

## PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Professional Studies Department; School of Community Education

Date submitted: August 28, 2008

Request for: Course change \_\_\_\_\_ Course deletion \_\_\_\_\_ Course addition X PS 3001  
(Excluding course credit hour changes)

Submitted by: Annette Stuckey, Instructor

*Annette Stuckey*

Approved by: Department Head: N/A

Dean of School: Dr. Mary Ann Rollans

*Mary Ann Rollans*

Reviewed by: Registrar:

*Jammy Quodis*

Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

The basis for requesting credit for prior learning is the development of a portfolio with assistance from a faculty advisor. Every student requesting credit for prior learning must enroll in this course and complete a portfolio which demonstrates the college-level learning that has resulted from experiences outside a formal academic framework. The student utilizes this method to document knowledge acquired which is equivalent to upper-division college-level credit. Prerequisite: the student must have successfully completed 60 hours of credit which includes all general education requirements and 12 hours of coursework after being admitted to the Professional Studies degree. Credit for PS 3001 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

(Syllabus provided as ATTACHMENT C)

Number: PS 3001

Title for Catalog:

PORTFOLIO DEVELOPMENT FOR PRIOR LEARNING ASSESSMENT

\*Title for Course Inventory (24 characters): PORTFOLIO DEV FOR PLA

*app CC 9/19/08*  
*app FS 10/1/08*

✓  
 10-24-08  
 KR

Description:

The portfolio process will utilize standardized assessment programs for determining equivalent credit toward a bachelor's degree, such as the following:

ACE (American Council on Education/National Program on Noncollegiate Sponsored Instruction),  
PONSI (Recommendations on Corporate Education and Training Programs)  
DANTES (Defense Activity for Non-Traditional Education Support),  
CAEL (Council for Adult and Experiential Learning),  
SOCAT (Student Occupational Competency Achievement Test)

A review committee comprised of the course instructor/BPS Director, the dean of the School of Community Education, and the Registrar will approve an assessment form outlining the number of PLA credits which can be awarded up to a maximum of 12 hours which will be the basis for determining the number of credit hours in which the student can enroll when registering for PS 4201-12. The credits will be posted on the transcript on a Pass/Fail basis.

The ADP guidelines as listed in ATTACHMENT B are designed to comply with the "Principles of Good Practice in Adult Degree Completion Program to be Observed by NCA Institutions and Reviewed for Patterns of Evidence by Consultant-Evaluators" and additional guidelines based on the policy statement, *Assessing Prior Learning for Credit* approved by the Middle States Commission on Higher Education, will also be followed (Attachment D).

Effective date or term: Spring 2009

\*Course fees: No additional fee will be assessed. Regular tuition will apply.

II. Justification and feasibility of course:

As higher education continues to attract an increasing number of adult students, many colleges and universities are developing programs to meet their distinctive needs. These students, age twenty-five and over, comprise approximately 40 percent of the undergraduate population and bring with them rich clusters of college-level knowledge gleaned from a variety of sources. They provide challenges to higher education not seen with traditional-age college students, including financial concerns, time constraints, and a distinct desire not to repeat learning they have already gained.

**Arkansas Tech University is aware of the need to establish competitive programs for this targeted adult market. The Arkansas Department of Higher Education is currently encouraging colleges and universities to develop programs that address the needs of the adult learner.**

The Arkansas Department of Higher Education has received a grant from Western Interstate Commission for Higher Education to develop an Arkansas Work Plan with the goal of implementing policy solutions for adult learners. The following information is taken from a synopsis of the Work Plan including project goals for "Non-traditional No More: Policy Solutions for Adult Learners." This initiative targets the 1,728,976 working age adults (18-64)

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with no college degree. Included in this figure are 409,324 who have completed some college, but have no degree. Working-age residents with college degrees are 43 percent more likely to participate in the workforce than those with less than a high school diploma, and their earnings over a lifetime are twice as much. With increased emphasis on economic development in the state, the outcomes of meeting this challenge will result in a substantial personal benefit to the individuals earning a degree as well as a benefit to the state with respect to more taxable resources, fewer health problems, lower rates of crime, and greater levels of civic engagement. By developing a "best practices" approach to appeal to this target group, Arkansas Tech can clearly address two of the goals for Arkansas by providing credit for prior learning:

"Identify state-and institutional-level practices and policies that will facilitate the target group of students to earn their degrees. Develop a plan of action with short-term and long-term objectives that will increase the number of 'Ready Adults' that complete baccalaureate and associate degrees."

