

# **American Public University System**

# **Prior Learning Assessment Portfolio**

# **Student Handbook**

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## Introduction

### What is Prior Learning Assessment (PLA)?

Prior Learning Assessment (PLA) is a way for students to earn college credit for what they have learned outside of a traditional classroom setting. To qualify for credit, the following criteria must be met:

- The learning should be at a college level.
- It should be applicable in different situations or environments.
- The subject should be something typically taught at a college.
- The learning needs to be verifiable.
- It should be current, not outdated.
- Relevant to the student's degree program.
- Not duplicating credits already earned.

If you have knowledge that fits these criteria, you might be eligible to seek academic credit through PLA. Remember, credit is given for what you have learned, not just your experiences. You must show that you have mastered the same objectives as if you have taken the college course.

There are two main ways to assess learning:

- Credit by examination
- Portfolio assessment

This handbook will explain the process of developing a portfolio for assessment.

### Ways to Validate Prior Learning

Just as there are many ways to learn, there are many ways to assess learning. Prior learning may be evaluated by any of the following options.

- CLEP Exams (refer to the TCE (Transfer Credit Evaluation) website list of CLEP exams accepted by APUS (American Public University System)).
- DANTES Exams (refer to the TCE website for a list of DANTES exams accepted by APUS).
- ACE (American Council on Education) credit recommendations for training
- Military transcripts evaluation (based on an ACE evaluation)
- Other Nationally recognized exams for credit
- Military or other training or education previously evaluated by APUS for academic credit.
- Check out [Credit by Exams Checklist](#) for more information.
- Portfolio Assessment – the remainder of this handbook will focus on portfolio assessment.

*Note: Most of the assessment methods are valid only at the undergraduate level, graduate transfer credit evaluation will help identify any that are at the graduate level.*

## History of Prior Learning Assessment at APUS

Since its beginning, APUS has valued learning beyond the classroom. The founder wanted to honor the knowledge gained through military service by offering college credit. This led to a flexible transfer credit policy, accepting credit from various sources like standardized exams, ACE credit recommendations, and military school agreements.

In 2010, APUS (American Public University System) expanded on this vision with a Prior Learning Assessment program. In addition to existing credit sources, students can now create portfolios to highlight their prior learning for evaluation.

## Why is PLA important to me?

Adult learners often bring a wealth of real-world experience to their studies. They might have already mastered course objectives through work or community involvement. PLA portfolios offer a way to document this learning, allowing them to earn college credit for what they already know. Here are some advantages for these students:

- **Saving Money:** PLA can save on tuition costs. Please check tuition costs [here](#).
- **Shortened Degree Time:** Although preparing a portfolio or studying for an exam takes time, it can significantly shorten the time needed to complete a degree.
- **Self-Reflection:** The PLA process encourages students to critically review what they have learned in life. They often discover transferable skills that boost their value in the job market.
- **Boosted Self-Esteem:** PLA validates their knowledge, increasing their confidence and self-esteem.

## Who is eligible for PLA via portfolio?

Students wishing to earn credit through portfolio assessment at APUS must meet these criteria:

- Be a fully enrolled student (completed application, orientation, possess student ID, registered for current program course, not on hold or disenrolled).
- Have received a Transfer Credit Evaluation (TCE) from the APUS Transfer Credit Department (if transferring credits or potential credits)
- Maintain a minimum GPA (Grade Point Average) of 3.0 for graduates and 2.0 for undergraduate students, without being on academic probation.
- Not yet applied for graduation or enrolled in a capstone or end-of-program option.
- Not pursuing a program with accreditation limiting prior learning credits

Students meeting these criteria and interested in the PLA program should contact the PLA team at [PLA@apus.edu](mailto:PLA@apus.edu) to inquire about the application process. The PLA team will work with students to determine eligibility, ensuring no duplication of credits previously received. Approved applicants will join a self-paced, no-cost PLA Workshop to develop their portfolios. A PLA faculty member will provide guidance and feedback, and the final portfolio will be submitted to a subject-matter expert for evaluation. When ready, students will contact the PLA team for submission instructions.

