



WILLIAM JESSUP
UNIVERSITY

DEGREE COMPLETION PROGRAM

CREDIT FOR PRIOR LEARNING

Student Handbook

Degree Completion Program
William Jessup University
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TABLE OF CONTENTS

INTRODUCTION.....	5
CREDIT FOR PRIOR LEARNING (CPL) Concept	5
How Does CPL Work For Me?	7
Frequently Asked Questions.....	8
Nonformal Education (NFE).....	9
Learning Application Essay (LAE)	10
LAE	10
General Guidelines	11
Documentation – LAE	13
LAE Outline Format	15
Final Notes on LAE	17
Check List.....	17
CPL POLICIES.....	18
Procedures	19
APPENDIXES	21
Appendix A Kolb’s Structure of Prior Learning.....	22
Appendix B Proposal Instructions (LAE).....	26
Appendix C CPL Proposal.....	28
Appendix D Evaluation Credit Recommendation.....	29
Appendix E Sample Criteria for Evaluation on an LAE	30
Appendix F Guidelines for General Education Credits	33
Appendix G LAE Learning Principles Introductory.....	34

LIST OF FIGURES

FIGURE 1 CPL Categories.....	7
FIGURE 2 Kolb’s Model of Experiential Learning.....	22

INTRODUCTION

The concept of Credit for Prior Learning (CPL) is based on the assumption that adult learners bring with them a rich array of prior learning -- non-college or experience-based learning that has been attained outside of an accredited postsecondary educational institution. Prior Learning includes learning acquired from work and life experiences; community and volunteer extension courses; individual study and reading; civic, community and volunteer work; and participation in informal courses and in-service training sponsored by associations, business, government and industry.

Credit for Prior Learning (CPL) provides a means of awarding credit for such learning if it:

- Is comparable in content and level with William Jessup University courses.
- Does not duplicate other learning (i.e., any other college course for which credit has been or will be granted as part of the Degree Completion Program).
- Can be demonstrated and documented by the student.

It is *demonstration* of the learning, not simply a description of the learning experience(s) which results in academic credit.

William Jessup's Degree Completion students may earn up to 15 semester credits for either informal (non-credit) or non-formal (experience-based) learning. They can meet credit needs for both General Education units and free elective requirements through CPL. Additionally, students may earn credit in the Social Sciences, the Humanities, or in Science or Mathematics.

A student may earn between one (1) and three (3) semester credits for each CPL proposal. Each proposal is considered an application for credit that must be approved and granted just as one would pass a regular university course.

The purpose of this Handbook is to detail the process for receiving appropriate Credit for Prior Learning. It begins with an overview of William Jessup's CPL Policies, Procedures and Frequently Asked Questions, followed by specific information and instructions for both categories of learning (Non-Formal and Informal).

Frequently Asked Questions

Q: Can I earn credit for my experiences?

A: It must be emphasized that credit is earned and granted as students articulate and document learning and competency. A report emphasizing experience alone (without describing the learning which took place) will not lead to credit being granted.

Q: How many units am I permitted to earn from Credit for Prior Learning?

A: Up to 15 semester units may be granted for prior learning through CPL.

Q: What are the criteria for granting credit?

A: You must demonstrate *college-level learning*. This level is defined as satisfactory comprehension (or grade C) of a subject at the freshman level or above. In practice, many CPL topics fall naturally in the junior/senior level of knowledge because the subjects are specialized and focused, just as the more advanced courses are in a college degree program.

Q: How do I make sure that my CPL does not duplicate prior credit?

A: The University is careful to monitor your CPL requests to ensure they do not duplicate previously earned college credits. Talk with your CPL advisor about this.

Q: What if my learning took place a long time ago?

A: CPL topics must reflect current college level topics. Obsolete subjects (i.e., no longer applicable to current college contexts) are not eligible for credit. For example, outdated computer science training would not be considered.

Q: What proof of my learning do I need to provide?

A: CPL subjects must all include documentation verifying your actual involvement in the learning experience. This Student Handbook details how to prepare this documentation for either Non-Formal Learning (NFL) or Informal Learning (INL).

CPL POLICIES

In order to have the CPL program function effectively, the following policies have been adopted by the University. Students with questions about any of these policies should confer with a CPL Advisor.

