



# From the Ground Up

## PARTICIPANT WORKBOOK

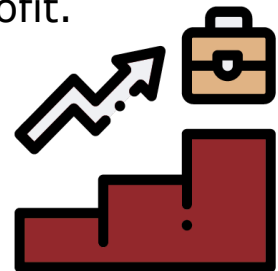
# Who CAEL Is

The Council for Adult and Experiential Learning (CAEL) is a national nonprofit working to improve education-to-career pathways for adult learners.

We help organizations succeed by providing expertise, resources, and innovative solutions that effectively support adult learners as they navigate on- and off- ramps between education and employment.

A national membership organization established in 1974, CAEL is a part of Strada Collaborative, a mission-driven nonprofit.

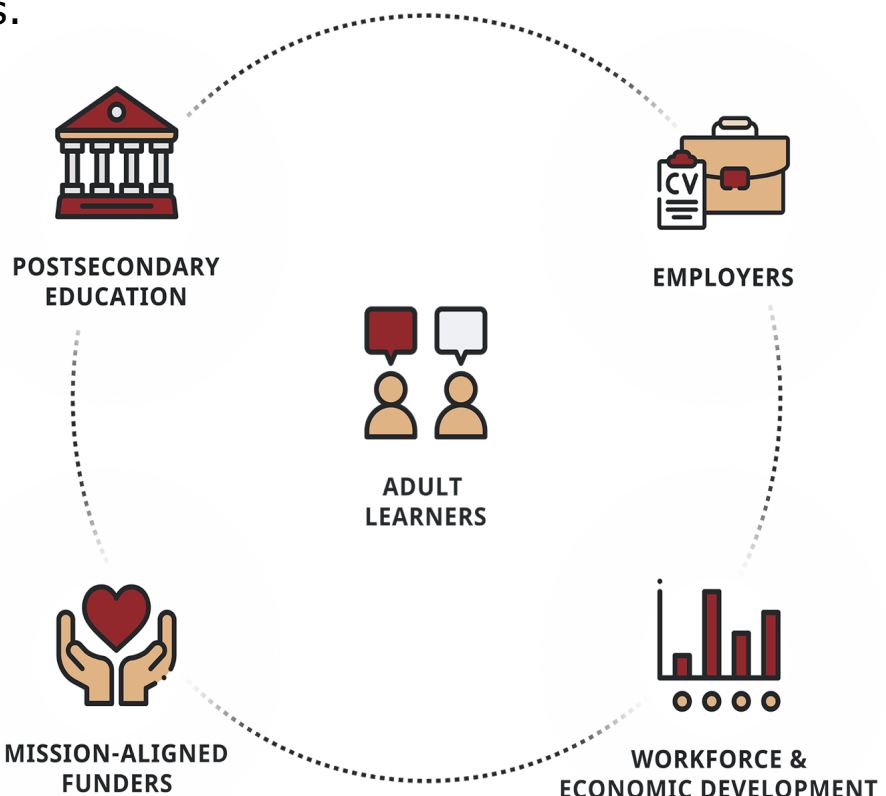
Learn more at [stradacollaborative.org](https://stradacollaborative.org).



# Who CAEL Works With

From education to industry to workforce and economic developers, CAEL builds partnerships that link learning and work.

We work with partners that share our nonprofit mission and vision to better align their services and programs to support adult learners.



# Who Are Adult Learners?

- Adult students typically aged 25 and older, with the following characteristics.
  - Often enrolled less than full time with some credits, but no degree. Not free of significant family, work, and/or financial obligations.
  - Generally self-directed, understanding the importance of education.
  - Results-oriented, with a variety of experiences that are foundational to their learning.
- Previously regarded as “nontraditional” students, adult learners have quickly become the new “traditional” student.

## How We Respond - Focus on Adult Learners

### **CAEL helps organizations better serve and support adult learners by:**

- *Focusing* on the unique needs and perceptions of adult learners.
- *Formally recognizing* diverse sources of relevant experience, knowledge, and skills.
- *Promoting* shorter time to completion of learning programs.
- *Convening* leaders from across communities focused on adult learner success.

# Our Key Areas of Focus



## Recognize all learning

Prioritize college-level learning for credit



## Center on the learner

Adult-learner centric policies, processes and systems support attainment



## Yield in-demand skills

Education and workforce needs align and a ready workforce yields social and economic mobility



## Drive equity

Lifelong learning becomes inclusive, available and accessible to EVERYONE

## Postsecondary Learning Providers

CAEL helps create and improve holistic learning experiences for adult learners, including:

- Assessment and credit for prior learning
- Coursework that develops skills critical for career success in growth industries.

Postsecondary institutions and systems can rely on CAEL's experience, expertise, and guidance.



# **4 Square** **Exercise**

<p>What do we already know about Credit for Prior Learning and how it works?</p>	<p>What else do you want to know about Credit for Prior Learning?</p>
<p>What concerns you most about implementing CPL for your program/courses ?</p>	<p>What can your Administration or CAEL do to help you prepare for CPL in your program?</p>

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# TODAY'S STUDENT

Too many Americans are failing to graduate college. Why? In part, because our assumptions about them are wrong. Most of us envision college students as 18- to 21-year-olds fresh out of high school. That's no longer the reality.

## IDENTITY

**37% of college students are 25 or older, and 46% are first-generation college goers.**



**9%**

of college students are first-generation immigrants.



**42%**

of college students are students of color.



**Lumina**  
FOUNDATION

To view all sources for data in this document, visit:  
[www.luminafoundation.org/todays-student-citations](http://www.luminafoundation.org/todays-student-citations)

## RESPONSIBILITY

**A majority of college students work — many full time — while supporting themselves through school.**



**49%**

of college students are financially independent from their parents.



**24%**

of college students have children or other dependents.



**64%**

of college students work, and 40% of them work full time.



**6%**

of college students serve or have served in the U.S. armed forces.



**57%**

of students live independently — away from their parents or campus housing.

POVERTY

# Homelessness, food insecurity, and poverty affect college students.



**36%**

of college students reported not knowing where their next meal was coming from.



**31%**

of college students come from families at or below the Federal Poverty Guideline. The majority of college students (53%) come from families at or below twice the poverty level.



**9%**

of college students reported being homeless within the past year.

DEBT

# Most bachelor's degree holders leave college with loan debt.



**68%**

of bachelor's earners graduate with student loan debt, owing an average of \$30,100.



**\$25k+**

Average student loan debt among bachelor's holders: \$34k (black), \$30.1k (white), \$25,450 (Latino and Asian-American).



**5x**

Tuition has increased 503% more than inflation over the past 35 years.

SUCCESS

# Economic background dramatically affects success in school and work, especially when race is factored in.



**1.6x**

Ninth-graders from high-income families are 1.6x more likely than students from low-income families to pursue an education beyond high school.



**11%**

of young adults from low-income families earn bachelor's degrees by age 24, compared with 58% from high-income families.



**5x**

Students from low-income households are 5x more likely to move out of poverty if they earn a college degree.



**32%-45%**

45% of black and American Indian students from low-income families delay starting college vs. 32% of similar white students.



**45%-85%**

Graduates with loan debt: 85% (black), 69% (white), 66% (Latino), 45% (Asian-American).



**\$26.9k+**

Average undergraduate student loan debt by institution type: \$26.9k (public), \$31,450 (nonprofit), \$39.9 (for-profit).

