

11/10/2022

M3A3

LEARNING PLAN PROJECT: PRIOR LEARNING ASSESSMENT FEATURES

Cynthia Borel

ADED 6606

Dr. Deb Fortune

November 4, 2022

Dr. Cynthia Borel, Owner
BOREL EDUCATIONAL CONSULTING SERVICES



THIS ISSUE SPOTLIGHT

1

Evaluating Prior Learning Experiences

2

Gaining Credit for Learning

3

**Prior Learning
Assessment**

Table of Content

Introduction	4
Goals.....	4
Objectives	4
Resources Needed	5
Steps to Individualized Prior Learning Assessment (iPLA).....	5
Sources of Credits and Ordering Transcripts	6
Assessment and Learning Activities.....	7
Examples of Course Description at Troy University.....	9
Significant Learning Worksheet.....	10
What is a Portfolio?	11
Benefits of a Portfolio	11
Disadvantages of a Portfolio	12
Portfolio Requirements.....	12
Cover Page	12
Table of Content.....	12
Abstract.....	12
PLA Request.....	12
Verification of Qualifications for Most Educational Institutions.....	12
Autobiography – Chronological Record.....	13
Resume.....	13
Significant Learning Statement Worksheet	13
Narrative to Convey Knowledge Acquired.....	14
Bibliography	14
Documentation	14
Prior Learning Assessment.....	16
Financing Your Education	21
References.....	22

Introduction

Many Soldiers have gained a great deal of education through their day-to-day lives outside of the college and university settings: experience acquired from work, on-the-job training, formal business training, military training, volunteer work, self-study, and countless other organized learning opportunities available through low-cost or no-cost online sources. Colleges and universities can assess that learning to determine if credit can be awarded toward a degree, certificate, or credential. Credit for prior learning (CPL) and prior learning assessment (PLA) are terms that colleges and universities use to evaluate this training.

Prior Learning Assessment (PLA) is an initiative that emphasizes the assessment of prior experiential learning of working adult students through a comprehensive, technology-based retention initiative. As a general rule, PLA refers to experience-based learning from life and work as well as transfer credits earned elsewhere for college degrees. As a fundamental principle, it is imperative to remember - "what you know is more important than where you learned it." PLA can be essential to the successful completion of a postsecondary degree by reducing the time required to attain a degree since older students have knowledge from life and work experiences that can be applied toward college credit. Serving, retaining, and graduating adult learners requires comprehensive and efficient assessments of prior experiential learning

Most educational institutions require students to document their prior experiential learning via portfolios. Student portfolios have five components: a course petition that matches students' prior learning to course outcomes in their degree plans; external documentation that verifies the knowledge, skill, and abilities acquired; an expanded resume that details competencies and the contexts in which they were acquired; an educational goal statement that helps evaluators understand students' past work and future plans; and a learning autobiography capturing self-reflection that converts experiences into practical knowledge and skills. Educational institutions award credit only for evidence of college-level learning, not mere experience.

Goals

LO7: Create and organize a portfolio by established standards. Through active reflection and structured and carefully designed exercises, Soldiers will analyze prior learning experiences regarding their knowledge, skills, and abilities and examine their prior learning in terms of critical incidents that led to learning and Kolb's learning. Soldiers will develop the portfolio components that will allow evaluators to assess learning as it applies to course requirements (American Public University, 2022).

Objectives

Objective 1: After gathering personal information for the following areas: credits by exams, certifications, military experience, life experiences where school-level skills were gained, and informal learning activities. The Soldier will complete the Credit Predictor Pro online to document the information on hand. All areas must be 100% before submitting. Based on the information above, the Soldier will identify courses that match his/her knowledge and create a CV/Resume documenting their knowledge, skills, and abilities. Students will be able to:

Define what a portfolio is and how it is useful

Define Personal portfolio and Career portfolio and relate those terms to the need for a lifelong portfolio
 Understand how their online portfolio can support the development of both their personal and career portfolios
 Determine what to include in a portfolio

Resources Needed

Materials Required: Computer and internet connectivity to access websites for activities. Documentation of awards/commendations, independent studies and open-source learning from the web, institutional review of external training, licenses, or certifications, and any other documentation of learning outcomes to earn credit for a specific course or course. If applicable, the following documents are required to support your request for credit(s) (American Council of Education, 2022):

- Access to Learning Management System
- Copies of the Portfolio Activity Worksheet
- Copies of the Mapping Your Portfolio Worksheet
- Examples of various items to include in portfolios.