## Portfolio Submissions Expenses

APU/AMU does not charge a fee for the PLA Workshop – it is a no-cost, no-credit, self-taught independent study workshop. Students are encouraged to work through the assignments and build the pieces of their portfolio in 4 to 8 weeks (about 2 months) timeframe, however, as a self-taught workshop, students would have to complete a portfolio before the end date.

For the portfolio to be evaluated for credit, a subject matter expert (SME) must review it. Therefore, once a student completes the components of their portfolio in the PLA workshop, they must make arrangements with the PLA team ([PLA@apus.edu](mailto:PLA@apus.edu)) to submit their entire portfolio. The fee for graduate portfolio evaluation is \$325, and \$250 for undergraduate courses.

If evaluation results in the recommendation of award of academic credit, the credit will be posted to the student's transcript. If the evaluator determines the portfolio does not demonstrate adequate mastery of the learning objectives, the student will be informed of the reason(s) for the decision. If the student decides to revise the portfolio and resubmit it for consideration, there is no charge for the first resubmission. Students must complete their edits and resubmit to [PLA@apus.edu](mailto:PLA@apus.edu) within thirty (30) days of receiving the declined email. Subsequent resubmissions cost \$325/\$250.

In limited cases, the evaluator may determine that the credit sought by the student is not appropriate and will tell them that resubmission is not worthwhile. No refunds of the \$325/\$250 evaluation fee will be provided regardless of whether credit was recommended for the portfolio or not.

30 days (about 4 and a half weeks), If a student does not receive credit for their portfolio and believes it was unfairly evaluated, they can appeal by emailing [PLA@apus.edu](mailto:PLA@apus.edu) within 30 days of the decision. They must explain why they think the evaluation was unfair.

If the PLA team approves a resubmission, students have 30 days to make appropriate edits and send the revised portfolio back to [PLA@apus.edu](mailto:PLA@apus.edu).

If, after a second evaluation, credit is still not recommended and the student wants to appeal further, they can submit a formal appeal to [PLA@apus.edu](mailto:PLA@apus.edu). This appeal should outline the reasons and include evidence addressing the evaluator's feedback.

The Associate Dean of Curriculum and Assessment will review this appeal and make a final decision within 30 days of receiving it. This decision is final. Once a portfolio has been formally appealed, it cannot be revised and resubmitted for evaluation again.

## The Portfolio Development Process

### The Prior Learning Assessment Workshop

The APUS PLA 8-week Workshop is a self-instructed online workshop for students in the PLA program. During the workshop, students work on exercises to develop various parts of their portfolio. They also create drafts of each section, which are then reviewed by a PLA faculty member. These faculty members are experts in adult learning theory, though not necessarily in the specific subjects of the portfolios. The

feedback focuses on how well the portfolio is organized, how clear it is, and if there's consistency throughout meeting the course objective requirements. Once the final portfolio is ready, students need to contact the PLA team (PLA@apus.edu) for instructions on how to submit it for credit evaluation.

## Workshop Description

The workshop is a structured program to help students request credit through a portfolio for learning they have gained outside of regular classes. It guides students through a process of active reflection, helping them understand diverse types of learning: experience, experiential learning, and learning by experience.

In the workshop, students will:

- Analyze their own knowledge, skills, and abilities.
- Use these insights to set and reach educational goals.
- Learn about different learning styles and theories.
- Identify their prior learning experiences.
- Discover ways to show what they have learned.
- Reflect on important learning moments and Kolb's learning cycle.

Throughout the workshop, students will build a portfolio. This portfolio will let evaluators at APUS assess how their learning matches up with course requirements.