**The granting of college credit for prior learning is not a new practice and is currently utilized in a number of degree programs at Arkansas Tech.** Institutional credit is currently awarded by several departments as listed in the current catalog (page 89): Computer Science, Engineering, Foreign Language, Health Information Management, and Nursing (Advanced Placement also noted on pp. 190-193). Emergency Administration and Management offers a non-graded externship course which requires a portfolio assessment of prior learning.

Findings from research related to other institutions offering credit for prior learning revealed a long list of colleges and universities not only in Arkansas but also across the nation which has a system in place for awarding credit for prior learning. There is a representative list in ATTACHMENT E which briefly describes the type of assessment and number of hours each institution allows (ATTACHMENT E).

As early as 1942 the American Council on Education (ACE) worked with branches of the military to evaluate service members' learning through military education. The resulting *Guide to the Evaluation of Educational Experiences in the Armed Services* documents secondary and postsecondary credit equivalencies, and has grown from one volume in its first printing in 1946 to three volumes covering all branches of the military and the U.S. Department of Defense in 2000.

A program to evaluate the in-house training that was sponsored by business and industry was begun in 1974. The Program on Noncollegiate Sponsored Instruction (PONSI) began by evaluating courses offered by eight major corporations and recommending college credit when the learning experiences were found to be at the college level. In the process, a model-reviewing system was designed, which resulted in the publication of *A Guide to Educational Programs in Noncollegiate Organizations*. Replaced in 1985 by *College Credit Recommendations*, the 2000 edition serves nearly 300 organizations across the nation and evaluates more than 5,000 courses.

At about the same time, the Educational Testing Service (ETS) began a research and development project designed to establish procedures for academic recognition of non-college learning. Known in 1974 as the Cooperative Assessment of Experiential Learning (CAEL), the project focused on gathering data about prior learning assessment practices throughout the country. As a result, faculty and student handbooks were published for the first time that documented the practice of portfolio assessment. By 1979 ACE, the Council on Postsecondary Accreditation (COPA), and the American Association of College Registrars and Admissions Officers (AACRAO) endorsed the assessment of prior learning with the understanding that it would be conducted according to CAEL standards. Now known as the Council for Adult and Experiential Learning, CAEL is an independent organization recognized as a premier authority in the field. CAEL has established standards for the awarding of credit for prior learning, training faculty evaluators, and implementing research on the outcomes of these efforts. The organization maintains a quality assurance program to monitor and evaluate current assessment programs throughout the nation.

**Arkansas Tech will adhere to the guidelines and standards of CAEL, and plans are in place**

**for the instructor of this course, Annette Stuckey, to participate in the training and be certified in prior learning assessment.**

**A. What is the need for this course? Who will take it?**

The School of Community Education has been offering the Bachelor of Professional Studies Degree since 2004. Since its inception, the program has graduated 35 students with an additional 25 scheduled to graduate in December, and currently has approximately 90 majors. A survey was completed during the Spring 2008 semester which indicated an interest in Arkansas Tech University offering a bachelor's degree in an accelerated format. 71.88% of the 71 working adults who completed the survey indicated a strong desire to enroll in this type of program which would enable them to complete a bachelor's degree in approximately 18 months. Of the 71 who completed the survey, 61.40% indicated that some means of awarding credit for prior learning would be considered a critical factor in their decision to enroll in a bachelor's program.

By providing a means to award credit for prior learning, students enrolled in this degree program may receive up to 12 hours of credit toward degree completion. The Accelerated Degree Program (ADP) approach for the Bachelor of Professional Studies will target primarily adult students who wish to complete a degree while working in their careers or raising a family. The typical student enrolling in this program is generally 25 years or older with at least five years of work experience and meet the general admission requirements of the University. Students who enter the program with 60 earned credit hours and have completed all of the general education requirements should be able to complete the remainder of the degree requirements within an 18-month period.