# CAEL'S TEN STANDARDS FOR ASSESSING LEARNING

**When reviewing your Credit for Prior Learning (CPL) or Prior Learning Assessment (PLA) policy and practices, reference the below standards to ensure that you adhere to the quality and effectiveness expectations of your students, faculty, staff, and accreditors.**

1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
2. Assessment is integral to learning because it leads to and enables future learning.
3. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
4. The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
5. Assessment advances the broader purpose of equity and access for diverse individuals and groups.
6. Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
7. Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
8. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
9. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.



## Brainstorming Session:

- Within your small groups, discuss the possible ways a student could acquire learning *outside of the classroom*.
- What are some of the possible paths a student might take both formally and informally from life and work?
- List some specific examples for each path identified.
- How might a student demonstrate their learning?



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CPL  
Credit for Prior Learning

# CPL Methods Inventory: What's under your umbrella?

CATEGORY	TYPE	SPECIFIC
Transfer Credit	Block Transfer	(i.e., full AA or AAS degree)
	Course-to-Course	(i.e., BUS100 to BUS100)
Military Credit		<ul style="list-style-type: none"> <li>•Community College of the Air Force (CCAF) Transcripts</li> <li>•Joint Services Transcripts(JST) (certified by the American Council on Education)</li> <li>•Military Occupational Specialty (MOS) in ACE Military Guide Online</li> <li>•Non-evaluated credit on JST</li> </ul>
Proficiency Credit	Standardized Exams	<ul style="list-style-type: none"> <li>•AP / IB courses</li> <li>•CLEP</li> <li>•DANTES (DSSTs)</li> <li>•FLATS (or other foreign language exams)</li> </ul>
	Training & Certifications / 3rd party Evaluations	<ul style="list-style-type: none"> <li>•Employer-given training</li> <li>•3rd party training/certifications</li> <li>•ACE/NCCRS recommendations</li> <li>•Manufacturing Skill Standards Council (MSSC)</li> <li>•National Career Readiness Certificate (NCRC)</li> <li>•Industry recognized certificates and licenses</li> </ul>
	Institutional Exams and Individualized Assessments "Challenge" Exams	<ul style="list-style-type: none"> <li>•Summative Course Exams (<i>usually based on final exams</i>)</li> <li>•Written Learning Portfolios</li> <li>•Skills demonstrations</li> <li>•Oral Interviews</li> <li>•Combination of Above</li> </ul>

# Exams Available with Credit Weights

GENERAL CATEGORY	CLEP	DSSTs	UExcel	ALEKS
BUSINESS	<ul style="list-style-type: none"> <li>Financial Accounting (3)</li> <li>Introductory Business Law (3)</li> <li>Principles of Management (3)</li> <li>Principles of Marketing (3)</li> </ul>	<ul style="list-style-type: none"> <li>Business Ethics and Society (3U)</li> <li>Business Mathematics (3)</li> <li>Human Resource Management (3)</li> <li>Introduction to Business (3)</li> <li>Management Information Systems (3)</li> <li>Money &amp; Banking (3U)</li> <li>Organizational Behavior (3)</li> <li>Personal Finance (3)</li> <li>Principles of Finance (3U)</li> <li>Principles of Supervision (3)</li> </ul>	<ul style="list-style-type: none"> <li>Business Ethics (3U)</li> <li>Business Information Systems (3)</li> <li>Business Law (3)</li> <li>Financial Accounting (3)</li> <li>Managerial Accounting (3)</li> <li>Human Resource Management (3U)</li> <li>Introduction to Macroeconomics (3)</li> <li>Introduction to Microeconomics (3)</li> <li>Labor Relations (3U)</li> <li>Operations Management (3U)</li> <li>Organizational Behavior (3U)</li> <li>Principles of Finance (3U)</li> <li>Principles of Management (3)</li> <li>Principles of Marketing (3)</li> <li>Quantitative Analysis (3U)</li> <li>Workplace Communication With Computers (3)</li> </ul>	
COMPOSITION and LITERATURE	<ul style="list-style-type: none"> <li>American Literature (3)</li> <li>Analyzing &amp; Interpreting Literature (3)</li> <li>College Composition (6)</li> <li>College Composition Modular (3)</li> <li>English Literature (3)</li> <li>Humanities (3)</li> </ul>	<ul style="list-style-type: none"> <li>Principles of Advanced English Composition (3)</li> </ul>	<ul style="list-style-type: none"> <li>College Writing (3)</li> <li>English Composition (6)</li> </ul>	

# Exams Available with Credit Weights

GENERAL CATEGORY	CLEP	DSSTs	UExcel	ALEKS
EDUCATION		<ul style="list-style-type: none"> <li>Foundations of Education (3)</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Instruction in the Elementary School (6U)</li> </ul>	
HISTORY, HUMANITIES, and SOCIAL SCIENCE	<ul style="list-style-type: none"> <li>American Government (3)</li> <li>History of the United States I: Early Colonization to 1877 (3)</li> <li>History of the United States II: 1865 to the Present (3)</li> <li>Human Growth &amp; Development (3)</li> <li>Introduction to Educational Psychology (3)</li> <li>Introduction to Psychology (3)</li> <li>Introduction to Sociology (3)</li> <li>Principles of Macroeconomics (3)</li> <li>Principles of Microeconomics (3)</li> <li>Social Sciences and History (6)</li> <li>Western Civilization I: Ancient Near East to 1648 (3)</li> <li>Western Civilization II: 1648 to the Present (3)</li> </ul>	<ul style="list-style-type: none"> <li>Art of the Western World (3)</li> <li>Criminal Justice (6)</li> <li>Ethics in America (3)</li> <li>Fundamentals of Counseling (3)</li> <li>General Anthropology (3)</li> <li>History of the Soviet Union (3U)</li> <li>History of the Vietnam War (3U)</li> <li>Human/Cultural Geography (3)</li> <li>Introduction to Law Enforcement (3U)</li> <li>Introduction to World Religions (3)</li> <li>Lifespan Developmental Psychology (3)</li> <li>Principles of Public Speaking (3)</li> <li>Substance Abuse (3U)</li> <li>The Civil War and Reconstruction (3U)</li> </ul>	<ul style="list-style-type: none"> <li>Abnormal Psychology (3U)</li> <li>Bioethics: Philosophical Issues (3U)</li> <li>Cultural Diversity (3U)</li> <li>Ethics: Theory &amp; Practice (3U)</li> <li>Foundations of Gerontology (3U)</li> <li>Introduction to Music (3)</li> <li>Introduction to Philosophy (3)</li> <li>Introduction to Psychology(3)</li> <li>Introduction to Sociology (3)</li> <li>Interpersonal Communication (3)</li> <li>Juvenile Delinquency (3U)</li> <li>Life Span Developmental Psychology (3)</li> <li>Political Science (3)</li> <li>Psychology of Adulthood &amp; Aging (3U)</li> <li>Research Methods in Psychology (3U)</li> <li>Social Psychology (3U)</li> <li>World Conflicts Since 1900 (3U)</li> <li>World Population (3U)</li> </ul>	