Steps to Individualized Prior Learning Assessment (iPLA)



Sources of Credits and Ordering Transcripts

Assessments	Examples	Websites (Right-click, copy hyperlink, and paste into the browser)
Credit by Exam	Advanced Placement (AP) College Level Examination Program (CLEP) exams International Baccalaureate (IB), Excelsior exams (UExcel), DANTES Subject Standardized Tests (DSST)	Credit for Prior Learning AP , IB , CLEP , DSST , Excelsior College , and UExcel exams
Military Training	Military Courses Occupational Specialties	The ACE Military Guide https://jst.doded.mil/jst/
Workplace Training	Corporate Training Certificates	The ACE National Guide ACE Transcripts (acenet.edu)
Professional Certification Independent Studies	Military & *Civilian* Courses	The ACE National Guide ACE Transcripts (acenet.edu) *Contact the civilian educational institution for transcripts*
Portfolio	Individualized Assessment Work Experience Business Ownership Civic Leadership Hobbies (experiences & non-credit activities)	Sample Portfolio
Faculty-Developed Challenge Exam	Comprehensive Examination	Contact Supporting College/University
Non-College Programs	Learning experiences (Check CCRS Online Director for Sponsors)	National College Credit Recommendation Service (NCCRS)
Independent Studies	The topic of Choice working with Faculty Advisor Hobbies	Just for College

Table 1: Sources: American Council on Education, 2022

Assessment and Learning Activities

- 1) Introductions: Discussion Board
- 2) Read Prior Learning Policies and Procedures and Review the Syllabus
- 3) **Complete Learning Style Inventory:** <https://www.learningstylequiz.com/quiz/start> (save file as PDF; no need to purchase full report)
- 4) Complete the Kolb Learning Style Test at <https://www.eduolog.com/en/test/kolbs-learning-style-test/> and save the file as a PDF
- 5) Complete the Myers-Brigg Self-Assessment Questionnaire at <https://www.humanmetrics.com/personality> and compare it to the Kolb Learning Style Inventory results and the Learning Style Inventory.
- 6) **Discussion Questions:**
 - Compare the results of the Kolb Learning Style Test and the Learning Style Inventory: (Accurately describes qualities about me/Does not accurately describe qualities about me and explain your response?
 - Which questionnaire represents you best and why?
 - What are the discrepancies in the questionnaires, and why do you think they exist?
 - What are some similarities and key differences between the questionnaires?
- 7) View the video: Earn College Credit for Your Adult Prior Learning: <https://www.youtube.com/watch?v=yzmsO7m02BI>
- 8) Complete the **Transferable Skills Checklist** and select the ones to add to the "Skills" section in the Credit Predictor Pro.