**B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?**

The Bachelor of Professional Studies Degree is well-suited to serve as a capstone program for students who have completed a minimum of 60 transferable credits in that the degree is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. This course must be completed before any hours of credit for prior learning can be determined. PS 3001 is a prerequisite for PS 4201-12 which is the variable credit course in which hours for prior learning are actually awarded after being determined through the portfolio process. This course will be one of the hours included in the Professional Core (Curriculum Summary: ATTACHMENT A).

**C. Is this course part of any general plan of development within your department? Explain.**

Yes. This course fits well into the mission of the School: "The School of Community Education and Professional Development offers a broad range of credit, non-credit, special interest, professional development, management, leadership, and leisure-learning courses. The School is responsive to the needs of the area and strives to offer programs and services which support a diverse target audience including business and industry, educational and government agencies, professional groups and associations, and the general community."

**D. How often will the course be offered?**

The course will be offered as an independent study course on an as-needed basis.

E. How will the course be staffed?

Annette Stuckey is the instructor for all PS courses and this course will be part of her regular instructional load.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

This course should not affect any other department in that the credit determined through this portfolio process applies only to the Bachelor of Professional Studies degree and cannot be accepted toward any other degree. Each dean was consulted with a request to share the proposal with their department heads and faculty as deemed feasible. The deans were provided a copy of this proposal to ensure that this understanding regarding the application of credit was clearly understood by every department. In addition to the deans, the proposal was reviewed by Shauna Donnell and Linda Clarke who have provided documentation of their support.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

**No comments were received indicating lack of support for the proposal since no other departments would be affected by the addition of this course which applies only to the BPS degree.**

**\*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

Assessment Plan:

The major outcome for assessing this course will be the quality of the learning experiences in relation to the standards established by the agencies providing the equivalencies. The ratio of credit requested to the credit actually approved will be noted for each student enrolled in the course and will serve as the assessment measure. The eight-semester guaranteed degree plan will not apply to this program since students must have 60 hours of credit prior to enrollment in this program.

\*Updated 8/1/04

\*\*Updated 9/1/05



## Attachment A: Curriculum Summary

### Bachelor of Professional Studies Degree Accelerated Degree Program (proposed changes underlined)

Transfer Courses and ATU coursework accepted toward the degree 37 hours of General Education courses or enrollment in courses as needed	Up to 60 hours (no change)
Recommended Professional Core  <u>PS 3001 Portfolio Development for PLA (proposed)</u> PS 3023 Professional Communications PS 3003 Capstone PS 4006 Capstone EAM 3133 Applied Principles of Personnel Management COMS 1003 Intro to Computer-Based Systems ENGL 2053 Technical Writing SPH 2003 Public Speaking JOUR 4033 Community Journalism (Substitutions may be recommended by the advisor.)	<u>28 hours (Proposed change)</u> (Currently 27 hours)
Courses recommended in the Individual Plan of Study (Courses meeting interests/career needs of students (footnoted as Specialty Course in Degree Completion Plan)	18 hours (no change)
<u>PS 4201-12 Prior Learning Assessment Credit (proposed)</u>	<u>12 hours maximum</u> (counted toward 40 hours of upper division credit required for bachelor's degree)
Balance of electives needed to meet upper division total	Hours needed to meet 40-hour requirement (no change)
<b>TOTAL HOURS</b>	<b>124 hours</b>



## Attachment B: Guidelines for Assessing Prior Learning

### **Recommended Procedures for Awarding Credit for Prior Learning Assessment (PLA)**

The main intent of implementing a Prior Learning Assessment (PLA) program as part of the BPS Accelerated Degree Program is to develop a system for granting credit for demonstrated learning rather than credit for experience only. The following steps are recommended in order to initiate this program.