1. Credit for Prior Learning (CPL) recognizes that collegiate-level learning may occur outside the college/university classroom and that the institution should have the means of recognizing and evaluating that learning to grant credit to matriculated students.
2. CPL may be earned only for documented learning and is not granted based upon experience alone.
3. CPL is accomplished through a student-generated proposal for credit. The process will include completion of the appropriate institutional forms. For each segment of learning not accompanied by an earned credential, an essay which follows the Kolb Model will be constructed. Appropriate documentation is required for CPL essays to earn credit.
4. CPL is limited to not more than 15 semester units of credit.
5. The guidelines of the Council for Adult and Experiential Learning (CAEL) will generally be followed, except where they might conflict with existing policies of the University.
6. The fee for each semester hour applied for will be set annually.
7. Each CPL proposal will be for 1, 2, or 3 semester units. Where additional units are sought, an additional proposal will be required in order to have credit awarded. The number of proposals is limited to the number of units permitted by the University.
8. The policies of the Western Association of School and Colleges Senior Commission apply
9. CPL will be granted only if approved by a full-time or adjunct faculty member. Credit will be denied in any instance where no qualified faculty member is available and willing to evaluate the proposal.
10. Students must pay all applicable fees before CPL units will be posted on the student's transcript.
11. Faculty-approved CPL units are posted on a student's transcript by course prefix and number and in a category labeled "Credit for Prior Learning." Each CPL subject will be listed in this category, in a place on the transcript indicating the date, the course title and the number of units granted. No grades are given for CPL.
12. Students are advised that such credit will probably not transfer to other institutions.

CPL PROCEDURES

The above policies are implemented by a series of procedures which are shown here for the student and the faculty member. The CPL process will be accomplished under the supervision of the DCP Office.

1. Students will be given an estimate of the number of credits they might earn in the CPL process at the time that they are applying for the program unless they have met all general education and elective credits required for graduation.
2. Students will be given instruction about the nature of CPL and how to complete each proposal for credit. The instruction will be done either in a workshop setting or through individual instruction.

CATEGORIES OF PRIOR LEARNING

As noted earlier in this Handbook, there are two categories of prior learning for which academic credit can be awarded at William Jessup University – learning that is planned and structured but for which no academic credit has been granted (Non-Formal Learning); and experience-related learning (Informal Learning). Both come under the “umbrella” of CPL, as illustrated below.