## Learning Objectives

Upon successful completion of the workshop, the student will be able to:

- L01: Define prior learning assessment.
- L02: Discuss the importance of PLA for adult learners.
- L03: Develop an educational strategy and inventory for PLA.
- L04: Differentiate between experiential learning, life experience, and traditional classroom learning.
- L05: Explain Kolb's learning theory as it applies to personal learning experiences.
- L06: Identify, develop, and prepare appropriate documentation/components to support a petition for prior learning credit.
- L07: Develop and prepare a portfolio in accordance with APUS standards for submission.

## Tips for Succeeding in the PLA Workshop

- Read this handbook in its entirety – and keep it handy throughout your PLA process!
- Read the lessons with each assignment – they are designed to help you think about your learning through experience and gain confidence in writing about it.
- Put time into the workshop just as you would a course. Though there are no due dates, students must submit their first portfolio no later than 6 months after enrolling in the workshop.
- If you have questions, ask! Workshop faculty members are well-versed in prior learning assessments. You can also always email [PLA@apus.edu](mailto:PLA@apus.edu) with specific questions.

## Identification of Prior Learning

Appropriate prior learning can come from a variety of sources. Some examples include:

- Employment - either in the form of formal training or through on-the-job training
- Military experience not previously evaluated by the American Council on Education
- Community volunteerism/activism
- Hobbies/outside interests/self-study
- Non-credit courses taken for personal enrichment.
- Church/Community involvement
- Independent research
- Family
- Travel

The PLA workshop offers exercises to help students identify their previous learning that could qualify for college credit. Remember, credit is given for what you have learned, not just your experiences. To earn credit, your learning must meet these criteria:

- It should be related to your educational goals.
- The learning outcomes should be up to date.
- No duplicate credit should be awarded.
- It must be possible to verify what you have learned.
- The learning should be at a graduate level and relevant to a specific course that APUS offers credit for.
- You should be able to apply this learning to different situations.
- Your understanding should be backed up by knowledge of appropriate theories.

## Equating Prior Learning to an APU/AMU Course

Prior learning is evaluated in terms of APU/AMU learning objectives (LOs). The first step in the development of a portfolio for evaluation is equating past learning to the course description and the learning objectives of a specific course at APU/AMU. The LOs of the course provide the students with specific and measurable competencies against which to validate their prior learning. For example, a student who has worked with young children for an extended period, or who, as a parent, has done considerable research and self-study, may feel they have the knowledge required to earn undergraduate credit for Introduction to Child Development. The student would need to relate that learning to the course learning outcomes as shown below.

### **CHFD 215 – Introduction to Child Development**

*This course will address the research and theory of child development from conception through the end of childhood. Topics include the child's emotional, perceptual, and intellectual development, with attention to the social, cultural, and biological context in which children develop. Practical applications of theory and research will be emphasized.*



*Upon successful completion of this course, students will:*

- *Identify major child development theories and issues.*
- *Examine research methods relevant to child psychology.*
- *Identify the major growth and development issues associated with the early life stages.*
- *Explore the biological, social/cultural, cognitive, and emotional development of the child.*
- *Identify the contributions of major theorists to the study of child development.*
- *Engage in critical thinking regarding child development issues.*

Students completing this course are expected to be well-versed in theories surrounding child development. Simply working at a daycare center may not have provided this level of knowledge. However, if the student has been required to take continuing education courses to be certified by the state, or if the student has done significant reading on the subject, the student may be able to document mastery of the stated objectives.

Reviewing the course descriptions is the first step in completing a portfolio. All APUS course descriptions are available on the university website.

## **The Completed Portfolio**

### **Format**

Portfolios are to be submitted in the following format.

- Double spaced
- 12 pt. Standard Times New Roman font (1-inch margins, top, bottom, and sides paper layout)
- Flush-left margins
- 0.5" First-line indentions for every paragraph
- Any citations must be in accepted APA 7 format (APA Style Central - <http://www.apastyle.org/>)

Portfolios will be submitted electronically. In most cases, students will upload documents to a designated location where they will be processed by the PLA office and then made available to faculty evaluators. When your entire portfolio is ready, you will need to email [PLA@apus.edu](mailto:PLA@apus.edu) for submission instructions.