# Exams Available with Credit Weights

GENERAL CATEGORY	CLEP	DSSTs	UExcel	ALEKS
MATH and PHYSICAL SCIENCE	<ul style="list-style-type: none"> <li>Biology (6)</li> <li>Calculus (4)</li> <li>Chemistry (6)</li> <li>College Algebra (3)</li> <li>College Mathematics (6)</li> <li>Natural Sciences (6)</li> <li>Precalculus (3)</li> </ul>	<ul style="list-style-type: none"> <li>Astronomy (3)</li> <li>Environment &amp; Humanity: The Race to Save the Planet (3)</li> <li>Fundamentals of College Algebra (3)</li> <li>Health &amp; Human Development (3)</li> <li>Math for Liberal Arts (3)</li> <li>Principles of Physical Science I (3)</li> <li>Principles of Statistics (3)</li> </ul>	<ul style="list-style-type: none"> <li>Anatomy &amp; Physiology (6)</li> <li>Basic Genetics (3)</li> <li>Calculus (4)</li> <li>Contemporary Mathematics (3)</li> <li>Earth Science (3)</li> <li>General Chemistry I (3)</li> <li>Microbiology (3)</li> <li>Pathophysiology (3U)</li> <li>Physics (6)</li> <li>Precalculus Algebra (3)</li> <li>Science of Nutrition (3)</li> <li>Statistics (3)</li> <li>Weather and Climate (3)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning Algebra (3)</li> <li>Intermediate Algebra (3)</li> <li>College Algebra (3)</li> <li>College Algebra with Trigonometry* (3)</li> <li>Trigonometry (3)</li> <li>PreCalculus* (3)</li> <li>Introduction to Statistics (3)</li> <li>Business Statistics (3)</li> <li>Statistics for the Behavioral Sciences (3)</li> </ul> <p>*Students cannot receive credit for both PreCalculus and College Algebra with Trigonometry.</p>
NURSING			<ul style="list-style-type: none"> <li>Adult Nursing (8U)</li> <li>Community-Focused Nursing (4U)</li> <li>Fundamentals of Nursing (8)</li> <li>Maternal and Child Nursing (Associate) (6)</li> <li>Maternal and Child Nursing (Baccalaureate) (8U)</li> <li>Psychiatric/Mental Health Nursing(8U)</li> <li>Research in Nursing (3U)</li> </ul>	
TECHNOLOGY	<ul style="list-style-type: none"> <li>Information Systems (3)</li> </ul>	<ul style="list-style-type: none"> <li>Computing &amp; Information Technology (3)</li> <li>Fundamentals of Cybersecurity (3U)</li> <li>Technical Writing (3)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Computer Programming Using Java (3)</li> <li>Introduction to Cybersecurity (1)</li> </ul>	

# Exams Available with Credit Weights

GENERAL CATEGORY	CLEP	DSSTs	UExcel
WORLD LANGUAGES	<ul style="list-style-type: none"> <li>• French - Level 1 Proficiency (6)</li> <li>• French - Level 2 Proficiency (9)</li> <li>• German - Level 1 Proficiency (6)</li> <li>• German - Level 2 Proficiency (9)</li> <li>• Spanish - Level 1 Proficiency (6)</li> <li>• German - Level 2 Proficiency (9)</li> </ul>		<ul style="list-style-type: none"> <li>• Spanish Language (6)</li> </ul>

CLEP language proficiency levels 1 & 2 are a single exam. The proficiency level-and credit hours awarded—are based on the score.

French Level 1 = 50 minimum  
 French Level 2 = 59 minimum

German Level 1 = 50 minimum  
 German Level 2 = 60 minimum

Spanish Level 1 = 50 minimum  
 Spanish Level 2 = 63 minimum

**NOTE:** Credit hour weights were determined by the American Council on Education. Credit hours listed with a “U” next to them indicate that they were determined upper division courses/exams.

# Credit by Exam Comparisons

	Cost Per Exam	Cost of Study Materials	How Do Students Register	Where Do Exams Take Place	Cost Per Transcript	Score Needed for Credit	Retake Policy
<b>CLEP</b>	\$ 89	Official CLEP Study Guide = \$24.99 Topic-specific Guides = \$10/each	Online via CLEP website	Physical testing center of student's choice	First transcript is free, \$20 for each additional	Score of 20-80 Minimum for credit is 50	Must wait 3 months to retake a failed exam
<b>DSST</b>	\$ 85 Free for Military	Online practice tests for each subject - 100 questions each, receive 3 tests = \$19.95/each Additional materials online Free for Military	Online via DSST website	Physical testing center of student's choice	\$30 each non-Military Free for Military	Scoring scale of 200-500. Passing percentage varies by exam. See website for details.	Must wait 3 months to retake a failed exam

# Foreign Language Testing Services

Testing Service	Basic Information	Website
<b>American Council on the Teaching of Foreign Languages (ACTFL)</b>	ACTFL offers oral proficiency testing in more than 100 languages and ACTFL writing proficiency testing in 18 languages	<a href="https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office">https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office</a>
<b>Brigham Young Foreign Language Achievement Testing Service (FLATS)</b>	<p>The ACTFL Oral Proficiency Interview (OPI), the ACTFL Writing Proficiency (WPT) the ACTFL Reading Proficiency Test (RPT), the ACTFL Listening Proficiency Test (LTP) and the ACTFL Oral Proficiency Interview Computer Test (OPIc) are recommended for college credit by the American Council on Education (ACE)</p> <p>The Foreign Language Achievement Testing Services (FLATS) provides students the opportunity to receive up to 12 credit hours of pass/fail university credit by examination. Tests are available to both BYU and non-BYU students; however, non-BYU students cannot receive BYU credit.</p>	<a href="https://flats.byu.edu/flatsinfo.php">https://flats.byu.edu/flatsinfo.php</a>
<b>CLEP</b>	<p>The Foreign Language Testing Program provides tests for credit for 60 languages. Students who have acquired a certain level of competency can receive credit for language skill achieved. There are 12 credits possible for each test. Our office will send the results to the school or institution indicated on the registration form, but it is each student's responsibility to arrange for the credits to be recorded at the school or institution of choice. BYU cannot grant credit to non-BYU students.</p> <p>Offers testing in 3 languages: French, German, and Spanish</p> <p>Students can earn 6 credits for level 1 proficiency and 9 credits for level 2 proficiency</p>	<a href="https://clep.collegeboard.org/world-languages">https://clep.collegeboard.org/world-languages</a>
<b>Defense Language Institute</b>	<p>A minimum score of 50 is required for level 1 proficiency; minimum scores for level 2 proficiency vary by language</p> <p>U.S. military service members who took a Defense Language Proficiency Test (DLPT) or Oral Proficiency Interview (OPI) may be eligible for DLPT American Council on Education (ACE) Credit Recommendations.</p> <p>ACE college credit recommendations are only available for languages tested with a DLPT III, DLPT IV, or DLPT 5 format after 1 October 1990.</p>	<a href="http://www.dliflc.edu/academics/dlpt-ace-college-credit/">http://www.dliflc.edu/academics/dlpt-ace-college-credit/</a>