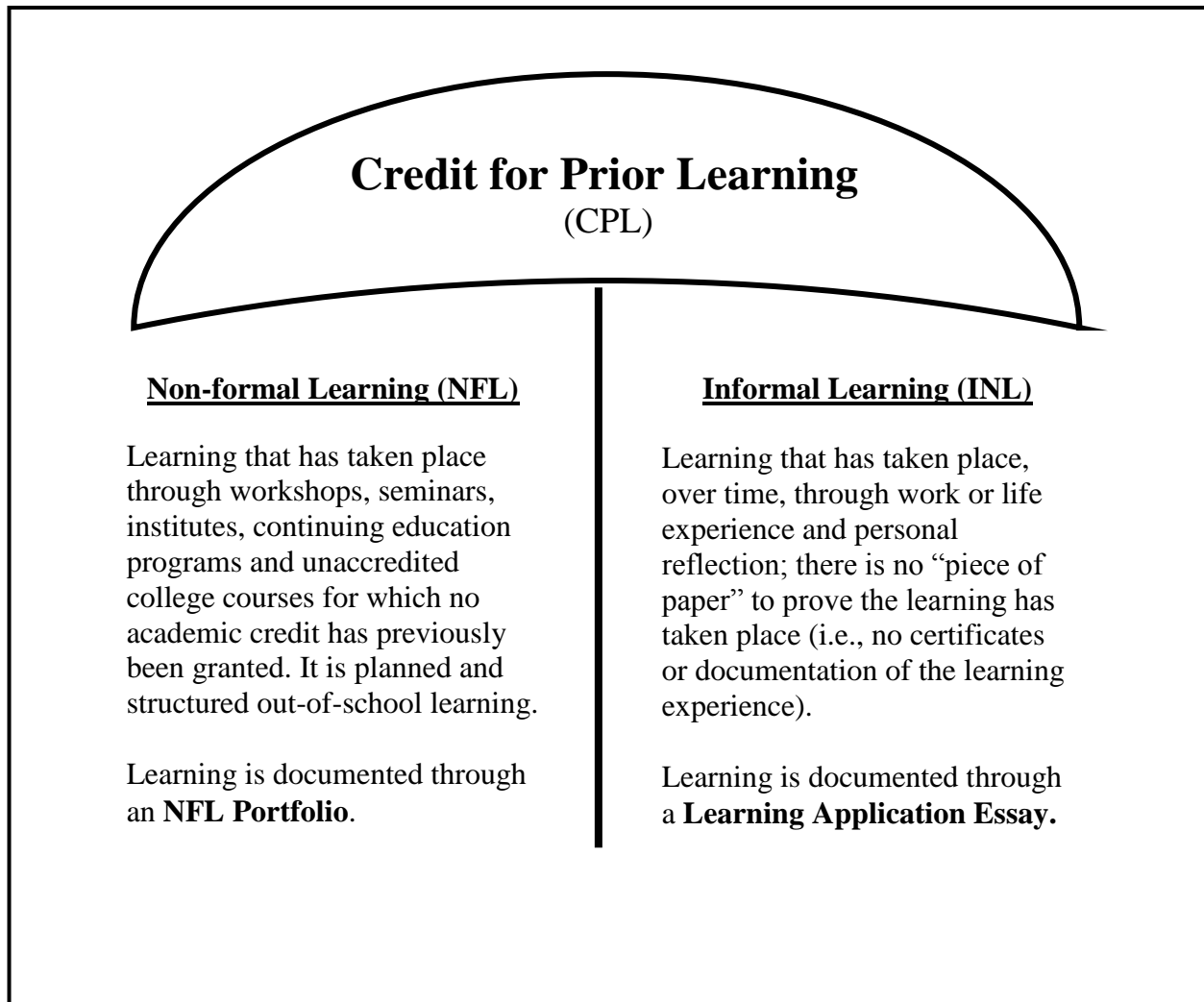


FIGURE 1
CREDIT FOR PRIOR LEARNING CATEGORIES

Whether the learning was non-formal (NFL) or informal (INL), the student will need to demonstrate college-level learning in order for credit to be granted. For NFL, the Learning Application Essay is used for documentation; for INF, learning is documented through a CPL Portfolio, including a Competency Paper.

For either type of Prior Learning, the process begins when the student submits a Credit for Prior Learning Proposal, along with the non-refundable fee. A CPL Advisor will review the proposal, consult with specific subject-area faculty member(s), as necessary, and notify the student of the results of the review: approval; modification needed; or proposal declined. This initial review will be completed within three (3) weeks from the time the Proposal is submitted and the applicable fee is paid.

Note: The student should not move forward with the CPL process until their Proposal has been approved.

The following sections detail the specific guidelines for completing the CPL process, depending on which category of prior learning the student is documenting.

Non-Formal Learning (NFL)

The University must have copies of original documents in order to evaluate Non-Formal Learning (NFL). Such learning often occurs as sponsored professional training within one's workplace.

To receive academic credit for planned and structured out-of-school learning, an NFL Portfolio, including the following five (5) components, is required:

1. A Cover Page, including Name, Class ID #, Major, Portfolio Title, and Date of Submission
2. Certification of Learning
 - a. Gather a copy or copies of original licenses, diplomas, certificates, etc.
 - b. Submit in plastic sheet protectors as part of the portfolio.
3. Content Description
 - a. Include any syllabus, outline, brochure, workbooks or other representative materials (submitted in plastic sheet protectors).
 - b. Copies of the cover and table of contents of textbooks, as applicable, are also useful. Submit these in plastic sheet protectors.
4. Contact time / Structured time
 - a. A semester unit is normally based on 15 hours of "contact time," (i.e., one hour per week for a fifteen week semester) and thirty hours of other "structured time," (i.e., time devoted to the course including reading, writing, and the completion of assignments). A unit of credit will then be expected to involve at least 45 "structured hours."
 - b. "Structured time" or "contact time" alone is not an adequate criterion for credit, even though it is an important component.
 - c. The primary concern is a demonstration of prior learning.
 - d. Structured time for Non-Formal Learning should be documented.
5. Competency Paper
 - a. The capstone of your NFL Portfolio is a descriptive paper (a minimum of 2-3 pages per unit of credit).
 - b. The paper should include a description of what was done, what was learned, and how the learning has been/is being applied. The validation of what was done should require no more than a half page of writing. Refer to Kolb's Structure of Prior Learning, Appendix A in this handbook. It provides a structure by which your thought and learning experience may be presented as relevant and valid learning.
 - c. The focus should be on what was learned and how the learning has been helpful professionally and personally.

Informal Learning (INF)

A Learning Application Essay provides a means by which a student may present to appropriate faculty the prior learning which has taken place outside the traditional classroom setting (formal education) or outside a structured learning environment for which no academic credit is offered (Non-Formal Learning). This experiential learning must be deemed to be college level. It must be extensive enough in scope to provide an adequate knowledge base of the subject presented.

In this essay you are expected to demonstrate to university faculty that you have learned certain content and/or skills that are equivalent to what would be learned in a formal university environment related to the given subject. For example, someone who has been in sales for ten years with no college background in that area might discuss and illustrate concepts and theory ordinarily covered in a course on marketing and sales. Thus, the learning outcomes would be considered equivalent.

Topics are limited to disciplinary areas and courses listed in the current William Jessup University catalog. The policy of the Western Association of Schools and Colleges (WASC) states: *“Credit is awarded only in areas which fall within the regular curricular offerings of the institution and are part of the instructional program the student completes”* (2001 WASC Handbook of Accreditation, p. 69). The amount of credit awarded for any prior learning essay will vary and is contingent upon the depth and breadth of a student's knowledge, understanding and ability to articulate relevant learning outcomes. You may seek from 1-3 credits for each Informal Learning Proposal.