<p>Key Transferable Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet deadlines <input type="checkbox"/> Ability to delegate <input type="checkbox"/> Ability to plan <input type="checkbox"/> Results oriented <input type="checkbox"/> Customer Service oriented <input type="checkbox"/> Supervise others <input type="checkbox"/> Increase sales or efficiency <input type="checkbox"/> Accept responsibility <input type="checkbox"/> Instruct others <input type="checkbox"/> Desire to learn & improve <input type="checkbox"/> Good time management <input type="checkbox"/> Solve problems <input type="checkbox"/> Manage money/ budgets <input type="checkbox"/> Manage people <input type="checkbox"/> Meet the public <input type="checkbox"/> Organize people <input type="checkbox"/> Organize/ manage projects <input type="checkbox"/> Team player <input type="checkbox"/> Written communications <input type="checkbox"/> Work independently <input type="checkbox"/> Computer Skills <p>Other Transferable Skills (Dealing with things)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use my hands <input type="checkbox"/> Assemble or make things <input type="checkbox"/> Safety conscious <input type="checkbox"/> Build, observe, inspect things <input type="checkbox"/> Construct or repair <input type="checkbox"/> Off-bearing or feeding machinery <input type="checkbox"/> Follow instructions <input type="checkbox"/> Operate tools and machinery <input type="checkbox"/> Drive or operate vehicles <input type="checkbox"/> Repair things <input type="checkbox"/> Good with my hands <input type="checkbox"/> Use complex equipment <input type="checkbox"/> Use equipment <p>Dealing with Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze data or facts <input type="checkbox"/> Investigate <input type="checkbox"/> Audit records <input type="checkbox"/> Keep financial records <input type="checkbox"/> Locate answers or information <input type="checkbox"/> Balance Money <input type="checkbox"/> Calculate, compute <input type="checkbox"/> Manage money 	<p>TRANSFERABLE SKILLS CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classify data <input type="checkbox"/> Compare, inspect, or record facts <input type="checkbox"/> Count, observe, compile <input type="checkbox"/> Research <input type="checkbox"/> Detail-oriented <input type="checkbox"/> Take inventory <p>Working with People</p> <ul style="list-style-type: none"> <input type="checkbox"/> Patient <input type="checkbox"/> Care for <input type="checkbox"/> Persuasive <input type="checkbox"/> Confront others <input type="checkbox"/> Pleasant <input type="checkbox"/> Counsel people <input type="checkbox"/> Sensitive <input type="checkbox"/> Demonstrate something <input type="checkbox"/> Supportive <input type="checkbox"/> diplomatic <input type="checkbox"/> Supervise <input type="checkbox"/> Speak in public <input type="checkbox"/> Help others <input type="checkbox"/> Tactful <input type="checkbox"/> Insightful <input type="checkbox"/> Insightful <input type="checkbox"/> Teach <input type="checkbox"/> Interview others <input type="checkbox"/> Anticipate needs <input type="checkbox"/> High energy <input type="checkbox"/> Open minded <input type="checkbox"/> Kind <input type="checkbox"/> Take orders <input type="checkbox"/> Listen <input type="checkbox"/> Serving <input type="checkbox"/> Trust <input type="checkbox"/> Working with others <input type="checkbox"/> Negotiate <input type="checkbox"/> Understand <input type="checkbox"/> Adaptable <input type="checkbox"/> Outgoing <p>Using Words, Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate <input type="checkbox"/> Innovative <input type="checkbox"/> Communicate verbally <input type="checkbox"/> Logical <input type="checkbox"/> Remember information <input type="checkbox"/> Accurate 	<ul style="list-style-type: none"> <input type="checkbox"/> Research <input type="checkbox"/> Create new ideas <input type="checkbox"/> Design <input type="checkbox"/> Speak in public <input type="checkbox"/> Edit <input type="checkbox"/> Write clearly <input type="checkbox"/> Prefer details <input type="checkbox"/> Understand the big picture <p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrange social functions <input type="checkbox"/> Motivate people <input type="checkbox"/> Negotiate agreements <input type="checkbox"/> Decisive <input type="checkbox"/> Plan <input type="checkbox"/> Delegate <input type="checkbox"/> Run meetings <input type="checkbox"/> Direct others <input type="checkbox"/> Explain things to others <input type="checkbox"/> Self-motivated <input type="checkbox"/> Get results <input type="checkbox"/> Share leadership <input type="checkbox"/> Think of others <input type="checkbox"/> Direct projects <input type="checkbox"/> Team builder <input type="checkbox"/> Solve problems <input type="checkbox"/> Mediate problems <input type="checkbox"/> Take risks <input type="checkbox"/> Empowering others <p>Creative, Artistic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Artistic <input type="checkbox"/> Music appreciation <input type="checkbox"/> Dance, body movement <input type="checkbox"/> Perform, act <input type="checkbox"/> Draw, sketch, render <input type="checkbox"/> Present artistic ideas <input type="checkbox"/> Play instruments <input type="checkbox"/> Expressive <p>Add any other Transferable Skills that you think are important</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
--	--	---

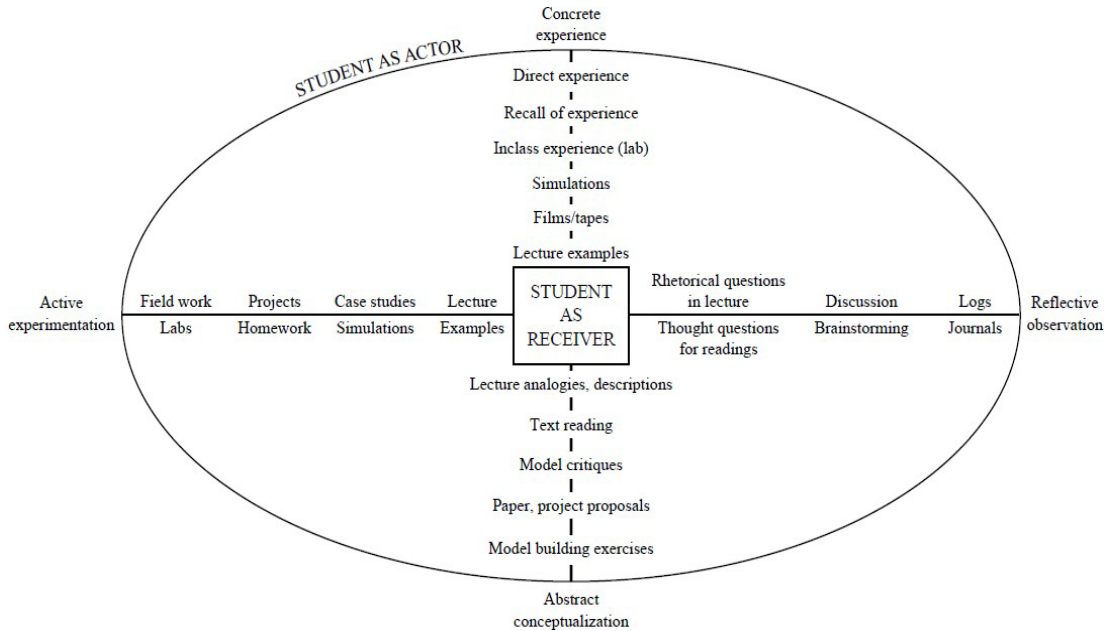
[Resources Index](#) | [Student Employment Home](#)

