

STUDENTS MAY SEEK TO EARN CREDIT IN TWO WAYS:

1. Registrar and Committee Evaluation of Professional Training Documentation
2. Registrar and Committee Evaluation of Experiential Essays

PLEASE NOTE:

Students seeking to earn credit via the Experiential Essay method must successfully complete a brief virtual seminar – EXP200 Fundamentals of Prior Learning Assessment – before submitting any content for review. EXP200 is not required for students seeking to earn credit via Professional Training Documentation.

Students may participate in one or both PLA components (Professional Training Documentation and/or Experiential Essays) based on need and experience. Submissions are subject to review, and earned credits are not guaranteed.

Student Eligibility:	Non-Refundable Student Cost:
<ul style="list-style-type: none"> • <i>MUST BE CURRENTLY ENROLLED IN A DEGREE PROGRAM</i> • <i>MUST HAVE COURSES AVAILABLE IN THE DEGREE PROGRAM ELIGIBLE FOR PLA CREDITS</i> 	<ul style="list-style-type: none"> • <i>EXP200 SEMINAR <u>\$50</u> (ONE-TIME COST)</i> • <i>PLA ASSESSMENT FEES</i> <ul style="list-style-type: none"> ◦ <i><u>\$35</u> PER COURSE ASSESSMENT FOR PROFESSIONAL TRAINING DOCUMENTATION</i> ◦ <i><u>\$100</u> PER COURSE ASSESSMENT FOR EXPERIENTIAL ESSAYS</i> ◦ <i>OFFICIAL TRANSCRIPT - INSTITUTIONAL TRANSCRIPT POLICY APPLIES</i>

STEP ONE: Student must complete the "Request for Prior Learning Assessment" form and file it with the Registrar. A separate form must be completed for each course the Student is seeking to have reviewed for earned credit.

STEP TWO: Upon receipt of the Student's submitted "Request for Prior Learning Assessment" form, the Registrar will review and assess the Student against the stated criteria and indicate the objectives to be used in the process if approved.

STEP THREE: Student must successfully complete EXP200 Fundamentals of Prior Learning Assessment for Experiential Essay submissions.

STEP FOUR: Student must submit all required documentation as stated. Please refer to the section entitled "Documentation Required."

STEP FIVE: Registrar reviews Student submission for completeness, and assigns an appropriate faculty member committee (aligned academic credentials with the course content) to review and assess for earned credit, resulting in a credit recommendation to the Registrar. **If documentation is insufficient, the Student's request for earned credit is denied. Student may not continue to submit further documentation as decisions are immediately final.*

STEP SIX: Registrar will notify the Student of the assessment results. If Student submission is approved for earned credit, the Registrar will post PLA credit(s) to the Student Degree Audit in Populi as transfer credits.

Sponsored Professional Training

PROFESSIONAL TRAINING DOCUMENTATION (PTD)

Definition: Formal, structured college-level training taken in a non-college setting, such as seminars, certificate programs

For the PTD, Students are required to provide the following:

- Evidence of Training Successfully Completed: transcript, certificate, employee training record, or letter on Company letterhead signed by appropriate official
- Evidence of Completed Course Content: syllabus, course description, training manual, or table of contents
- Breakdown of Completed Contact Hours: number of hours completed in a class setting for each topic, noting the required minimum of fifteen (15) contact hours for each credit awarded
- Contact Information: phone and email for training instructor or work supervisor
- Credit Rationale Paper: three (3) pages explaining how submitted training fulfills identified course objectives and how Student will apply this knowledge

Experiential Essay

THE EXPERIENTIAL ESSAY (EE)

Definition: At least one year of experiential learning that aligns with course objectives of specific course requirements at Ascent College

For the EE, Students are required to provide the following:

- Experiential Essay meeting the following criteria:
 - One-Credit Course: Five (5) page double-spaced essay
 - Two-Credit Course: Ten (10) page double-spaced essay
 - Three-Credit Course: Fifteen (15) page double-spaced essay

Submitted essays must:

- Describe and analyze prior learning experience related to the course objectives
 - Summarizes the concepts, theories, and principles learned related to the course objectives
 - Explain how Student currently applies prior learning experience, and how Student will continue to apply prior learning experience in the future
- Documentation: work sample, publication, or validation of experience by appropriate official

REGISTRAR

- Facilitate EXP200 Fundamentals of Prior Learning Assessment virtual seminar
- Provide "Request for Prior Learning Assessment" form
- Manage the hosted Prior Learning Assessment information page
- Recruit and train faculty members in the Prior Learning Assessment process
- Input Prior Learning Assessment fees on the Student finance record
- Post Prior Learning Assessment transfer credits to Student degree plan

ACADEMIC ADVISORS

- Provide Student with information about Prior Learning Assessment options
- Help Student follow proper Prior Learning Assessment procedures
- Refer Students to the hosted Prior Learning Assessment information page
- Become familiar with and remain updated on Prior Learning Assessment policies

FACULTY ASSESSORS

- Become familiar with CAEL standards for assessing experiential learning
- Attend initial and ongoing training as requested by the Registrar
- Follow Prior Learning Assessment policies as listed in the Prior Learning Assessment Faculty Handbook
- Assess Student submissions within ten (10) working days/two weeks of receipt of submitted materials

To determine whether to award college credit to students for prior learning, follow these standards:

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.