General Guidelines

You may not write an essay on a topic for which academic credit has already been granted, whether that credit is for a local course, a transferred credit or another Credit for Prior Learning subject. It is important to provide as much documentation as possible. A bibliography is encouraged. These essays are assessed for credit by our University faculty. Your CPL Advisor serves as a liaison in this process.

In evaluating an essay, faculty members consider the level of technical skills and factual knowledge the paper demonstrates. In addition, the evaluator looks for an ability to understand, summarize, analyze and synthesize those skills or knowledge. The paper should show evidence that the student can draw conclusions about basic principles and apply them in new situations. As in any academic writing, vocabulary, organization, grammar and mechanics are important components of acceptable essays.

This essay is a unique document that seeks to articulate prior informal learning experiences in written form. Though not intended to be a research paper, it should include elements of a typical research paper such as a cover page, bibliography and in-text citation. Further, this essay is not intended to be a biographical sketch describing your life experiences, although it should include an adequate description of the relevant learning experience and context.

Your Life Application Essay is to be written in the first person narrative as you blend personal knowledge of the subject with the theoretical concepts inherent to the particular subject. In

identifying numerous learning outcomes (principles, concepts, ideas, theories, laws) pertinent to the subject area such phrases as "I have learned," "I have discovered..." and so on are appropriate. It is not acceptable simply to denote various principles without also applying these principles to personal usage of the principle. Examples and illustrations of integration of the principle into one's life experience are strongly encouraged in a successfully documenting your Informal Learning.

A successful Learning Application Essay will adequately explain the subject. It will include six to ten relevant learning outcomes. It will include a strong blending of the learning outcomes presented with your usage and application of such principles to your own or other real-life situations. The essay is outcome driven and the synthesizing process should grow out of the learning identified. **An essay which emphasizes experiences and personal responsibilities without articulating learning outcomes or competencies will not be acceptable.**

The essay should properly discuss the subject and fully outline the learning which has taken place. Refer to Kolb's Structure of Prior Learning, Appendix A in this handbook. It provides a structure by which your thought and learning experience may be presented as relevant and valid learning.

Because this is a qualitative exercise, the length will vary from subject to subject, but typically ranges from 5-7 pages for one semester unit.

Documentation

Evaluators look for appropriate documentation of knowledge resulting from learning experiences. Any essay must have documentation. Documentation is the verification of specific learning experiences. The following guidelines provide suggestions for this documentation:

1. **Documenting Professional Experience.** Employment records, awards, letters of commendation, letters of corroboration from supervisors, peers and clients, congratulations on high performance; promotion evaluations, evidence of promotion; evidence of suggestions adopted; samples of work produced; membership in professional or trade organizations; scores on licensing exams; military separation papers; rating forms; military records; and work samples.
Not acceptable as documentation, but useful in clarification: Explanation of ranking, rating, or classification system in company or organization, performance standards, membership requirements and job descriptions.
2. **Documenting Community Service Activities.** Commendations, awards, newspaper and magazine clippings, letters of corroboration from co-volunteers, clients served, supervisors.
3. **Documenting Special Accomplishments:** Books published, pictures painted, music written, patents obtained, mementos from countries lived in and traveled to, machines designed, exhibits such as shells, plants, and the like, speeches given,

programs from performances, writing samples, audio-visual presentation, proposals written.

Useful as further insight into the learning process are the lists of books read, countries visited, consultations with experts.

Note: Works of art should be submitted in an appropriate visual form.

4. **Using Letters as Documentation:** Letters may be used for verifying many learning outcomes. When someone is asked to write a letter of verification, the person from whom the letter is requested should be given explicit instructions on what the letter should contain.

Provide the following guidelines to anyone writing letters of verification that will be used in your Learning Application Essay.

- a. The individual writing the letter must know the student and have first-hand knowledge of the experiential activity which cited in the essay.
- b. The author of the letter should state clearly the nature of the relationship with the student.
- c. The letter should be written on the official letterhead stationary of the company or organization with which the author is associated.
- d. The content of the letter should focus on competencies learned and then briefly describe the duties, responsibilities, tasks or activities which were inherent in the experience under consideration. In addition, the letter should set down the context of experience—the “who,” “what,” “when,” “why,” “for how long,” “where,” etc. The primary issue is what learning occurred as demonstrated in new competencies.
- e. The letter to be written is one of verification, not recommendation.