- 9) Research, select, and create an appropriate resume/curriculum vitae for the chosen profession and academic discipline (example:
https://www.myperfectresume.com/lp/mprwzlp03.aspx?utm_source=bing&utm_medium=social&utm_campaign=41418917&utm_term=%2Bhuman%20%2Bresources%20%2Bresumes&network=0&device=c&adposition=&adgroupid=1109460766&msclkid=578f62f254421b94ca77019caf3c5a0b&utm_content=human%20resources%20resumes)
- 10) View the Oklahoma Christian University video: **Prior Learning Assessment Predictor Tutorial** at <https://www.oc.edu/academics/online/credit-for-prior-learning> (will combine both and create a similar video for the final project).
- 11) After creating an account, complete the questionnaire on **Credit Predictor Pro**, a mobile-optimized tool that captures learning experiences that may qualify for college credit(s). <https://creditpredictor.org/cpl/#/oc/login>. **Before submitting, make sure that all areas are 100%.**

Credit Predictor Pro Sections

<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>About you Let us know more about you. </p> <p style="text-align: right;">Start </p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Certifications Search for certifications and licenses you've earned. </p> <p style="text-align: right;">Start </p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Languages Tell us about your fluency in other languages. </p> <p style="text-align: right;">Start </p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>CV/Resume Upload your resume to find matches in key skills. </p> <p style="text-align: right;">Start </p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Informal learning Tell us what you've learned on your own. </p> <p style="text-align: right;">Start </p> </div>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Credit by exam Search for exams you've taken. </p> <p style="text-align: right;">Start </p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Military experience Upload your military transcript. </p> <p style="text-align: right;">Start </p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Life experiences Describe activities where you gained school-level skills. </p> <p style="text-align: right;">Start </p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Skills Review courses that match your knowledge areas. </p> <p style="text-align: right;">Start </p> </div>
---	--

12. Using your degree plan from your educational institution, create an educational plan documenting courses completed in the traditional setting and highlighting those classes completed in a non-traditional setting that you anticipate requesting a review for PLA college credit—using Kolb's Model Modified for Classroom Activities (Svinicki & Dixon, 1987).



Examples of Course Description at Troy University

LEADERSHIP COURSES (LDR)

LDR 1100 - Introduction to Leadership (3)

This course helps students apply leadership knowledge, skills and techniques to campus and community activities. Practical exercises, role-playing, class interaction and lecture/discussion with established leaders reinforce learning and aid each student in developing a personal leadership plan.

LDR 2200 - Tools for Leaders (3)

This course helps developing leaders use tools essential to effective leadership including briefing, writing, delegation, media relations, meeting management and group dynamics skills. *Prerequisite: LDR 1100.*

LDR 2210 - Leadership and Interpersonal Skills (3)

This course will focus on analyzing and applying the theories and research regarding the interpersonal skills required for leaders. Emphasis will also be placed on enhancing and developing interpersonal leadership skills in each student.

LDR 2220 - Contemporary Issues of Women and Leadership (3)

Through an understanding and analysis of culture and current issues, this course will help each student explore the capabilities and leadership women bring to organizations. Through an application of models, styles, and theory, students will develop better self-awareness and understand the unique capabilities of women in leadership positions.

LDR 2221 - Case Studies in Leadership I (1)

Case Study/Studies of a specific person or persons who have demonstrated leadership attributes that can be applied to leadership development today. *Permission of Instructor required.*

LDR 2222 - Case Studies in Leadership II (1)

Case Study/Studies of a specific person or persons who have demonstrated leadership attributes that can be applied to leadership development today. *Permission of Instructor required.*

Significant Learning Worksheet

Significant Learning Worksheet (Course Objective Matrix)

Use this worksheet to identify specific competencies and learning outcomes as they directly relate to this portfolio. Please obtain an electronic copy at polk.edu/pla for use with your portfolio.

Course Learning Objective:

Experience	Time spent in activity	Description of duties and activities	Learning outcomes as applied to course objective	Documentation (evidence of experience)
Employment, Work Experience				
Workshops, Webinars, Training, Seminars, Professional Development				
Volunteer Activities, Community Service, Committees, Groups				
Military Experience/training				
Licenses (that do not qualify for articulated credit)				
Self-Directed Study, Independent Reading, on-line non-credit courses				
Recreation, Hobbies				
Awards				
Publications				
Travel				
Other				

NOTE: For each course learning objective an experience must be applied and detailed. For each experience being used in portfolio, the student must clearly specify:

- **What** the experience was: the time spent in activity; description of duties and activities
- **How** it relates to the **Learning Objectives** for the course targeted
- **Documentation** as evidence of the experience as used toward the course objective, and as an indication of the level and appropriateness of content.