### **Contents of a Portfolio**

Every portfolio should include the following components in the following order.

- Title page
- Table of Contents
- Prior Learning Portfolio Rubric (Do not forget to put the appropriate learning outcomes in the second half of the rubric!)
- Autobiography

- Resume
- Educational Goal Statement
- Narrative and Reference Page
- Artifacts/Documentation (either embedded into the Narrative or as Appendices)

### Title Page

The title page should appear at the beginning of the portfolio. It must contain the student's name, student ID number, the course name and number for which the student is requesting credit, and the date.

### Table of Contents

A table of contents is required and can be automatically generated by most word processing software. Portfolio sections should be set apart by section labels to help the evaluator easily refer back to sections, as necessary.

### Prior Learning Portfolio Rubric

This form must accompany every portfolio submission. An example of the form is available in the Appendices of this handbook. **Students may not submit a portfolio without the Rubric form, and the rubric must include the learning objectives for the course they petition.**

### Autobiography

Students will complete the *autobiography* as an exercise in the PLA workshop. It will focus primarily on experiences after high school but may contain a small amount of background information. The emphasis is on the student's professional life; however, personal information may be included *to the extent that it is relevant to prior learning*.

### Resume

The resume is included to give the evaluator a sense of the progression of learning and experience. Throughout the exercise of developing the autobiography and the resume, the student will explore and evaluate his or her experience in terms of learning itself, as well as the practical application of learning. Assistance in developing a resume appropriate for your discipline is available through our robust Career Services. <http://www.amu.apus.edu/career-services/home/>

### Educational Goal Statement

The educational goal statement is a document that outlines the student's educational goals, how they support their career or life goals, how these goals were developed, and why these goals are important to the student. The relationship between the goals and the prior learning should be clearly articulated.

### Narrative

The narrative is a written essay that describes the learning and demonstrates that a student has met the learning objectives of a specific course. It should include information regarding how and where the learning took place and how it has been applied.

Specifically, the following should be addressed:

- Where the learning occurred – travel, workplace, volunteer experience, self-study, other training, etc., (or any combination of the previously mentioned).
- The length of time spent involved with the learning.
- The extent to which and level at which the student was involved.
- The credentials of others associated with the learning, if appropriate.
- Any publications that supported the learning, if appropriate.
- Concrete examples regarding the application of the learning, including both theory and practice as appropriate to meet the learning outcomes.
- If the student’s performance was evaluated, reference should be made to the evaluation.

Note that it is insufficient to describe what has been done; the focus of the narrative should be on what was learned. Also, all points of the APUS course description and all learning outcomes/objectives from the APUS course must be addressed. Best practice indicates that students should explicitly identify which learning outcome/objective they are addressing. Students must demonstrate knowledge of the relevant theories that relate to each learning objective/outcome and how they can be applied. It is expected that appropriate references to the literature will be made at the graduate or undergraduate level.

The narrative must be written in the first person, clearly and concisely, and must demonstrate clear analysis and proficient writing skills. Again, the narrative must focus on learning and not experience. The narrative is developed in the PLA workshop and may go through several edits before submission for evaluation.

### **Artifacts/Documentation**

Artifacts are pieces of evidence that support your story or narrative in the portfolio. This evidence can be direct or indirect, like the assessments used in a classroom.

**Direct Evidence:** This is evidence that can be assessed directly.

- It is recommended to submit copies, not original documents.
- If there is any sensitive or confidential information in the artifacts, students should blackout, delete, or cover it before submission.