# Foreign Language Testing Services

Testing Service	Basic Information	Website
<p><b>New York University Foreign Language Proficiency Tests</b></p>	<p>Not all languages are ACE college credit recommended; check the ACE DLPT GUIDE FOR CREDIT BY EXAM to make sure your test scores are eligible for ACE credit.</p> <p>Measure your proficiency of a foreign language through the language testing services offered at the NYU School of Professional Studies. The test is offered in more than 50 languages and can be used by universities to grant academic credit or to grant you advanced placement in your language of study. The test also may be used for professional purposes, such as teacher certification or to establish linguistic competence for business objectives.</p>	<p><a href="http://www.scps.nyu.edu/academics/departments/foreign-languages/testing.html">http://www.scps.nyu.edu/academics/departments/foreign-languages/testing.html</a></p>
<p><b>Torah Accreditation Liaison</b></p>	<p>Tests are given by appointment on the NYU campus or at off-site locations in the United States and abroad. New York City residents must take the test at NYU. Exceptions are considered on a case-by-case basis.</p> <p>Torah Accreditation Liaison, an NCCRS member since May 2005, was established in 2004 to provide opportunities for interested individuals to demonstrate their Judaic knowledge on proficiency examinations that measure college comparable coursework as confirmed through an assessment by NCCRS.</p> <p>Exams of varying levels available in Hebrew and Yiddish.</p>	<p><a href="http://www.nationalccrs.org/organizations/torah-accreditation-liaison">http://www.nationalccrs.org/organizations/torah-accreditation-liaison</a></p>

# Learning Activity



## *How would you advise them?*

Review Camille, Roger, and Samira’s case studies. Take notes on information that seems relevant or significant. (HINT: It will be helpful to go back and review some of the comparison sheets for the standardized exams to complete your recommendations!)

## **Based on their stories, what CPL options might be a good fit?**

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# Camille



Camille is a licensed Registered Nurse with a diploma in nursing. She has been working in the pediatrics department for the last six years and loves spending time helping her young patients. She is especially excited to be able to share with them her love of children's literature and has been reading aloud to the children on a daily basis. In fact, she has been working on writing her own book about children overcoming illnesses and has even been researching how to self-publish.

Camille is very popular with the other nurses on the ward and is frequently assigned new nurses to train. She recently learned that she was being considered for a promotion to Nurse Manager with one caveat -she has to earn her Bachelor's Degree.

While she was initially frustrated at the thought of having to take courses in topics with which she is already working every day, Camille is anxious to start her RN-to-BSN program at the local university and is hoping that she will be able to use some of her work experience and background in science to fulfill some of the 59 credit hours of prerequisite general education courses.



# Camille

Some additional information:  
 Below are the general education prerequisite requirements for her RN-to-BSN program.

Prerequisite Courses	Credits
English Composition	6
General Chemistry with Lab	4
Human Anatomy & Physiology with Lab I	4
Human Anatomy & Physiology with Lab II	4
Microbiology with Lab	4
Introduction to Psychology	3
Introduction to Sociology	3
Social Science Elective (sociology, psychology, anthropology, political science, economics, geography, history, social work)	3
Human Growth and Development	3
Statistics	3
Mathematics (college algebra or higher)	3
<b>Humanities* (literature, language, art, philosophy, speech, music)</b>	<b>9</b>
Nutrition	3
General Electives	7
<b>Minimum Total</b>	<b>59</b>

**Please Note:**

- Each course may only be used to fulfill one prerequisite.
- A minimum of seven general electives are needed.
- Social science electives include psychology, sociology, anthropology, social work, political science, geography, history, criminal justice, economics, and women's studies.
- Humanities include three courses from at least two of the following disciplines: literature, language, art, music, history, philosophy, speech, communications, women's studies, theatre, and dance.

# Roger

Roger was on active duty in the Navy for 15 years and was stationed in several Spanish-speaking countries. During his enlistment, he worked as an electrical engineer and enjoyed working with his fellow sailors maintaining and troubleshooting electrical Systems.



During his time in the Navy, he completed multiple training programs in subjects like industrial and maritime safety, as well as HR management and leadership. As a Reservist, he continues to work with technical engineering and attends new training courses whenever he is able.

Over time, Roger developed an interest in becoming a certified instructor in technical engineering and started attending night courses at his local community college, where he eventually earned a certificate in Construction Engineering Technology. While in country, Roger also spent his free time tutoring local adults to speak English. As he developed his own fluency in Spanish, Roger took a Spanish CLEP exam.

As a result of his work in the Navy, Roger has decided he would like to pursue a Bachelors in General Engineering Technology and obtain his teaching certification so he can move into a new phase of his career as a trainer for a large company that specializes in construction and engineering. He hopes to continue working with adult learners who are trying to learn English.

# Roger

Some additional information:

Below is a copy of part of Roger's Joint Services Transcript (JST) that reflects his CLEP score. .



NER-MMW-001	MMWC	Machinist's Mates (Weapons)	01-MAY-2014			
		Computer Software Applications		3	L	OF033A/OF033B, OF037A/OF037B
		Industrial Safety		3	L	Industrial Tech
		Introduction To Management		3	L	MG101A/MG101B
		Maritime Security		3	L	
		Mechanical Systems		3	L	Industrial Tech
		Ordnance Safety		3	L	Fire Science
		Quality Assurance		3	L	Industrial Tech
		Seamanship		3	L	
		Executive Leadership		3	U	
		Human Resource Management		3	U	MG201A/MG201B
		Management Communications		3	U	MG103A/MG103B
		Project Management		3	U	MG108B, MG502B
		NER-ETV-001	ETVCM	Electronic Technician (Navigation)	01-JAN-2015	
Computer Software Applications				3	L	OF033A/OF033B, OF037A/OF037B
Electromechanical Systems Troubleshooting And Maintenance				3	L	ET161A
Industrial Safety				3	L	Industrial Tech
Introduction To Management				3	L	MG101A/MG101B
Navigation				3	L	Navigation
Rules Of The Road				3	L	Navigation
Advanced Marine Navigation				3	U	
Bridge Resource Management				3	U	Navigation
Executive Leadership				3	U	
Human Resource Management				3	U	MG201A/MG201B
Management Communications				3	U	MG103A/MG103B
Project Management				3	U	MG108B, MG502B
<b>Excelsior College Examinations (ECE) formerly ACT PEP Regents College Examinations</b>						
<b>Student's Score</b>	<b>Required by ACE</b>	<b>Title</b>	<b>Date Taken</b>	<b>Recmd Credit</b>	<b>Level</b>	
A	C	World Conflict	09-FEB-2011	3	U	
<b>College Level Examination Program (CLEP) &amp; DANTES Subject Standardized Tests (DSST)</b>						
<b>Student's Score</b>	<b>Required by ACE</b>	<b>Title</b>	<b>Date Taken</b>	<b>Recmd Hrs</b>	<b>Sub Score1</b>	<b>Sub Score2</b> <b>Verbal Score</b>
62	50	College Level Spanish Language	09-FEB-2011	6 or 12		
55	46	Technical Writing	09-FEB-2011	3		
Level: V=Vocational Certificate   L=Lower Division Baccalaureate/Associate Degree   U=Upper Division Baccalaureate   G=Graduate This transcript represents credits RECOMMENDED by the American Council On Education (ACE) and is provided for your information and academic advisement, but is not an official component of the JST transcript.						
** PROTECTED BY FERPA **				02/18/2016		



# Samira

Samira is very proud to be a first generation American who grew up living in Western Europe, the child of Iraqi parents.