Format

- I. A Cover Page, including Name, Class ID #, Major, Portfolio Title, and Date of Submission
- II. Introduction (should be a maximum of 1 page)

Describe the range of relevant learning experiences as an introduction to the evaluator. Years of service or personal experience, books and articles read, videos and tapes reviewed, and any additional training related to the topic may be included. You are not required to include all of the above for writing a successful introduction. ***REMEMBER: 1 PAGE ONLY!***

III. Topic Paragraph and/or Transition Paragraph

- a. This space should be used to identify and list the 6-10 principles or keys which are crucial to the subject under discussion or in demonstrating competency.
- b. In your writing, be sure to answer the question, "What are the things one must know to understand this subject?" Or, if one were required to pass this knowledge of this subject/topic on to another, "What would that person have to know in order to adequately understand the subject?"
- c. It is important to spend uninterrupted time digesting and sifting out the 6-10 elements, principles, theories, keys, components, requirements, ideas, concepts, laws and focal points of the subject in preparation for writing this essay.
- d. It is recommended that you consult a textbook to assist with the language or theoretical concepts/constructs. For example, if you have been a supervisor, owned your own business, or served as in a particular position, it is quite easy to find texts dealing with principles of supervision, introduction to small business management or introduction to that vocation.
- e. After identifying the key components of the subject (at least 6-10) they should be described in a transition paragraph signaling to the reader what will be presented in the upcoming pages in detail. This paragraph also serves as an overview or guide for the rest of the paper.

IV. Body (5-7 pages in length per unit of credit)

- a. Each principal should be introduced individually in this section. A description or explanation of the learning principle or idea should be presented. Explain to the reader your comprehension of this focal point or theory.
- b. After fully discussing the principle, include illustrations and examples of your personal learning experience. You'll need to demonstrate to the reader the validity of the element as it is part of the subject matter. Both positive illustrations and examples are effective in applied learning ((i.e., what you did and what was not done).
- c. Detail how this concept or idea has helped you develop professionally and personally. Articulate how the learning has been or may be applied in different situations and contexts away from your immediate experiential realm. How is the point valid in other places or situations in life? Has the

learning been implemented or passed on to other people and/or in other situations?

V. Final Impact (should be 2-4 paragraphs)

A summary statement is useful in which you restate the key components of the subject according to your understanding. Other general observations of how this learning has impacted your personal, professional and spiritual life would be helpful. Express how this experience has expanded personal horizons or led to new and different learning, enlightenment, or personal development.

REMEMBER: Focus on what you have learned and limit the autobiographical discussion of what you have done. Credit grants are made when students articulate learning principles and validate the learning with applications through illustrations and examples. Use the checklist below when you are finalizing your project.

Checklist

- Cover page
- Outline (optional)
- Introduction of your topic (1 page)
- Topic Paragraph and/or Transition Paragraph
- Body (5-7 pages per unit of credit)
- Final Impact (2-4 paragraphs)
- Bibliography (if applicable)
- Appendices (copies of related materials, if applicable)

APPENDICIES

Appendix A - Kolb's Structure of Prior Learning

Appendix B - Proposal Instructions

Appendix C - CPL Proposal Form

Appendix D - Evaluation Credit Recommendation

Appendix E - Sample Criteria for Evaluation

Appendix F - Guidelines for General Education Credits

Appendix G - LAE Learning Principles Introductory

Appendix A

KOLB'S STRUCTURE OF PRIOR LEARNING

Documentation of both Non-Formal Learning (NFL) and Informal Learning (INL) will be evaluated on the basis of their content and stated learning outcomes. The Kolb Model provides a structure for developing and describing learning outcomes in a systematic way. The following guidelines and questions are designed to help you apply the Kolb Model.