### **Examples of direct evidence**

- Work products
- Photographs or videotapes demonstrating the application of knowledge.
- Research conducted.
- Publications
- Example of problems and solutions
- Business plan

### **Examples of indirect evidence**

- Employee evaluations
- Letters from previous or current employers/colleagues/clients/peers
- Certificates of completion/appreciation

- Commendations
- Job Descriptions
- Syllabi for courses taken.
- Licenses held by the learner.
- Articles about the learner's accomplishments

## Prior Learning Policy and Procedures

### Format

Portfolios presented for evaluation must be prepared in the required format as described above. The PLA workshop will provide additional information about the portfolio format.

### Submission

Portfolios will be submitted electronically. When the portfolio is completed, contact the PLA team at [PLA@apus.edu](mailto:PLA@apus.edu) for submission instructions.

***Submitting to the PLA Workshop instructor is NOT a submission for credit evaluation – it is an opportunity for feedback. Students are responsible for contacting the PLA team for submission instructions.***

### Evaluation of learning

Portfolios are reviewed on a pass/fail basis by faculty evaluators who are experts in the subject matter of the portfolio's content. These evaluators are trained in assessing experiential learning. The PLA team assigns an evaluator to each portfolio.

The goal of the evaluation is to see if the portfolio shows a mastery of the learning objectives at a level equivalent to a passing grade of B or higher. After the evaluation, the evaluator gives feedback to the PLA office for the student and makes a credit recommendation.

The PLA team then processes the evaluator's recommendation and sends the documentation to the Transfer Credit department for transcription.

### Time Required for Evaluation

Faculty evaluators aim to complete their assessments within thirty days. If they need more information, they may request it from the student, which could add up to fifteen extra days to the review process.

Once the evaluation is done, the evaluator provides feedback and a credit recommendation (if credit is awarded) to the PLA office. The PLA team then processes this recommendation and sends the documentation to the Transfer Credit department for recording.

The entire process, from when the student submits the portfolio to when it is completed, should take about forty-five days or less unless extra information is needed.

Students should keep this timeline in mind when planning for graduation. It is best to start planning

for the PLA program right after completing the transfer credit evaluation. This allows enough time for applying, enrolling, completing the course, creating the portfolio, evaluating, and receiving credit.

### **Posting of Credit**

Credit received for prior learning will be posted to the academic transcript as PLA credit, which is a type of transfer credit, called non-traditional credit, and is subject to transfer credit limitations. There is no letter grade assigned and PLA evaluations are not factored into the GPA.

### **Transfer of PLA credit**

Every college/university has its own policies regarding the transfer of credit awarded via PLA at other institutions. There is no guarantee that PLA credit will be accepted by another school, and APUS presently does not accept PLA credit provided by other schools. Students planning to transfer to another institution should check with that school before applying for participation in the APUS PLA program.

### **Fees**

There are non-refundable fees for each graduate/undergraduate portfolio submitted. If credit is not awarded and resubmission is requested, the first resubmission of a portfolio for reevaluation is free; subsequent resubmission costs graduate \$325/ undergraduate \$250 each. There is no additional charge for the posting of PLA credit to a student's transcript.

The evaluation fee is used to pay faculty evaluators and other administrative costs. Fees are not based on the amount of credit awarded. Once the portfolio is ready to be evaluated, the PLA team will provide payment instructions to the student. Once payment has been confirmed by student accounts the PLA team will submit the portfolio for evaluation to a faculty subject matter expert.

### **Credit Limitations**

Accrediting guidelines limit the amount of experiential learning (non-traditional) credit that can be applied toward degree completion. Limitations by degree program are listed below:

- Associate – no more than 30 semester hours
- Bachelor's – no more than 60 semester hours
- Master's – no more than 9 semester hours
- Graduate certificates – no more than 9 semester hours

\*\*Additional limitations apply to Virginia residents. \*\*

### **Academic Honesty**

Students need to understand APUS policy on plagiarism and academic integrity. All portfolio submissions, along with supporting materials, will be checked for authenticity.