During her studies abroad, she earned her

International Baccalaureate diploma and scored a “5” in each of the six areas of concentration. She grew up speaking, reading, and writing Arabic at home and enjoyed teaching herself programs on the computer. She has also studied the Quran and enjoys educating her friends and co-workers on what it means to be Muslim.

Samira currently works as an IT helpdesk specialist for a telecommunications company and would like to advance her career by earning her Associates Degree in Information Technology. At work, Samira is considered a “subject matter expert” on all things Microsoft Office and feels like she could challenge any IT professor to a virtual “MS Office” competition.

While she has no formal college experience, Samira has taken many training courses for her work and has a certificate for her *Microsoft Certified Technology Specialist* training.



Samira

Some additional information:  
Below is the ACE credit guideline for Samira's Microsoft training.



## Microsoft Certified Technology Specialist: Microsoft Office Communications Server 2007-Configuring

<b>Credit Type:</b>	Exam
<b>ACE Course Number:</b>	0015
<b>Organization:</b>	Microsoft Corporation
<b>Location:</b>	Various authorized examination locations worldwide
<b>Length:</b>	1.5 -- 4 hours
<b>Dates Offered:</b>	11/1/2008 - 7/31/2012 <i>(FOR THIS EXAMPLE, PRETEND THIS IS CURRENT.)</i>
<b>Description:</b>	90 minutes - 4 hours. Demonstrate that you possess the knowledge and skills that are required to deploy and administer an enterprise communications environment with Microsoft Office Communications Server 2007 R2. Candidates for this certification should have a minimum of one year of experience installing, managing, deploying, configuring, monitoring, and maintaining Office Communications Server 2007 or Office Communications Server 2007 R2 and related technologies. In addition, candidates should have experience using and configuring Active Directory and network infrastructure components that support the deployment and ongoing management of Office Communications Server 2007 versions. In order to receive a Microsoft Certified Technology Specialist: Microsoft Office Communications Server 2007-Configuring, candidates must pass 1 exam (70-638). The length of each exam is from 90 minutes - 4 hours. All exams are owned by Microsoft Corporation.
<b>Skills Measured:</b>	Exam 70-638: Installing and Managing Office Communications Server (Communications Server) 2007 R2 (20 %); Deploying and Configuring Communications Server 2007 R2 Clients (19 %); Configuring Conferencing (15 %); Configuring Enterprise Voice Functionality (14 %); Configuring External Connectivity (18 %); Monitoring and Maintaining Communications Server 2007 R2 (14 %).
<b>Credit Recommendation:</b>	In the lower-division baccalaureate/associate degree category, 2 semester hours in computer information systems or information technology (5/10).



# SMALL GROUP DISCUSSION

## Student Support Services: What are you doing in each of these areas?

### Outreach

- How do students hear about CPL?
- When is CPL *actively* discussed with students? During the prospective student's interview? During course scheduling?
- Who is talking with students about CPL first? Admissions? Advisors during registration?
- Are there ways to strengthen your institution's communication about CPL?

### Information

- Is information easy to find? - Once students know about CPL, where do they go to find out more? Is that document/web page easy to find?
- Is your language consistent? - Is your CPL lexicon easily understood and consistent across outreach and informational materials? Are different programs and departments using the same terminology to minimize confusion?

### Screening conversations

- What does your CPL intake conversation entail? Are you proactively asking about more than transfer credit?
- Are you seeking more information about a student's background and potential learning that might help identify a possible CPL pathway?
- Do you have screening criteria that can become barriers to students considering CPL as an option? (I.e., age requirements, set amount of work experience, etc.?)

### End-to-end support

- Beyond an initial intake interview and scheduling of courses, how often are you 'checking in' with your students' CPL progress?
- Do you have a plan, or map, of a student's success timeline that includes CPL options along the way?
- Who will students 'check-in' with as they progress? Do you have advisors or faculty who are trained to review CPL options and make recommendations to a student's degree plan?
- How often will students be engaged in this conversation? Do you have multiple touch points or just a 'one and done' approach?
- What are your deadlines for CPL in terms of the degree plan? Do students have a firm timeline and expectation of when they will have all CPL requirements completed?

### Preparation

- What forms of portfolio development support would you recommend for your institution?
- Will you have a course, seminar, or workshop helping students with the process of developing a portfolio?
- Will your institution become a testing center for CLEP or DSST exams?
- Does your campus library or student resource center have access to sample CLEP/DSST exams and other study materials for students prior to sitting for exams?

# Provide Positive Direction

How you would provide direction regarding CPL to the following areas of your college/university:

- Academics
- Admissions
- Advising
- Alumni Services
- Bursar's Office/Finance
- Career Services
- Financial Aid
- I.T.
- Institutional Leadership
- Institutional Research & Effectiveness
- Marketing
- Registrar

Consider the following:

- What kinds of objections or concerns might each group have?
- What would you say to help them overcome those concerns?
- What are the benefits CPL brings to each of these areas?

In your small group discussion, identify the department, the challenge you have anticipated, and your possible solution. Be creative! There are no right or wrong answers here...the more we consider the possibilities, the better the program can become!

NOTES: \_\_\_\_\_

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# Credit for Prior Learning Policy Checklist

Consider the following concepts when developing principles and practices for Credit for Prior Learning (CPL). This checklist can be used to ensure you have incorporated each aspect into your own CPL Policy. Make notes to remind yourself of next steps and questions you want to raise with your institution.

## **POLICY & PHILOSOPHY**

### **Provide context:**

- How does the institution define CPL?
- Does the mission of the institution articulate the purpose of CPL?
- Has the institution clearly defined college-level learning?
- Is the criteria for awarding credit for prior learning clearly identified?
- Have the specific ways to earn credit for prior learning been identified?
- Is CPL an integral part of the institution's outreach and marketing strategy?

## **ACADEMIC CRITERIA**

### **Applicability:**

- In which programs and courses will students be eligible to receive CPL?
- Are there specific courses that are exempt from CPL?
  - If yes, what is the rationale for this decision?
  - Is there an appeal process for special exceptions?

### **Awarding of credit:**

- Is there a limit to the number of credit hours a student may earn through CPL?
  - What is the rationale for this decision?
- Does the limit apply to the total number of CPL credits or only portfolio credit?
- Does CPL apply as residency credit?
- How will CPL be reflected on the transcript?
- Will CPL from other institutions be accepted?
  - Will 100% of the credits be accepted?
  - Is there a limit on the number of credits accepted?
  - How will this transfer of CPL credits be reflected on the transcript?

### **Assessment Credit**

- Will all the criteria for portfolio assessment be uniform and consistent across programs and courses?
- How will the criteria be written?
- What are the criteria for challenge exams?
  - Who will write the exams?
  - How will exams be kept secure?
- How will criteria for all CPL opportunities be communicated to assessors, advisors, students, prospective students and (if necessary) accrediting bodies?

# Credit for Prior Learning Policy Checklist

## ROLE OF FACULTY

### Assessment Process

- Who will assess portfolios and/or challenge exams?
- How many assessors will evaluate each portfolio/challenge exam?
- How will the assessors be trained?
- How will assessors be evaluated?
- What are the expectations and provisions for ongoing training/professional development?
- Will assessing faculty be given special considerations for course load and other requirements outside of the classroom?
- Will faculty be paid a stipend for each assessment or a lump sum each semester?