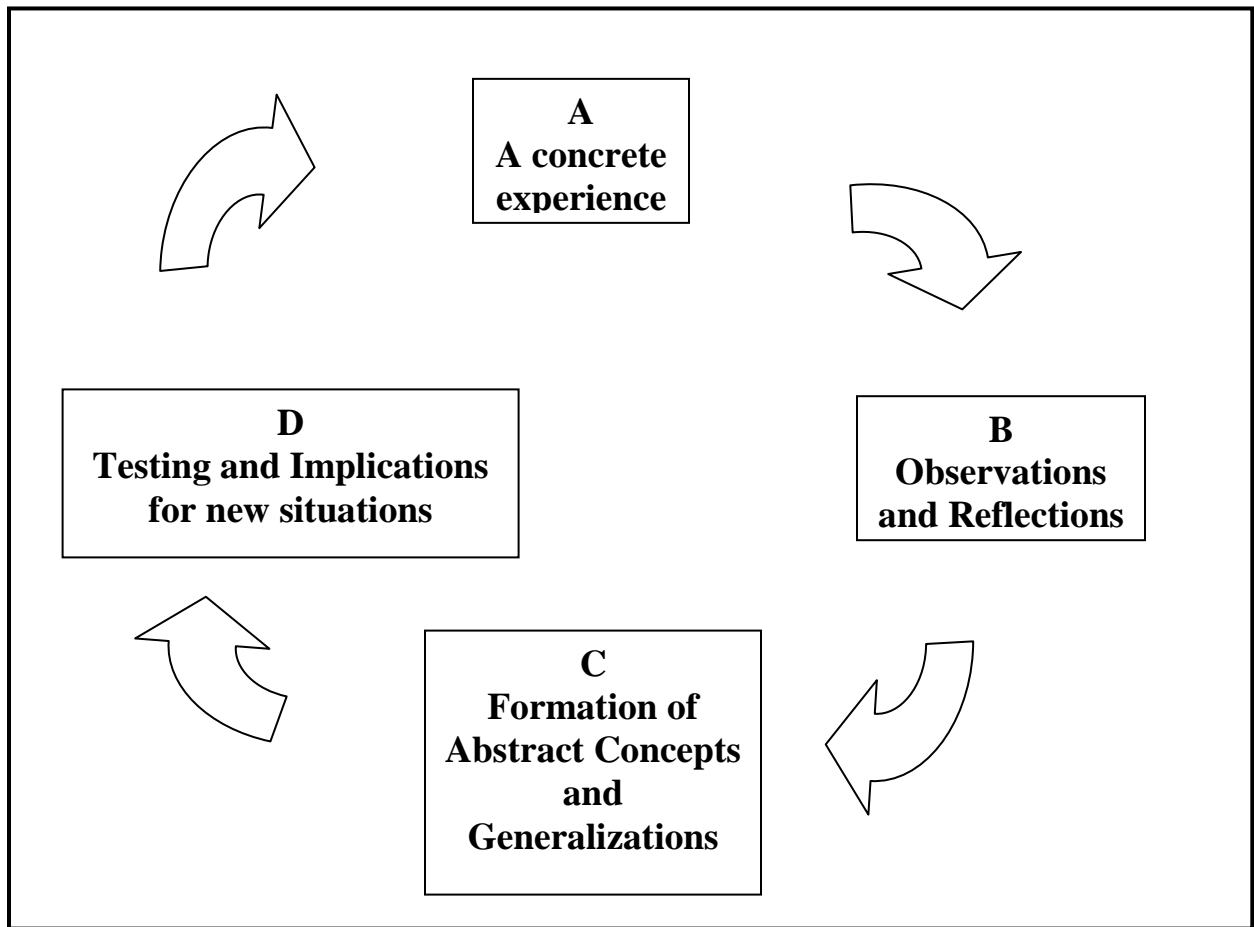


FIGURE 2
KOLB'S MODEL OF EXPERIENTIAL LEARNING

(Basic Model from D.A. Kolb and R. Fry, "Toward an Applied Theory of Experiential Learning," Cary Cooper, ed. Theories of Group Processes, Lond/News: John Wiley and Sons, 1975.)

When documenting prior learning, many students tend to overstate their experience. Credit is earned as the student articulates learning, not for stating what has been accomplished. Concrete experience should be limited to 10-15% of your documentation: ½ page of the NFL Portfolio; 1-2 pages in the INL Learning Application Essay.

A. Questions to consider when documenting your prior learning:

1. What did I do? Where? When? For how long? Why?
2. How many other people were involved? Are my role, responsibility and contribution clear from that of the group or committee?
3. What was the extent of my involvement?
4. What techniques, methods, or procedures did I use? Why?
5. What were my goals and objectives? How did they influence my approach?
6. What resources did I use?

B. Observations and Reflections

In observing and reflecting, you are, in essence, taking inventory of the learning acquired from your personal learning experience. This step is the brainstorming, thought-provoking phase of CPL development. It is usually the most difficult step. It requires serious thought and contemplation in order to organize and categorize the learning experience. You are encouraged to include information gleaned from answering the questions below. In most instances Step B will lead to the crucial Step C, formation of abstract concepts and generalizations.

1. What were my thought processes? What were the considerations, decisions, and rationale?
2. What did I notice? Trends? Patterns? Differences? Similarities?
3. What was important, significant, different, unique?
4. What worked and what did not work?
5. What can I say in retrospect?
6. What relationships have I noticed?

C. Formation of Abstract Concepts and Generalizations

In observing, reflecting on, or brainstorming the learning experience (Step B), you will identify and isolate learning principles relevant to the subject matter or topic. Steps B

and C of the Kolb Model will flow together creating the bulk of a successful NFL Portfolio or NFL Life Application Essay, at least 50% of the finished product.

1. What ideas and insights have I had?
2. What hypotheses, rules, laws, theories, principles have I formed to explain why this is, why this happens, why this works, or does not work, why this is the same or different, why this trend, pattern, or relationship exists?
3. Is this explanation or theory appropriate for more than one situation?
4. What would also be true or relevant for other persons or situations? How can this be applied?
5. Can I look at my learning experience from a broader perspective and make generalizations from it?