PLA instructors and faculty evaluators may use tools such as plagiarism detection software for verification. If plagiarism is found, the student will not receive credit for the portfolio, and a note will be added to their official APUS record. Depending on the seriousness of the offense, students

could face penalties as outlined in the Student Handbook.

If plagiarism is detected, the student may rewrite the portfolio following proper academic standards. However, they will be responsible for the portfolio review fees of \$325/\$250.

### **Confidentiality**

Upon submission of the portfolio, it will become the property of APUS. While it may be used as an example for other students (with permission from the student), names and identifying information are edited or redacted. If there is a specific confidentiality concern, students should address the matter with the PLA team.

### **Quality Assurance**

At APUS, new degrees and academic programs are continuously monitored and reviewed to ensure the highest quality standards are maintained. The PLA program will be evaluated periodically on the following criteria:

- Adherence to best practices in Prior Learning Assessment
- Adherence to the ten standards as outlined by the Council on Adult and Experiential Learning
- Student satisfaction as reported on End-of-Course surveys.
- Student enrollment and completion data
- Successful petition for credit data

## Appendix A – PLA GLOSSARY

**Adult Learner** - typically a learner who is age 25 or older; also, may fit in the category of non-traditional learner (see Non-traditional Learner)

**Artifact** – used to describe physical evidence of learning used to support a portfolio, also see the documentation.

**Assessment** – the process of evaluating and verifying learning.

**CAEL** – the Council on Adult and Experiential Learning (<https://www.cael.org/>)

**Certificate** – a document indicating the completion of a training/learning activity.

**CEU** – Continuing Education Unit – (does not award academic credit, but is used to document learning in the workplace and/or through training)

**College-level learning** - knowledge, skills, and abilities requisite of those one would gain during a college course or college program of study.

**Exams for credit** – examinations designed to determine if students have met learning objectives in specific course topics or subject matter. Nationally recognized exams include CLEP and DANTES.

**College-Level Examination Program (CLEP)** - administered by The College Board, which provides standardized tests in college subjects and recommends college-level credit for successful completion. These tests are timed and may be extremely broad in terms of material covered.

**Credit hour** - a unit of measure to indicate completion of academic coursework.

**DANTES** – DANTES Subject Standardized Tests (DSST) developed by the Department of Defense offer the student the opportunity to demonstrate knowledge in many common and technical areas. These exams are not timed, but more content-specific, i.e., the Vietnam War vs. US History.

**Discipline** – refers to a specific academic field of study.

**Documentation** - may refer to many materials/products to support the claim of prior learning. Also, see artifacts.

**Educational goal statement** – a component of the portfolio that describes what, how, when, where, and why regarding a student’s personal higher learning objectives

**Electives** – courses outside those required to meet General Education, Major, Concentration, or Core requirements.

**Evaluator** – the faculty member who is designated to review the portfolio and make a recommendation for credit (May also be referred to as an assessor or subject matter expert)

**Evidence** -The array of evidence used to prove prior learning, in the form of written documents, work samples, or demonstrations used to support the narrative portion of a portfolio.

- Direct Evidence: Evidence produced by the learner such as work products, performances, reports, art, plans, etc.
- Indirect Evidence: Information about the learner's achievements such as letters from employers, certificates, book reviews, newspaper articles, etc.

**Experiential Learning: learning that takes place beyond a traditional classroom.**

**Matriculation** – describes students who have completed all admissions requirements, have identified a major, and have been accepted to work toward a specific degree.

**Narrative** – the portion of the portfolio that discusses the prior learning in terms of course learning outcomes. The narrative describes how the learning was gained, the theories involved with the subject matter, how they were applied in the learning situation, and how they may be applied in other situations.

**Non-traditional Learner** - As defined by NCES (Horn, 1996) non-traditional characteristics include:

- Delayed enrollment in postsecondary education
- Part-time attendance
- Financially independent of parents
- Work full-time
- Have dependents other than a spouse.
- Are a single parent
- Have a non-standard high school diploma, such as a GED.