## STUDENT SUPPORT

### Student Eligibility:

- When is a student eligible for CPL (e.g. upon applying, upon matriculating, after/before completing a specific number of credit hours, after earning a minimum GPA, after completion of a required course)?

### Supporting Students:

- Do students regularly receive help in understanding CPL and in making CPL-related decisions?
- Do students receive clear and accessible information about your CPL program?
- Do students have options for financial support to cover the costs of CPL?
- Do faculty and other staff understand CPL policy and process and *training on how to discuss them with students*?

### Financial considerations:

- What are the fees for assessment?
- CAEL maintains that fees “should be charged independent of the assessment outcome” (Fiddler, M.)
- What services are provided for an assessment fee?
- Will a different fee structure apply to different types of CPL (e.g. CLEP, challenge exams, portfolio)?
- How will fees for CPL be assessed?
- At what point in the process will fees be assessed?
- Where do students pay the assessment fee?

### Preparing Students: (NOTE: This section is specific to portfolio development and has additional questions/policy implications that may not be applicable to all institutions.)

- How will students be trained in portfolio preparation?
- Will the institution develop a course?
- Will the course be credit or non-credit?
- Which department will offer the course?
- What are specific learning outcomes of the course?
- Who will teach the course?
- What criteria are required for instructors who will teach the course?

# Credit for Prior Learning Policy Checklist

- Who will advise students about CPL?
- How will the advisors be trained?
- How will assessment fees be credited within the institution?
- How will faculty assessors be paid?
- Is assessment a part of the faculty load?
- Is the CPL process cost-effective for the institution?
- How does the institution address the issue of cost effectiveness?

## INFRASTRUCTURE

- Do administrative policies conform with CAEL principles?
- Is the CPL process facilitative, consistent, and designed to encourage policy implementation?
- Does the institution implement the policy consistently across personnel and departments/divisions?
- Do internal players know their roles and responsibilities?
- Do internal players have the knowledge and resources to implement CPL across the institution?
- Does everyone know the key handoffs in the process and what happens before/after each step?
- How is information about the student transferred to the next person?
- How will you know that the next part of the process happened?
- Will anyone notice if the student falls into a void?
- Are there testing centers and/or external resources (like LearningCounts) readily available to assist students?

## Step-by-step:

- In addressing the following, consider involving institutional stakeholders who will be involved in the CPL process (e.g., faculty, administrators, advisors, registrar, admissions and financial aid, career services, and marketing).
- Identify the steps necessary to approve and implement CPL in your institution.
- Develop a flow chart of all steps in the process including all forms of CPL.
- What are the necessary provisions for maintaining privacy and are they necessary?
- What is the anticipated time frame for portfolio preparation?
- What is the anticipated time frame for portfolio evaluation after submission?
- What is the appeals process?
- Is there an additional fee for evaluation during appeal?

## OVERSIGHT & RESEARCH

### Oversight and Research:

- Has a process for CPL data collection been established?
- Have institutional research questions been developed about use and impacts of the CPL program and its progression?
- Is CPL information regularly being shared with faculty, staff, and leadership?
- Does the institution regularly review data and process for continuous improvement?
- Where will portfolios and other CPL documents be housed post-review?
- How long will portfolios be archived or stored?



# EXAMPLE: Credit for Prior Learning Policy Template

## Credit for Prior Learning Policy

(college/university name)

Date created / Last revision date

### Purpose of Policy:

*NOTE: This section is generic and intended to be used by all institutions*

To recognize the college level learning that students acquire outside of formal higher education, **college/university** relies on the following policy to ensure practices consistent with academic integrity and responsive to nontraditional learners. Such learning may be derived from various life and work experiences and the term “prior learning assessment” refers to all of the processes the college/university uses to review and evaluate evidence of learning and to award academic credit as indicated by academic and administrative standards. Adherence to this policy is also intended to support transparent transfer of prior learning assessment credit among institutions of higher education.

### Policy and Procedures:

*This section provides a structure for institutional policy using the headings provided. Notes following each heading describe the intent of that section. Institutions should insert existing policy that applies or use institutional governance to deliberate and write policy for each heading.*

### Eligibility:

Policy indicates eligibility based on academic standing and/or enrollment.

*EXAMPLE: "Students who have earned a minimum of 6 credit hours and are currently in good academic standing are eligible to participate in prior learning assessment."*

### Number of Credits:

Policy indicates the maximum number of credits a student may earn through prior learning assessment. A recommended standard calls for policy to limit CPL credits consistent with the residency requirement or degree plan.

*EXAMPLE: "Students may earn up to 25% of their degree plan through prior learning assessment as long as the residence requirement is satisfied. Credits earned through credit for prior learning are not considered part of the residency requirement."*

# EXAMPLE: Credit for Prior Learning Policy Template

## Validation Methods:

Policy indicates the basis for evaluating prior learning. Most institutions use course equivalencies or competence equivalencies in competence-based curricula.

*EXAMPLE: "Prior learning must match existing courses using the course description and course outcomes for guidance."*

This section should also list the various methods for presenting prior learning to the college/university.

*EXAMPLE: "The following guidelines and methods are acceptable for validating prior learning for awarding credit:"*

Suggested Methods: **Institutions should list all that currently apply.**

1. Degree-relevant prior learning credit awarded and transcribed by other accredited institutions.
2. Credit demonstrated by successfully passing national for-credit examination programs such as DSST Exams; Excelsior College Examinations, the College Board College Level Examination Program (CLEP) and Advanced Placement (AP) exams. The scores that constitute a passing score are available [in the catalog/at the Testing Center/on the website, etc.]
3. Credit recommendations listed in the American Council on Education (ACE) National Guide to College Credit for Workforce Training and the ACE Military Guide.
4. Individual portfolios using Council for Adult and Experiential Learning (CAEL) guidelines.
5. Institutionally prepared assessments (i.e., 'challenge exams.')

*NOTE: Institutional validation procedures should be objective to the extent that external evaluators would reach the same conclusion given the material reviewed, consistent with CAEL guidelines.*

## Application:

This section indicates how credits awarded from prior learning assessment will be applied to credential requirements. The following are recommended standards for applying such credit:

- Prior learning credits shall be applied to meeting degree or program requirements in the same manner as credits earned at the awarding institution.
- Institutions may award credit for prior learning only in those courses or program areas for which they have program approval by the state.
- Institutions shall award their own course title and number to the credit awarded. Neutral grades of Pass or Fail shall be utilized. Conventional letter grades shall not be used.



# EXAMPLE: Credit for Prior Learning Policy Template

## **Transferability:**

*NOTE: In some state policy guidelines, this section is used to indicate transferability among institutions. Given #3 under "Validation" there may be no need for this section in institutional policies until there is a state policy addressing transferability among state institutions.*

## **Fees:**

This section indicates specific fees related to the entire process of prior learning assessment. This may include fees for specific tests, fees for submitting portfolios and requesting credit, fees for portfolio development workshops or courses. CAEL Standards should be used to determine fees and to clarify that fees are for assessment services rather than assessment results.

*EXAMPLE: "Students will pay an assessment fee of \$50 to submit a portfolio for formal assessment. This fee is not dependent on the results of the assessment."*

## **Portfolio Preparation Support:**

This section indicates the institution's requirements or recommendations for a student's participation in workshops, credit courses, or tutorials to support their preparation of a portfolio.