D. Testing or Applying Concepts in New Situations

After identifying relevant learning outcomes (principles, theories, ideas, laws, etc.—Step C), you must apply these concepts to new and different situations. Here you will demonstrate a fuller understanding of the subject by making use of learning in different situations. You are encouraged to demonstrate successful testing of the learning by including examples and illustrations where the learning outcome was put to use outside of the immediate learning experience. This phase of CPL forms a crucial (30% estimated) step in earning college credit. It keeps you moving toward more enriching concrete experiences. By finalizing this step one will have demonstrated the liberating nature of all education.

1. Would my knowledge be useful in other situations? How?
2. Based on this knowledge, what have I done or what would I do?
3. Can I make predications based on my knowledge?
4. Have I tested my ideas, concepts, or those of others that I have learned? If not, can I guess what would happen? Why?
5. How does my knowledge affect or apply to other situations? Is it relevant or significant?

APPENDIX B
CPL PROPOSAL INSTRUCTIONS

Each CPL request must be accompanied by a Credit for Prior Learning Proposal. Because each topic/subject requires separate consideration and evaluation for credit, multiple subjects, topics and/or learning experiences may not be combined into one proposal.

Note: Please fill out form completely (including attachment). Incomplete proposals will be returned and will delay the evaluation process. Feel free to contact the Degree Completion Center if you have questions about completing the proposal steps below.

- Cohort Name:** Include your Cohort name and number.
- Department:** The discipline or department that most closely relates to this Proposal (i.e., the title or subject of your prior learning).
- Proposed Title/Subject:** The title you are considering or have chosen or created for this CPL proposal.
- Credit Requested:** How many credits (1-3) should be granted for the learning outcomes of this experience? If evident outcomes cover more than three credits or one college course (subject), it will be necessary to submit a second proposal.
- Type of Proposal:** Check the appropriate box (Non-Formal Learning or Informal Learning to indicate the type of proposal you are submitting).
- CPL Description:** This will be submitted on a separate sheet of paper and attached to your Proposal. It should clearly identify what you learned from this prior learning experience (either non-formal learning or informal learning) and how it reflects college learning.
- Check the box to confirm that your Description is attached on a separate page.
- Date/Signature** Be sure to date and sign your Proposal.
- Payment Info** Payment must accompany your CPL Proposal. Attach a check, made payable to *William Jessup University*, in the amount of \$25 (or arrange with William Jessup's Business Office to make your payment by credit card), and check the appropriate payment option.

CREDIT FOR PRIOR LEARNING PROPOSAL

Student Name: _____ Class ID # _____

Mailing Address: _____

Daytime Phone _____ Email _____

Department: _____

Proposed Title/Subject: _____

This proposal is for _____ credit units (1, 2 or 3) to meet credit requirements in (requirement area) _____ (Lower Division) (Upper Division)

This proposal is for:

- Non-formal Learning** - *This learning took place through workshops, seminars, institutes, continuing education program and/or unaccredited college courses for which no academic credit has previously been granted.*

Sponsoring Organization _____

Instructor(s) _____

Site (City, State) _____

Qualifications for enrollment _____

Date taken _____

Contact Hours (hours "in session") _____ Estimated additional hours of related work/experience _____

- Informal Education** - *This learning took place over time through work or life experience and personal reflection.*

CPL Description

On a separate page, briefly describe what you did and what you learned from this experience (either Non-Formal Learning experience OR Informal Learning experience). Attach page to this Proposal.

CPL Description is attached.

Date Submitted _____ By (Signature) _____

Check attached for \$ _____ OR I will pay by credit card.

Office Use Only

Date Rec'd _____ Faculty Evaluator: _____

- Proposal Accepted _____
- Modifications Requested _____
- Proposal Denied _____

APPENDIX D

EVALUATION CREDIT RECOMMENDATION

	Unacceptable	Acceptable	Good	Excellent	
1. Overall Presentation		1	2	3	4
2. Topic Choice		1	2	3	4
3. Concrete Experience— Kolb A		1	2	3	4
4. Observations and Reflections— Kolb B		1	2	3	4
5. Concepts and Generalizations—Kolb C		1	2	3	4
6. Implications and Applications of Concepts— Kolb D		1	2	3	4
7. Integration of Christian Faith		1	2	3	4
8. Documentation		1	2	3	4

Comments: (required if partial or no credit is given)

Return for Rewrite: Dept:

Meets Gen. Ed. Requirements: Yes No Title: _____

Evaluator: Units Awarded: _____

Evaluator's Signature/ Date

Registrar's Approval Date:

APPENDIX E

SAMPLE EVALUATION CRITERIA

Faculty readers and student are encouraged to consult the following checklist for each Non-Formal Learning Portfolio or Informal Learning Application Essay being submitted for evaluation. Any "unacceptable" marks indicate revision is needed *before* credit is recommended. This document is designed to help students, degree completion personnel and faculty evaluators understand the criteria for earning and granting credit.