What is a Portfolio?

The portfolio is a collection of information that the learner provides in an effort to equate the experience they have had with a specific course for a specified number of semester hours. The information presented in the portfolio includes:

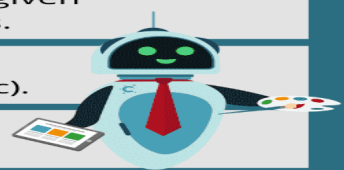
Cover Page: include your name, student identification number, address, phone number, and e-mail address.	Table of Contents: page numbers and supporting documents cataloged	Statement of Educational Goals, along with an executive summary justifying your request for college credit(s)	Statement of specific knowledge and skills not learned in college and is requesting to receive academic credit.
Prior Learning Request(s) with information that links to the specific knowledge and skills for the educational degree program enrolled.	Documentation along with educational institution course descriptions and specific learning outcomes.	Documented evidence that substantiates learning	Autobiography and Resume
Introduction, goal statements	Completed Significant Learning Worksheet for each learning objective Narrative to convey knowledge acquired	Bibliography (APA format 3-10 references)	Documentation – index, letters of verification, documentation with captions or Appendices
	Submit evaluation form(s) for each course	Cost for evaluation is normally the course of one course (3 semester hours)	


Benefits of a Portfolio

Digital portfolios can help make the efforts of both educators and students more visible to everyone. In a culture of transparency, everyone can thrive.

Benefits of Digital Portfolios For Students

- Portfolios can capture the **whole student** in a way that standardized tests or summative assessments simply cannot.
- Students can build a **digital footprint** that may help them gain future work or education opportunities, while learning about **digital citizenship**.
- Essential skills** for a rapidly changing world and job market can be developed (e.g. critical thinking, communication, and problem solving).
- Motivation for learning may increase when students are given **independence** and **choice** when building their portfolios.
- Students can express themselves according to their **strengths** or **learning styles** (e.g. video, audio, art, music).
- Students can **keep track** of their progress, successes, and learnings over time in an organized way.



 CAMPUSPRESS
campuspress.com/student-digital-portfolios-guide

Disadvantages of a Portfolio

A number of drawbacks exist when trying to gather accurate information about a student body's learning by using student portfolios; these include the lack of a standard for portfolios, the inherent bias associated with individual assessments, and a lack of access to more significant portions of the student population on campus. A student's portfolio usually consists of papers, writing, and assignments he or she has completed online as part of their coursework.

Portfolio Requirements

Cover Page

Include your name, student identification number, address, phone number, and e-mail address.

Table of Content

List items in portfolio, page numbers and supporting documentation cataloged

Abstract

An executive summary is included in the one-page abstract explaining your request and describing the documentation that will substantiate your request. In addition to being succinct, the abstract should clearly indicate the experience, the learning that occurred, and the course the student wishes to substitute the experience for. The abstract will be submitted electronically.

PLA Request

Request to Review packet

Verification of Qualifications for Most Educational Institutions

Undergraduate Students

- Fully admitted and an active student (have student ID number and are not on hold or disenrolled).
- Completed Transfer Credit Evaluation (TCE)
- Minimum grade point average (GPA) of 2.0 for courses taken and are not on academic probation (American Public University, 2022).

Graduate Students

- Fully admitted and an active student (have student ID number and are not on hold or disenrolled).
- Completed Transfer Credit Evaluation (TCE)
- Minimum grade point average (GPA) of 3.0 for courses taken to date and are not on academic probation (American Public University, 2022).

Autobiography – Chronological Record

The autobiography provides a comprehensive picture of the learner - who they are, what they have accomplished, what they know, and what they wish to achieve. The autobiographical essay must be written using your resume as a guide to illustrate why you selected this course as part of this portfolio. The Significant Learning Worksheet will provide specific details regarding the relevance of the relevant experiences.

Your autobiography is intended to introduce you to the evaluator, allowing him/her to understand your learning context in regard to the particular course you are applying for. It is intended to assist you in reflecting on how experiences from various periods of your life may have been combined to achieve a common goal.

Moreover, this should include your educational and career goals.

It is recommended that the essay be two to four pages long, summarize your significant learning experiences, describe your academic, career, and personal goals, and describe how your experiences will validate your knowledge of the content and meet the course outcomes.

Resume

A current resume should include education and work experiences, significant activities, exact dates, achievements in the workplace, and any non-formal or work-related training you have received.