*EXAMPLE: "Students who choose to submit a portfolio must attend a free, one-hour orientation session to review basic of portfolio prior to submitting a portfolio for review. An optional portfolio preparation workshop (\$125) is available for students seeking additional assistance."*

## **Staff Professional Development:**

This section indicates the institution's standard for initial and ongoing professional development for faculty and staff providing credit for prior learning services.

*EXAMPLE: "All faculty serving as portfolio assessors must complete a training that conforms to CAEL Standards prior to their service as assessors. Periodic professional development will be provided to ensure consistent practice among assessors."*

## **Tracking:**

This section indicates the institution's plan for tracking student participation in credit for prior learning assessment and the results of credit for prior learning assessment in terms of credit awarded and fees assessed.

*EXAMPLE: "College/University will prepare an annual report reflecting the level of student participation in each form of credit for prior learning assessment and the resulting credit awards in each category."*

# EXAMPLE: Credit for Prior Learning Policy Template

## **Review:**

This section outlines the intention and process for regular review and updates to the policy. It is recommended that the review process be conducted annually, at a minimum, and that it become a fixed event on the institutional planning calendar.

*EXAMPLE: "This policy shall be reviewed on a bi-annual basis and revised to reflect conformity with institutional academic and administrative standards."*

## **Effective Date:**

Recommended date for policy approval: mm/dd/yyyy

## NOTES:

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# Learning Activity



## *Let's review a CPL policy!*

Review the Midwell College case study and consider the following questions:

- Are all elements of the Policy Template included?
- Are the policies consistent with CAEL standards? If not, what is missing?
- Do the policies seem to fit the student population?
- Do the policies seem appropriate to the curriculum?
- What parts of the policy stood out to you as especially strong? What was problematic?
- Could a student easily understand the policies & procedures?
- What else did you notice?
- What recommendations would you have for revision?

NOTES: \_\_\_\_\_

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# Midwell College Case Study

## Case Study Background

Midwell College is a public, two-year institution located in Bryce, Arkansas, about 30 miles east of Little Rock. Bryce began as a farming community and, while the economy has shifted somewhat to manufacturing, farming is still a primary component of the local economy.

The population of Bryce is 54% White, 23% Black, 13% Latino, 8% Asian, and 2% undeclared. Approximately 26% of the adult population in Bryce has either a 2- or 4-year credential and 41% have some college credit but no credential.

The 5-year completion rates at Midwell are 34% (White), 18% (Black), 58% (Asian) and 23% (Latino). Midwell College (MC) is the only college in Bryce but nearby Little Rock has multiple two-year and four-year institutions. It serves approximately 2,500 students and offers a comprehensive curriculum with A.A. and A.S. degrees, a robust career and technical education program and a rapidly growing continuing education program. Most students are on some form of financial aid and most of those on financial aid are Pell eligible.

The adult student population (over 22) is growing rapidly and now comprises 53% of the headcount. Most adult students are part-time and work either at the local International Harvester plant or in Little Rock. Like most two-year institutions, Midwell's traditional students commute but, unlike many other colleges, these students spend a good deal of discretionary time on campus and many students take advantage of on-campus employment.

The faculty of Midwell includes 26 full-time and 150+ adjuncts. Over the past three years, since the last HLC reaccreditation visit, the faculty has worked hard to ensure that every credit course uses a standard syllabus format and includes course learning outcomes that have been written and approved by department faculty. There are still three CTE programs that have not completed this process.

Faculty disagree vigorously about providing syllabi on the website, so students rely on course descriptions in the catalog or contact department offices for additional information about course content and activities.

# Midwell College Case Study

## Midwell College's CPL Policy

Credit for Prior Learning (CPL) is a process by which an individual's learning from experience that is equivalent to college-level coursework is assessed and evaluated for purposes of granting credit, certification, or advanced standing toward further education or training.

College-level is deemed as learning that is at a level of achievement equal to subject areas traditionally taught in college, commonly recognized among colleges, and is acquired after high school and expected for professional acceptance.

CPL may be awarded in two broad categories: credit by examination and portfolio assessment. A maximum of 30 credit hours of transferable degree requirements (e.g., Associate of Arts, Associate of Science) can be satisfied by receiving academic credit through CPL. For certain certificate programs and non-transferable degree programs (e.g., Associate of Applied Science), the maximum credit hours that may be satisfied through CPL will vary. Credit for Prior Learning can be awarded only after the assessment of prior learning experiences and only for documented learning that demonstrates achievement of all identified learning outcomes for a specific course or courses. To be eligible to petition for CPL, the student must be currently enrolled and in good-standing at MC or be eligible for re-admission to the college. In addition, students must have placed into ENG101 or have successfully completed it.

All CPL credit must be awarded prior to the student's last semester of enrollment. CPL credit does not count toward the residency requirement of the college. Students who are not granted credit through CPL for a specific course may not petition for credit again by the options defined under CPL. A student may also not receive credit twice for a course that has been awarded through CPL.

# Midwell College Case Study

## Midwell College's CPL Policy Continued...

MC does not guarantee that another college or university will accept CPL credit in transfer. Students interested in transferring to another college should check with that school about their transfer and CPL policies. In cases where nationally recognized examinations and certifications are provided, MC will award credit by the standards generally accepted among colleges. Such examinations include:

- College Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Support (DANTES)
- College Board Advanced Placement Program (AP)
- American Council on Education Military Program (ACE/MILITARY)

Several professions offer state and national certification exams or licenses that may be assessed and credit awarded. Examples include culinary certifications, radiography technician certification, or cosmetology certifications. These certifications are evaluated on a division and departmental level in the college.

Where a nationally recognized exam is not offered or appropriate, MC may offer a challenge exam. These college-conducted exams could cover a wide variety of curricula from general studies to technical courses and may be paper- or computer-based or a practical examination. The recommended scores for awarding credit will be based on a collaborative decision of the faculty experts, both internal and external to the college. Portfolio assessment is a means by which the student documents life experience and learning.

Students will be required to complete a self-assessment process in order to produce a portfolio. In the portfolio, students will describe significant learning experiences and what skills and knowledge have been attained from those experiences.

Documentation (such as letters, certificates, reports, products) will show evidence of the learning that has been acquired. Portfolio Assessment may not be used when either a standardized exam or challenge exam are available.

# Midwell College Case Study

## Midwell College's CPL Policy Continued...

Students seeking credit by portfolio assessment may register for the one credit hour Portfolio Development course. This course may count toward residency credit and will guide students through portfolio development, culminating in a portfolio that may be submitted for assessment. Students choosing not to enroll in the Portfolio Development course may utilize the Portfolio Submission Guide for reference. The Portfolio Development course should be taken during the first semester of enrollment. Students receive a Credit (CR) or No Credit (NC) grade for the course. This grade is not calculated in the student's grade point average (GPA.)

# Midwell College Case Study

## Midwell College's CPL Policy Procedures

### PROCEDURES:

#### A. Assessment fees and transcription of CPL Credit.

An Assessment Fee is charged upon submission of the CPL Request Form to the Office of the Registrar. A student's documentation – whether examinations scores or portfolio – will not be accepted for assessment until the fee is paid.

Upon awarding of credit, an additional Credit Hour Fee may be charged. The Academic Catalog will provide the prevailing tuition being charged at the time of assessment.