Radford, Caminole, and Skomsvold (NCES, 2015) show that 74% of all undergraduates in the 2011-12 cohort have at least one nontraditional characteristic.

**PLA – Prior Learning Assessment allows students to reflect on their previous learning, identify gaps, plan for life-long learning, and earn academic credit for learning outside a traditional classroom.**

**PLA team member** – the staff member who works with individual students to achieve their goals and submit portfolios.

**Portfolio** – a student-created document to demonstrate mastery of learning outcomes. The portfolio has multiple components including a title page, a Table of Contents, a Prior Learning Portfolio Rubric, an Autobiography, an Educational Goal Statement, a Resume, a Narrative, and Artifacts/Documentation

**Portfolio Development** – the process of developing the portfolio to demonstrate prior learning.

**Quarter-hour/credit** – a unit of measure to document academic credit in a quarter-system institution.

**Resume** – a document designed to provide information regarding prior employment and experience.

**Semester hour/credit** – a unit of measure used to document academic credit in a semester system



institution.

**Sponsored learning** – learning that has taken place in a structured environment, for example, training classes conducted by an employer or an adult education program.

**Transcript** – a document which confirms educational progress.

**Un-sponsored learning** – learning that occurs because of the student’s initiative without direction from another individual or in a structured setting, for example, reading, travel, and hobbies – is also called self-study.

## References Cited

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Horn, L. (1996) *Nontraditional Undergraduates: Trends in Enrollment From 1986 to 1992 and Persistence and Attainment Among 1989–90 Beginning Postsecondary Students (NCES 97-578)*. National Center for Education Statistics, U.S. Department of Education. Washington, DC

## Appendix B

### Prior Learning Portfolio Rubric

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Course Name: \_\_\_\_\_

Course Number: \_\_\_\_\_

#### Scale

4 - Exceptional

3 - Above average

2 - Acceptable

1 - Not present or unacceptable

**General Assessment of Portfolio** – This section is standard and applicable to all submissions.

**Evaluator directions** – Please use the scale above to indicate the extent to which each of the statements below is true of the portfolio you are evaluating. Scores in each category should be 2 or above if credit is recommended.

Category	Rating
All required portfolio components are present.	
The resume provides a summary of the student’s relevant work history.	
The autobiography provides background supporting the narrative, discussing critical incidents which led to learning.	
The narrative is written without grammatical, spelling, or punctuation errors.	
The narrative is written clearly and concisely (sentence structure, organization, and clarity).	
The narrative clearly describes the learning attained via experience.	
The narrative explains how and where the learning was acquired.	
The narrative demonstrates that the student has reflected upon and thought critically about his/her prior learning experiences.	
The narrative shows that the students can apply their learning in a situation different from the one where the learning took place.	
The narrative contains a discussion of theory and practice appropriate to the subject.	
The learning described in the narrative is college level.	
The artifacts included in the portfolio support its content and its author's identity.	
<b>TOTAL SCORE</b>	

#### Additional Feedback:

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**This section is specific to each course - Assessment of prior learning as it relates to specific learning objectives.**

The rubric below is used to align the prior learning to the specific learning objectives stated for the course for which credit is being requested.

Student directions - Please copy and paste the learning objectives as stated in the syllabus to the left-hand columns in the chart below.

Evaluator directions – please use the scale above to rank the extent to which the student has mastered the learning objectives.

<b>Learning objectives of the course petitioned. (to be copied and pasted in the blocks below by the student)</b>	<b>Rating</b>

Additional Comments:

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Credit Recommended:            Yes                    No

\*If credit is not recommended, provide the reason and additional information below.

- Provide additional evidence:
- Rewrite narrative to include:
- Credit will not be granted:
- Recommended Reading:

Evaluator name: \_\_\_\_\_

Date of evaluation: \_\_\_\_\_