1. Develop guidelines for student eligibility.
2. Establish policies and procedures for the PLA program, i.e.,
  - Credits being requested may not be the balance of credits required to graduate
  - A minimum of 12 hours of credit must be earned before PLA credits are posted to the transcript
  - General Education credit not applicable
  - Steps in the process along with the policies and procedures governing the program are thoroughly explained to the student with an acknowledgement form signed by the student.
3. A one-hour portfolio development course will be required as the process for the student to request credit. The Director of the BPS degree program will be the instructor for the course which will be designed as an independent study. A review committee comprised of the course instructor/BPS Director, the dean of the School of Community Education, and the Registrar will approve an assessment form outlining the number of PLA credits which can be awarded up to a maximum of 12 hours which will be posted on a Pass/Fail basis. Students will complete a variable course (one hour up to 12 hours) in order to have the PLA credits posted to their transcripts. The student will enroll in the number of hours which were previously approved through the portfolio assessment. Regular tuition fees will apply to this variable credit course.
4. Credits earned in the PS 3001 and PS 4201-12 courses will apply only toward hours earned for the BPS Degree.
5. Standards of Assessment: The portfolio development may include other means for the student to submit justification for credit for prior learning if the following resources are not applicable.
  - ACE
  - PONS
  - CAEL
  - DANTES
  - SOCAT

**ATTACHMENT C: SYLLABUS: PS 3001**  
**Portfolio Development for Assessing Prior Learning Experience**  
Bachelor of Professional Studies Degree

**COURSE NUMBER:** PS 3001-01

**COURSE TITLE:** Portfolio Development for Prior Learning Assessment

**INSTRUCTOR:**

Annette Stuckey, M.Ed.  
61 Lake Point Conference Center  
Office Hours: Tuesday, Wednesday, Thursday  
2:00 p.m. – 5:30 p.m.  
Office Phone: (479) 356-2095  
Office FAX: (479) 968-0205  
Email: [astuckey@atu.edu](mailto:astuckey@atu.edu)

**BLACKBOARD TECHNICAL:**

Blackboard will be used in this course to facilitate student participation, communication, and collaboration.

Blackboard Help Desk – RPL 328  
479-964-0577 or 1-866-400-8022  
Elearning: <http://etech.atu.edu/student.html>  
Email: [bbsystem@atu.edu](mailto:bbsystem@atu.edu) or [astuckey@atu.edu](mailto:astuckey@atu.edu)

**COURSE TIME:** Independent Study using Blackboard

**CATALOG DESCRIPTION:**

The basis for requesting credit for prior learning is the development of a portfolio with assistance from a faculty advisor. Every student requesting credit for prior learning must enroll in this course and complete a portfolio which demonstrates the college-level learning that has resulted from experiences outside a formal academic framework. The student utilizes this method to document knowledge acquired which is equivalent to upper-division college-level credit. Prerequisite: the student must have successfully completed 60 hours of credit which includes all general education requirements and 12 hours of coursework after being admitted to the Professional Studies degree. Credit for PS 3001 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

**REQUIRED TEXT:**

No text is required. The advisor will post a template to the Blackboard course site as an example of the recommended format for the portfolio. The portfolio process will utilize standardized assessment programs for determining equivalent credit toward a bachelor's degree such as the following:

ACE (American Council on Education/National Program on Noncollegiate Sponsored Instruction),  
PONSI (Recommendations on Corporate Education and Training Programs)  
DANTES (Defense Activity for Non-Traditional Education Support),  
CAEL (Council for Adult and Experiential Learning),  
SOCAT (Student Occupational Competency Achievement Test)

### **JUSTIFICATION:**

By providing a means to award credit for prior learning, students enrolled in this degree program may receive up to 12 hours of credit toward degree completion. The Accelerated Degree Program (ADP) approach for the Bachelor of Professional Studies will target primarily adult students who wish to complete a degree while working in their careers or raising a family. The typical student enrolling in this program is generally 25 years or older with at least five years of work experience and meets the general admission requirements of the University. Students, who enter the program with 60 earned credit hours and have completed all of the general education requirements, should be able to complete the remainder of the degree requirements within an 18-month period.

### **COURSE OBJECTIVE/GOAL:**

Most of the students who enroll in this degree already possess workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. The goal of developing the portfolio is to document these competencies which can be assessed for college credit based on standards established by agencies which provide equivalencies for prior learning.

### **HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:**

This course addresses the following Arkansas Tech University general education requirements:

- Communicate effectively
- Think critically
- Develop ethical perspectives

### **COURSE POLICIES:**

See the Recommended Procedures for Awarding Credit for Prior Learning Assessment (attached and posted on Blackboard).

#### Documentation

Students are responsible for maintaining their own documentation and providing supporting explanation to justify consideration of their prior learning for upper division credit. Documentation must meet the guidelines for acceptance as outlined for portfolio development.