(1) Unacceptable (2) Acceptable (3) Good (4) Excellent

- I. Overall Presentation
 - A. Is it well organized? 1 2 3 4
 - B. Is it well written: correct grammar, spelling, punctuation? 1 2 3 4
 - C. Are the subheadings appropriate? 1 2 3 4
 - D. Is there one idea per paragraph? 1 2 3 4
 - E. Is the essay buffered with examples? 1 2 3 4
 - F. If resources (books, printed materials, people, etc.) are used, are they cited correctly? 1 2 3 4

- II. Topic Choice
 - A. Is the topic appropriate for college credit? 1 2 3 4
 - B. Is the topic clearly focused? 1 2 3 4
 - C. Does the title match the learning being discussed (i.e., "Interviewing Techniques" rather than "My Professional Life")? 1 2 3 4
 - D. Does the topic sufficiently match an academic area (social science, humanities, etc.)? 1 2 3 4

- III. Concrete Experience—Kolb A
 - A. Is personal experience evident? 1 2 3 4
 - B. Has the student clearly described his/her own involvement in the experience? 1 2 3 4
 - C. Are examples relevant to the topic? 1 2 3 4
 - D. Is there enough detail to give a clear picture of the learning outcome? 1 2 3 4
 - E. Does the essay surpass the concrete experience? 1 2 3 4

- IV. Observations and Reflections—Kolb B
 - A. Does the student adequately describe considerations, decisions and rationale? 1 2 3 4
 - B. Is depth of thought toward the subject evident and sufficient in the work? 1 2 3 4
 - C. Does the student articulate a clear understanding of what worked and what 1 2 3 4

- did not?
- D. Is there evidence that the student has observed patterns (i.e., recurring behaviors, etc.)? 1 2 3 4
- E. Do the observations and reflections apply to more than one situation? 1 2 3 4
- V. Concepts and Generalizations—Kolb C
- A. Does the student discuss principles, theories, laws or rules which apply to the topic? 1 2 3 4
- B. Can the knowledge, skills, techniques and/or ideas learned be applied to other situations, groups, times, etc.? 1 2 3 4
- C. Do the generalizations and concepts apply to the student's subsequent situations as well? 1 2 3 4
- VI. Implications and Applications of Concepts—Kolb D
- A. Has the student adequately tested his/her ideas? 1 2 3 4
- B. Does the student then apply these principles to new situations? 1 2 3 4
- C. Does the student demonstrate learning from failure as well as success? 1 2 3 4
- D. Does the student specify how applications could be made in other situations? 1 2 3 4
- E. How well can the student make predictions about the future based on his/her learning? 1 2 3 4
- VII. Integrations of Christian Faith
- A. Is it apparent that this experience has affected or was affected by the student's Christian belief? 1 2 3 4
- B. Does the student articulate how his/her learning can be used to enhance the Christian community? 1 2 3 4
- VIII. Documentation
- A. Is adequate and relevant documentation provided to support the student's involvement in the experience? 1 2 3 4
- B. If applicable, is the student's experience adequately verified by letters, certificates or licenses, scores, scripts, audiotapes, videotapes, artwork, promotional literature, programs? 1 2 3 4
- C. If the student has done outside research, an adequate bibliography included?

APPENDIX F

GUIDELINES FOR GENERAL EDUCATION CREDITS

Students are encouraged to pursue general education credits. Obviously, one must possess background learning from personal or professional sources in a given subject area. In general education areas, what has been learned is often too broad to be useful in documenting Credit for Prior Learning (CPL). The student and the CPL Advisor should review this material together to determine the potential for pursuing general education credit.

- I. Experiences eligible for General Education credit should:
 - A. Be broad and general
 - B. Be liberal (liberating—open vistas of knowledge and appreciation)
 - C. Affect life choices

- II. Students who are applying for General Education credit should do the following:
 - A. Describe the experience(s)
 - B. Show that the experience(s)
 1. Broadened knowledge (What did you learn?)
 2. Enlarged horizons (How did it broaden your views?)
 3. Increased appreciation (How was meaning deepened?)
 - C. Influenced the capacity and desire for a life of learning (How has it made a difference in the way you live?) Describe the newly developed competencies.

APPENDIX G

INTRODUCTORY PHRASES FOR DOCUMENTING LEARNING PRINCIPLES

Each Learning Application Essay should include 6-10 learning principles. The following phrases or variations of them may be used to introduce specific principles:

- I have learned . . .
- I have discovered . . .
- I have come to understand that . . .
- I have grasped the fact that . . . is a key component of . . .
- In order to be effective in . . . one must master the principle of . . .
- I have realized from my involvement in . . .
- It is imperative in . . . that one . . .
- I have found . . .
- It is crucial . . .