required for PLAR Credit for the Course**

To be granted credit, the applicant must submit a portfolio and attend an interview. To pass, portfolio and interview must receive a satisfactory average score. If applicants passes the interview stage, the applicant will proceed to the business presentation to a panel of presentation experts.

Presentation requires a pass from 2/3 of the panel. An overall passing mark of “B” is required.