#### Portfolio Submission

The advisor will establish a deadline for submission of the portfolio which is to be submitted electronically according to instructions provided with the sample portfolio and tutorial posted to the Blackboard site. Each student is required to have an informational session with the advisor. A website similar to the one established for the EAM Externship will be developed:

<http://eam.atu.edu/portfolio/>.

## **COURSE CONTENT:**

### Course Credit Requirements

This course is treated as an independent study course under the instructor's direction and is not considered a web course even though it is on the Blackboard system and the instructor may communicate with students via Blackboard. This course is a prerequisite for PS 4201-12 and can only be taken after completing 12 hours following acceptance into the BPS degree program.

## **COURSE ASSESSMENT:**

### Grading System: Pass/Fail

To pass the Portfolio Development Course YOU MUST:

1. Attend a required informational session. The session will cover the process and procedures for creating, maintaining and submitting your portfolio.
2. Submit your portfolio by the due date specified by your advisor.
3. Clearly describe and document your experiences for which you are requesting credit. Writing and presentation style will be critically analyzed.
4. Submit your portfolio in the required format (See the portfolio example posted on Blackboard and at: <http://eam.atu.edu/portfolio/>).

### Critical Dates

You must confirm that you are enrolled in the course prior to the eleventh class day or you will be asked to withdraw from the course. If your portfolio is not received by date established by your advisor, you will receive a failing grade for the course.

## **BLACKBOARD TECHNICAL ASSISTANCE:**

**For help using Blackboard** go to <http://etech.atu.edu/> and click on "Help Desk" then "FAQs – Students" or go to <http://elearn.atu.edu/> for further information call 479-964-0546 or toll free at 866-400-8022.

**Or email [astuckey@atu.edu](mailto:astuckey@atu.edu) for help with Blackboard**



## ATTACHMENT D

### PRINCIPLES OF GOOD PRACTICE IN ADULT DEGREE COMPLETION PROGRAMS TO BE OBSERVED BY NCA INSTITUTIONS AND REVIEWED FOR PATTERNS OF EVIDENCE BY CONSULTANT-EVALUATORS

#### Mission

The *adult degree completion programs* are consistent with and integral to the institution's mission.

#### Resources

Faculty members share a commitment to serve adult learners, bring appropriate credentials to their work assignments, and participate in determining policies that govern *adult degree completion programs*.

Full-time and part-time faculty members who work in *adult degree completion programs* participate in professional development activities that focus on the needs of adult learners.

The institution provides an adequate organizational structure, administrative support, and financial resources to ensure the effectiveness of *adult degree completion programs*.

Adequate institutional resources are committed to the *adult degree completion programs* to ensure quality and appropriate student services.

The institution provides timely and adequate access to the range of student services--including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services--needed to ensure academic success.

The institution ensures access to learning resources, technology, and facilities to support its *adult degree completion programs*.

#### Educational Programs and Other Services

The *adult degree completion programs* that the institution offers are in subject areas that are consistent with the institution's mission.

The *adult degree completion programs* have clearly stated requirements and outcomes in the areas of the major and general education.

*Adult degree completion programs* and courses that are offered in distance delivery modalities are consistent with the *Guidelines for Distance Education* published by the NCA Commission on Institutions of Higher Education.

The assessment of student learning outcomes is a standard practice in all *adult degree completion programs* and is linked to program improvement.

The institution uses a variety of acceptable methodologies [e.g., examinations in subject areas; assessment of prior learning using principles advocated by organizations such as the Council for Adult and Experiential Learning (CAEL), the American Council on Education (ACE) and the Adult Higher Education Alliance, and the Middle States Commission on Higher Education (MSA/CHE)] , and its faculty is trained in how to use and apply these methods.

Multiple measures (portfolio assessment, capstone courses, oral examinations, juried examinations, standardized national exams, locally developed tests, performance on licensure, certification or professional exams) are used to assess the learning outcomes of students enrolled in *adult degree completion programs*.

*Adult degree completion programs* address students' education and career goals at the time of re-entry and throughout the degree completion process in order to assess the learning they will need and to help them reach their goals.

### **Planning**

Consideration of *adult degree completion programs* is integrated into the institution's planning and evaluation processes in order to ensure continuous improvement in the offerings.