Some evaluation services offered by the college that fall under the umbrella of CPL will not incur charges. These include:

- CLEP and AP exam credit
- Credit awarded through articulated high school agreements
- Evaluation of military credit
- Evaluation of national certification/licensure exams:  
Assessment Fee: \$25
- CPL Credit Hour Fee: 25% of prevailing tuition
- Challenge Exam fee:
  - Paper or computer-based exam: \$75 per course
  - Practical exam: \$100 per course
- Portfolio Assessment: Assessment Fee: \$25 + \$75 per course requested for credit
- Portfolio Course: 1 credit-hour tuition/fees (optional)
- CPL Credit Hour Fee: 25% of prevailing tuition
- Extension Fee: \$25

Prior learning credits will be noted on the student's transcript as having been awarded through CPL. Grades are not recorded when credits are earned through CPL nor is a student's grade-point average affected.

After assessment, the student will receive notification by the student's MC email account indicating the assessment results. If credit is awarded, it will be designated under the headings of either "Credit by Examination" or "Portfolio Assessment. The transcript will designate the course title, number of credits awarded, and the designation "CR" for credit.



# Midwell College Case Study

## **B. REFUND AND APPEAL**

CPL fees cover administrative and assessment costs incurred by the college and are not for "purchase of credit". Therefore, fees are nonrefundable if any petition for credit is denied. Once the student's request form has been submitted to the college, there is no refund of the Assessment Fee. Once a challenge exam has been scheduled, there is no refund of Challenge Exam Fees. If credit is awarded and transcribed, there is no refund of CPL Credit Hour Fees. If a student is denied credit, the student can appeal the decision by following the CPL appeal process. No new or additional information will be considered in the appeal process.

**Step 1: Faculty Assessor-** The student should meet with the faculty assessor within 10 business days of the student's notification of credit denial to discuss the recommendation of no-credit. If the student does not agree with the faculty assessor's explanation or decision, the student may complete a CPL Appeal Form with an attached explanation.

**Step 2: Request for Appeal of No-Credit Recommendation-** The appeal must be submitted to the CPL Coordinator within five business days of the conference held with the faculty assessor. An appeal form will not be accepted unless Step 1 was completed. The CPL Appeal Committee will review the request for appeal to determine if there is sufficient rationale to warrant a second assessment. If approved, the appeal moves to Step 3. If denied, there is no further basis for appeal.

**Step 3: Second Assessment-** A second assessment of CPL documentation or demonstration is conducted by an additional faculty expert selected by the Dean of the division. The documentation or demonstration is reviewed using the same criteria used to initially assess the CPL request. The CPL Coordinator will be notified and meet with the second faculty assessor to discuss the recommendation. The student will be notified of the decision via the student's MC email account.

**Step 4: Vice President of Learning-** If the student does not agree with the second faculty assessor's decision, the Vice President of Learning will be notified by the PLA Coordinator and will schedule a meeting with the faculty reviewers and PLA Appeal Committee. A recommendation is made to the Vice President of Learning by majority vote to award credit or no-credit. The decision of the Vice President of Learning is final.

# Midwell College Case Study

## C. CPL COORDINATOR

The role and responsibilities of the CPL Coordinator for the college are as follows:

- Advise current and future students inquiring about CPL and promotes public awareness.
- Course administrator for Portfolio Development course.
- Educate faculty and advisors about CPL; coordinate assessment training opportunities.
- Coordinate the approval of new divisional and departmental programs that may award credit through CPL.
- Evaluate portfolio submission to determine if documentation can proceed to a faculty assessor.
- Collect and report assessment data, including completion and academic success compared to non-CPL standards.
- Maintain institutional records for CPL.
- Make recommendations for continued modifications to CPL policy. Chair of, and appoint faculty to, CPL Appeal Committee.
- Ex-officio member of the Academic Assessment ad hoc CPL oversight team.

## D. FACULTY ASSESSORS AND REMUNERATION

The decision to grant a student PLA credit should rest with the expert of the field. Therefore, when a petition for credit is requested, the Dean of the division will appoint a faculty expert to review the documentation or demonstration submitted by the student. Once the assessment has been assigned to a faculty expert, he/she has 10 business days to submit the recommendation for credit or no credit to the CPL Coordinator.

To be eligible to assess a portfolio or reside over a practical challenge exam, faculty must complete a professional development workshop in CPL Assessment. This workshop will be offered by the college and follow CAEL assessment standards.

The faculty member presiding over a practical challenge exam or assessing the portfolio will be compensated \$75 per course requested for CPL credit. (As an example, if a portfolio is submitted in which the student is petitioning for credit in four courses, the faculty member assessing the portfolio will receive \$300 for his/her services as the assessing expert in the field.) In instances of appeal, a second faculty assessor will be likewise compensated.

# Midwell College Case Study

## **E. CPL OVERSIGHT**

In order to review the reliability and validity of assessments and portfolios, an ad hoc oversight team will meet annually to monitor, review, evaluate, and revise policy as needed to reflect changes in the needs of stakeholders being served, to verify the purposes of CPL are being met, and to analyze the state of the assessment arts (CAEL Standard #10).

The annual review of CPL by the oversight team will be reported to the college Academic Assessment Committee. Such review will include evaluation of rubrics and standards used to determine credit and an audit of decisions and appeals made for CPL credit.

The ad hoc team will be comprised of members from the college's Academic Assessment Committee, to include one faculty member from each division that offers CPL credit, one staff member from student services, the college Assessment Coordinator, and the CPL Coordinator (ex-officio). These members must have completed the CPL Assessment professional development training offered by the college. A faculty or staff member who provided assessment for CPL credit or served on a CPL Appeal Committee may not be a member of the oversight team.

## **F. FORMS**

- A. Credit by Examination Application Form
- B. Credit by Examination Results Form
- C. Portfolio Application Form
- D. Portfolio Results Form
- E. PLA Appeal Form

## **G. ADMINISTRATIVE APPROVAL**

Provost/EVP

Signature

Date

President

Signature

Date

# What's in *your* catalog/webpage?



## *Let's review your CPL policy!*

- What is “CPL” called at your institution?
- How long did it take you to find your CPL policy? Was it difficult to locate?
- Is CPL mentioned within the first 3 clicks?
- What heading/s is CPL listed under?
- Is there a dedicated page to explain CPL to students?
- Is the process for starting CPL transparent?
- Is it clear who students should contact for assistance?
- Is CPL mentioned on departmental webpages?
- Are all links to documents, forms, or external sites working and correct?
- Is the policy up-to-date? If so, have it been reviewed/updated in the last 12 months?

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# What's your personal CPL message?



## *Write a CPL elevator pitch!*

When you are talking with a current or prospective student, you may only have a few seconds to talk with them about CPL. In order to give as much information as possible, you need to be prepared with your "pitch."

Create a 3-5 sentence "elevator pitch" for CPL. Your pitch should help students, faculty and staff better understand CPL at your institution and its specific benefits to students.

- Make it precise and concise.
- Be specific!
- What is it? Why is it a benefit? Why should students want to do this?

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# Commitment to action: What comes next?



Identify 3 Action Items to which you will commit following this course. For each Action Item, complete the SMART goal criteria listed below and post your items.

<b>Action #1</b>	<b>SMART GOAL:</b>
<b>Action #2</b>	<b>SMART GOAL:</b>
<b>Action #3</b>	<b>SMART GOAL:</b>