Significant Learning Statement Worksheet

In order to organize, categorize, and reflect on your life experiences in relation to the course and its specific objectives, the Significant Learning Worksheet-Course Objective Matrix is a required document. The completed document must address the course outcomes for which credit is sought.

Using a chronological outline of your relevant life experiences, complete a **Significant Learning Worksheet/Matrix** for each of your course objectives. The worksheet includes employment, workshops, volunteer work, recreation, self-directed learning, military service, licenses, travel, and other items.

Personal crises (such as death or divorce), health problems (such as disabilities or illnesses), and relationships (such as parenting or elder care) are just a few examples. In each learning outcome category, include what you have done, how much time was involved, and describe the activities. Each learning outcome must be justified based on the documentation you have gathered. Use action verbs to describe what you learned (e.g., *differentiate*, *compare*, *contrast*, *list*, *calculate*, *solve*, *construct*, *organize*, etc.).

Authentic documentation must be provided to validate the experience. The Matrix must be linked to a specific learning objective, and you must be able to describe how your participation enabled you to meet the learning outcomes.

Narrative to Convey Knowledge Acquired

Based on the information and supporting documentation provided on your **Significant Learning Worksheet/Matrix**, you will develop an essay illustrating the learning from your experiences in accordance with the course description and outcomes. The essay (or narrative) describes in detail the activities you conducted and the competencies *you developed as a result*.

Using the course objectives as a guide, discuss your accomplishments.

Explain where, when, and what experiences were involved based on the related **Significant Learning Worksheet/Matrix**. You should demonstrate an appropriate balance between theory and application when taking a course that includes substantial amounts of theory.

The narrative should include terminology relevant to the course and examples of how you applied the concepts.

Clarify the narrative and ensure that there are no grammatical, spelling, or sentence structure errors. It should demonstrate college-level writing and critical thinking abilities. There are a variety of lengths for the narrative, depending on the course. Use your resources.

Bibliography

You should include at least 3-10 references on the portfolio subject, including the textbook. The bibliography indicates the reading you have completed on the portfolio subject. Cite sources in your portfolio when you refer to theorists, laws, statistical data, or any other source. References must be cited in American Psychological Association (APA) style.

Documentation

You will need to provide documentation (evidence) of your work experience and competencies. This documentation may take several form including:

Certificates, personnel records, specifically performance reviews showing competencies, job descriptions, transcripts, samples of work, testimonials, certificates of attendance, and/or letters of verification that list proven competencies may be used to verify completion of training programs, workshops, seminars, etc.

For each workshop, training program, or seminar, documentation must be accompanied by a description of the content and demonstrate how the evidence relates to course learning outcomes.

There are several ways to document your employment history and job responsibilities, including copies of performance evaluations, company job descriptions, examples of your projects or reports (verified as your work), or a letter of approval from your supervisor.

Letter of Verification Guide

(Company Letterhead)

Date

To whom it may concern:

Introduction of how the individual writing the letter is acquainted with the learner and the length of time. (Why he/she is qualified to verify the learning and experience.)

A description of the learner's experience and responsibilities, and a detailed explanation of the learning. Statement of authenticity for a project, report, etc., submitted by the learner, if applicable.

If qualified to do so, the individual writing the letter may equate the learner's knowledge with what would be taught in a comparable college course. (Note: The letter of verification is not a personal recommendation or testimony of character, but rather an outline of facts to support the learner's narrative.)

A telephone number, if different than letterhead, where the writer may be reached if the evaluator has questions.

Sincerely,
Original Signature

Volunteer work may be documented by awards, newspaper articles, or letters of commendation.

The following evidence may be required if your portfolio involves a performance- or activity-based course:

- An audio or video recording of your speech, play, or music performance
- Examples of your paintings, drawings, photographs, or ceramics related to studio art courses
Please provide examples of reports or presentations you have developed and verified as your work to demonstrate your proficiency in spreadsheets or other software
- The use of letters as a form of verification can be very effective if the writer understands the purpose of the letter. You should provide the course description in your portfolio to the individual when you request a letter of verification. Please provide a copy of a verification letter explaining that you are requesting equivalent college credit for experiential learning

- It is possible that excess or inappropriate documentation may indicate to the evaluator that you are not aware of how your experiences relate to your learning.

Prior Learning Assessment

Ensure that the documentation in your portfolio is tailored to the course description and learning outcomes used in the portfolio when submitting it.