### **Integrity**

The institution has processes in place to ensure that the *adult degree completion programs* it sponsors are offered with integrity and are responsive to learners and the community.

The institution that partners with another organization to deliver an *adult degree completion program* is knowledgeable of the "Good Practices in Contractual Arrangements Involving Courses and Programs" published by the NCA Commission on Institutions of Higher Education and uses the document as a guide in ensuring the integrity of its program.

### ASSESSING PRIOR LEARNING FOR CREDIT\*

1. Make clear basic principles and values held by the institution regarding credit for prior learning.
2. Provide explicit guidelines as to what is considered college-level learning.
3. Make clear that credit can be awarded only for demonstrated college-level learning, nor for experience per se.
4. Specify, as clearly and unambiguously as possible, the standards of acceptable performance in each academic area.
5. Specify what form the claim for credit should take, e.g., course equivalent, competency list.
6. Insure that evaluation of learning is undertaken by appropriately qualified persons.
7. Indicate the appropriate form such as semester hours, course units, etc., the evaluator's credit recommendation should take.
8. Specify which degree requirements may be met by prior learning.
9. Specify how credit for prior learning will be recorded.
10. Define and articulate roles and responsibilities of all persons connected with the assessment process.
11. Develop procedures to monitor and assure fair and consistent treatment of students.
12. Develop clearly stated assessment policies and descriptive information for students, faculty, administrators and external sources.
13. Include provisions for periodic re-evaluation of policies and procedures for assessing learning and awarding credit.
14. Advise students that the institution cannot guarantee the transferability of prior learning credits to another institution.
15. Develop evaluation procedures of overall prior learning assessment program to ensure quality.

\*These guidelines were taken from the policy statement, *Assessing Prior Learning for Credit* approved by the Middle States Commission on Higher Education. They are used with that Commission's permission.

## ATTACHMENT E: Other Universities That Offer Credit for Prior Learning

<b>Institution</b>	<b>State</b>	<b>ADP</b>	<b>CPL</b>	<b>Max. Credit Hrs.</b>
<u>University of Alabama</u>	Alabama	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Arkansas State University</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25% of degree
<u>Cossatot Community College</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24
<u>East Arkansas Community College</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12
<u>Harding University</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	pending
<u>John Brown University</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	16
<u>Mid-South Community College</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	18
<u>National Park Community College</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9
<u>North Arkansas College</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1/3 of Deg. Cr. Hrs.
<u>Northwest Arkansas Community College</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9
<u>Southern Arkansas University</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9
<u>University of Arkansas (BSE - HRD)</u>	Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>Stanford University</u>	California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Colorado State University</u>	Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6
<u>Regis University</u>	Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	45
<u>American University</u>	District of Columbia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Georgia State University</u>	Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	21
<u>Boise State University</u>	Idaho	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1/3 of Deg. Cr. Hrs.
<u>DePaul University</u>	Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>Loyola University</u>	Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>University of Illinois</u>	Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	16
<u>Indiana University</u>	Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>Indiana University/Purdue University Indianapolis</u>	Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Iowa State University</u>	Iowa	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	competencies
<u>University of Southern Maine</u>	Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>University of Massachusetts</u>	Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Central Michigan University</u>	Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>Montana State University</u>	Montana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	compar. course credit
<u>Bellevue University</u>	Nebraska	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	60
<u>Fordham University</u>	New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Syracuse University</u>	New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>Cleveland State University</u>	Ohio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24
<u>University of Cincinnati</u>	Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	20
<u>University of Toledo</u>	Ohio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Oklahoma's Public Universities</u>	Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Marylhurst University</u>	Oregon	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>Portland State University</u>	Oregon	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	45
<u>Temple University</u>	Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>Austin Peay State University</u>	Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	15
<u>Middle Tennessee State University</u>	Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>University of Memphis</u>	Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies
<u>Stephen F. Austin University</u>	Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	36
<u>George Mason University</u>	Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	60
<u>James Madison University</u>	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8



<u>Marymount University</u>	Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	30
<u>Regent University</u>	Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	15
<u>University of Seattle - Antioch</u>	Washington	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	48
<u>Mountain State University</u>	West Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9
<u>University of Wisconsin</u>	Wisconsin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	varies/faculty