**Prior Learning Assessment
EVALUATOR RESPONSE / RATING RUBRIC**

Student Name: _____ ID #: _____
 Assessor: _____ Date: _____

PLA submitted as credit for:
 Course Number _____ Credits _____
 Course Title _____

1. Item Inventory (all components must be included in this order)

- Cover page
- Table of contents
- Request to Pursue Prior Learning Assessment Credit – signed approval
- Course syllabus with learning outcomes delineated (from BCI)
- Abstract
- Copy of paid receipt for PLA (non-refundable)
- Autobiography, including chronological record
- Resume
- Goal statements/degree audit, highlighting requirement to be achieved
- Significant Learning Worksheet/Course Objective Matrix
- Narrative of knowledge acquired
- Bibliography
- Substantiating documentation
- Appendix (as needed)
- Evaluator forms (provided by the portfolio reviewer)

2. Summary of Evaluation (see Rubric for details)

The student documented competencies in at least 70% of the course content per the course learning objectives. _____ Yes _____ No
 If no, please elaborate: _____

The learner, using a mixture of theory and practice as well as appropriate terminology, indicated a competent understanding of the course material and demonstrate how the learning was acquired. _____ Yes _____ No
 If no, please elaborate: _____

Comments from Portfolio Evaluator: _____

Table 2: Source: Polk State College, 2022

RATING RUBRIC

Criteria for Satisfactory grade: Candidates must score the minimum of 70 overall points and a minimum score of 7 in any category. See points key at the end of rubric.

ITEM	Target	✓	Item Score
SOURCES OF LEARNING (EXPERIENCES)			
1. Validity: Documentation and description of experiences as a valid basis for PLA.	Portfolio content succinctly narrates and describes the significance of the candidate's relevant learning experiences and supplies relevant documentation as evidence in order to establish the candidate as qualified to write on the subject. Completed in PLA course		
EVIDENCE OF LEARNING (COMPETENCIES)			
2. Evidence (overall)	Candidate provides evidence of learning from experience.		
3. Accuracy: Evidence properly formatted and aligned with specific learning outcomes	Candidate provides adequate and appropriate evidence of each learning outcome for the targeted course per the course syllabus/BCI. Student has constructed an electronic portfolio accurately formatted, and with complete information for each section and learning objective.		
4. Reliability: Evidence aligned with personal experience	From the candidate's description of personal examples, it is clear that the learning arose from the candidate's direct experience and/or experience represents the candidate's understanding of the topic.		
5. Matrix: Evidence aligned with academic theory / learning objectives	Appropriate amount and use of academic theory is integrated within the submission, so that the candidate's learning is grounded in the academic frameworks of the topic.		
QUALITY OF PRESENTATION OF SUBMISSION			
6. Breadth / Depth of Submission	There is an appropriate depth and breadth of discussion related to requested credits (upper vs. lower division, and amount).		
7. Narratives	Narratives clearly introduce the prior learning experience and its relevance to the targeted course.		

Table 3: Source: Polk State College, 2022

	Narratives effectively summarize the main points and critical details, and state outcomes achieved through the experience.		
8. Source Material	In-text and end-of-text citations of all sourced materials are correct, complete, and verifiable.		
9. Documentation	Documentation is effective evidence of experience; documentation is effectively referred to within submission, and its significance and relevance are clear.		
10. Sentence Structure, Mechanics, and Overall Presentation	<ul style="list-style-type: none"> ┘ PLA submission is well-organized, uses appropriate format aligned with objectives and outcomes, and progresses in logical, convincing order. ┘ Each sentence is structured effectively. ┘ Virtually free of punctuation, spelling, and capitalization errors; appropriate format and presentation for assignment. ┘ Effective use of vocabulary, and correct and effective grammatical form(s). ┘ PLA submission is professionally presented, complete, and clear. 		
TOTAL POINTS			
Course Objective (abbreviated)	Comments relative to ratings above.	Obj · Incl · ✓	Obj. Met/ Not
BREAK-DOWN OF EVALUATION OF COURSE LEARNING OBJECTIVES			
1.			
2.			
3.			
4.			
5.			
(add as needed)			

Points:

<p>0 = item/content not evidenced or missing. 1 = item/content insufficiently evidenced 3 = item/content minimally evidenced 5 = item/content inconsistently evidenced 7 = item/content satisfactorily evidenced 10 = item/content fully evidenced</p>	<p>Total points possible: 100 Minimum to pass: 70</p>
--	---

DETERMINATION OF PLA:

Recommendation:

_____ Portfolio Approved. Credits Awarded for course requested.

_____ Minor Revisions Necessary. Resubmit deadline _____
(Once the submission deadline is past, the student may no longer be granted credits for the portfolio.)

If revisions necessary, please explain:

_____ Extensive Revisions Necessary. No credit awarded.
If credits are denied, please explain:

Portfolio Evaluator

Evaluator Name (please print) _____

Evaluator Signature _____ Date _____

Supervising Academic Dean (please print) _____

Dean Signature _____ Date _____

Registrar's Office:

Registrar Approval. _____ Date _____

Credits entered into record. _____

Staff Signature _____ Date _____

Financing Your Education

- VA Benefits: <http://www.benefits.va.gov/gibill>.
- [The Chapter 33 - Post-9/11 GI Bill®](#) If you have at least 90 days of aggregate active duty service after September 10, 2001, and are still on active duty, or if you are an honorably discharged Veteran or were discharged with a service-connected disability after 30 days.
- [Montgomery GI Bill® – Active Duty \(MGIB-AD\)](#) Provides education benefits to Veterans and servicemembers with at least two years of active duty.
- [Montgomery GI Bill® – Selected Reserve \(MGIB-SR\)](#) Provides education and training benefits to eligible members of the Selected Reserve, including the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard.
- [Survivors and Dependent Educational Assistance Program \(DEA\)](#)
- Offers education and training opportunities to eligible dependents of Veterans who are permanently and totally disabled due to a service-related condition or veterans who died while on active duty or as a result of a service-related condition.
- [US Department of Veterans Affairs](#)
- [Education Benefits Available to Military Personnel](#)
- [Post-9/11 GI Bill/Yellow Ribbon Program](#)
- [Fry Scholarships](#)
- [Returning Service Members \(OEF/OIF\)](#)
- [Veterans Vocational Rehabilitation and Employment Service](#)
- [Compare all Veteran Affairs Education Benefits:](#) Learn about and compare your GI Bill benefits at approved schools, employers, and VET TEC providers.

References

- Council for Adult and Experiential Learning (2022a). A brighter future through credit for prior learning: Think outside the classroom – Your students do. <https://www.cael.org/lp/pla>
- Defense Manpower Data Center. (DMDC). (2019). *Population representation in the military services: Fiscal year 2019*. Appendix B: Active Component Enlisted Accessions, Enlisted Force, Officer Accessions, and Officer Corps Tables. <https://www.cna.org/pop-rep/2019/appendixb/appendixb.pdf>
- Florida Center for Instructional Technology. (2021). The technology integration mat https://drive.google.com/file/d/1Q_ZnPUG-PWaYdLrRqYXFrlj25liyNg76/viewrix.
- Leichter-Dominick, J. E. (2002). Your best of show portfolio. http://degreeconomics.com/?page_id=318
- Linberg, G. (2019). *Military and College: 7 reasons active-duty members need a degree*. Saint Leo University. <https://www.saintleo.edu/about/stories/blog/military-and-college-7-reasons-active-duty-members-need-a-degree#:~:text=To%20become%20a%20commissioned%20officer,upon%20entering%20the%20civilian%20workforce>.
- Military One Source. (2020). *Chapter 2: active duty members. 2020 Demographics: Interactive Profile of the Military Community*. <https://demographics.militaryonesource.mil/chapter-2-active-duty-personnel>
- Missouri Comprehensive School Counseling Program. (2016). *Linking school success to life success*. <https://dese.mo.gov/media/36846/download>
- Polk State College. (2022). *Experiential learning credit and prior learning assessment (PLA)*. <https://www.polk.edu/experiential-learning-credit-pla/prior-learning-assessment-portfolio-pla/>
- Rao, K. (2020a). Distance learning readiness considerations.

<https://schoolvirtually.org/distance-learning-readiness-considerations/>

Rao, K. (2020b). Online Learning Experience Design Worksheet. <https://schoolvirtually.org/online-design-worksheet/>

Roblyer, M.D., & Hughes, J. E. (2019). Integrating educational technology into teaching. 8th Ed. Pearson Education, Inc.

Rogue Community College. (2022). *Transferrable skills checklist*. https://www.roguecc.edu/emp/Resources/transferable_skills_checklist.htm

Svinicki, M.D., and N.M. Dixon. (1987). *The Kolb model modified for classroom activities*.

College Teaching 35, no. 4: 141-6. https://www-jstor-org.libproxy.troy.edu/stable/27558239?searchText=The+Kolb+model+modified+for+classroom+activities.&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DThe%2BKolb%2Bmodel%2Bmodified%2Bfor%2Bclassroom%2Bactivities.&ab_segments=0%2Fbasic_search_gsv2%2Fcontrol&refreqid=fastly-default%3A3764ed9c9feb4e80766_2091a5b172604&seq=1#search_tab_contents

Terra, J. (2022). What is technology literacy? Everything you need to know.

https://www.simplilearn.com/what-is-technology-literacy-article#the_importance_of_technology_literacy

Torres, C. (2020). Making a Quick Switch to Distance Learning.

<https://schoolvirtually.org/making-a-quick-switch-to-distance-learning/>

Torres C., & Rao, K. (2020). Digital tools for representation.

<https://schoolvirtually.org/digital-tools-for-representation/>