

**ROANE STATE COMMUNITY COLLEGE**  
**Prior Learning Assessment (PLA)-**  
**Experiential Learning Portfolio**  
**Student Guide**

**2022-2023**

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## Section I: Introduction

### 1.1 Overview

Experiential learning is learning that is acquired through experiences and/or formal preparation outside of the traditional college classroom setting. Experiential learning may be gained from a variety of sources, such as technical post-secondary programs, professional credentials, work/preceptor experiences, or cooperative education opportunities. Prior Learning Assessment (PLA)-Experiential Learning refers to the process of earning college credit for experiential (nontraditional) learning. At RSCC, students in the health sciences may earn undergraduate, degree-related credits when standardized tests or other methods of evaluation are not applicable. The primary method for assessing experiential learning is through experiential portfolio assessment.

### 1.2 History and Standards

The PLA-Experiential Learning Program follows the Council on Adult and Experiential Learning (CAEL) standards and guidelines for assessing learning (See Appendix III). The PLA-Experiential Learning program functions within the Higher Learning Commission’s *Guidelines for Assessing Prior Learning for Credit* and the Tennessee Board of Regents PLA initiative.

Roane State Community College defines college-level learning as an ongoing process that incorporates a variety of types of knowledge, and types of levels of learning. College-level learning involves a set of skills that need to be learned, continually practiced, and refined throughout life for personal, academic, and professional success.

Basic tenets:

1. College-level Learning is an ongoing process rather than an end point to reach.
2. College-level Learning incorporates a variety of types of knowledge, including:
  - Factual knowledge, such as terminology, details, elements.
  - Conceptual knowledge, such as classifications, categories, principles, theories models, and structures.
  - Procedural knowledge, such as subject-specific skills, techniques, methods, and procedures, as well as when to use them; and
  - Metacognitive knowledge, such as strategic knowledge, cognitive tasks, contextual and conditional knowledge, and self-knowledge
3. College-level Learning incorporates a variety of types and levels of learning skills including:
  - a. Cognitive Learning
    - Attaining and remembering knowledge, such as recognizing and recalling basic information

- Comprehending or understanding ideas and concepts related to base-level skills, such as organizing, summarizing, comparing, and explaining.
  - Applying basic knowledge and skills to solve simple to mid-level problems.
  - Analyzing the components of a problem in relation to the whole in order to solve more complex problems than at the application level.
  - Evaluating one's own work, ideas, and skills, as well as the work, ideas, and skills of others through a variety of means.
  - Creating new or innovative work, ideas, and skills
- b. Affective Learning
- Receiving knowledge by being willing and interested to learn.
  - Responding to learning by actively seeking knowledge
  - Valuing learning by understanding that knowledge has worth.
  - Organizing knowledge by integrating it with other learning
  - Characterizing knowledge by internalizing it to guide behavior.
- c. Psychomotor Learning Skills
- Imitating behavior associated with learning.
  - Manipulating knowledge by practicing learning skills
  - Refining knowledge by improving and honing learning skills
  - Adapting knowledge to meet new performance requirements or to solve new learning problems.
  - Naturalizing knowledge by performing at a level of subconscious proficiency

**Note: See Appendix IV for a comprehensive review of the 3 learning domains.**

4. College-level Learning involves a set of skills that need to be learned and then continually practiced and refined throughout life for personal, academic, and professional success. Foremost among these skills are listed below with some examples of each:

- a. Critical Thinking
- Reading for meaning and understanding
  - The ability to see more than one side of an argument.
  - The ability to formulate and defend one's own position about a subject.
  - The ability to engage in purposeful discussions with others for mutual benefit and/or achieve an intended outcome.
  - The ability to develop sound basis of reasoning by fairly, objectively, and accurately assessing information.
- b. Time Management
- Get and stay organized.
  - Prioritize commitments.
  - Keep track of all assignments, remember deadlines, and adhere to them.
  - Have the required materials.

e. Effective Communication

- Learn to communicate effectively verbally and in writing.
- When needed, ask intelligent questions that help clarify assignments and expectations.
- Participate in class discussions.
- Proactively discuss issues with the instructor ahead of time, but do not expect special exceptions to be made.
- Accept and utilize feedback.

f. Demonstrating Responsibility

- Avoid unnecessary errors by following instructions.
- Check and self-correct work before submitting it.
- Do not submit incomplete or poorly completed work.
- Complete every job to the best of one's ability.

### 1.3 Eligibility

In order to be eligible to earn credit through the PLA-Experiential Learning process, students must accomplish or meet the following:

- A. Complete the RSCC admissions process.
- B. Meet with their Academic Advisor to review their degree plan and determine if earning credit through PLA-Experiential Learning is an option. Qualifying criteria includes but not limited to:
  - Graduate of a TCAT health sciences discipline program.  
and/or
  - Possess a nationally recognized credential (certification/licensure) in a healthcare discipline.  
and/or
  - Have a minimum of 3 years work experience in a healthcare field and possess a national recognized credential.
  - and/or
  - Have participated in a health sciences preceptorship as authorized by state law or national recognized agency.
- C. Complete ALHS 2315: *Experiential Learning* with a grade of C or better.
- D. Submit an experiential learning portfolio; and
- E. Pay the assessed experiential learning fees.

### 1.4 Contact Information

Academic Advising: For initial PLA-Experiential Learning inquiries please contact: Michael Laman, PhD, Professor of Health Sciences at [lamanma@roanestate.edu](mailto:lamanma@roanestate.edu).

## **Section II: PLA Policies and Procedures**

### **2.1 Getting Started**

The first step in the PLA-Experiential Learning process is for students to meet with their Academic Advisor in order to review their degree plan and determine if earning credit through PLA-Experiential Learning is an option. The meeting with the Academic Advisor is a preliminary check only and does not guarantee that the student will earn credit through PLA-Experiential Learning.

### **2.2 Petitioning for Credit through PLA-Experiential Learning**

In the PLA-Experiential Learning process, students petition for credit for college-level learning they may have acquired outside of the traditional college classroom. The following criteria are used to determine if students are eligible to petition for credit through the PLA-Experiential Learning process:

- A. Petition for credit may reflect the learning objectives of a course (or courses) offered at RSCC.
- B. Petition for credit is based on college-level learning. (See Appendix V.)
- C. Petition for credit is for undergraduate credits.
- D. Petition for credit applies to a student's Health Science degree discipline and does not go beyond degree requirements.
- E. Petition for credit does not duplicate previously earned credit.
- F. Prior to petitioning for credit, students must complete *ALHS 2315: Experiential Learning* course.
- G. Petition for credit may not be applied to cohort major course requirements in any program.

### **2.3 ALHS 2315: Experiential Learning**

*The ALHS 2315: Experiential Learning* is a course that provides an overview of PLA-Experiential Learning, guides students in identifying college-level learning, and details the experiential learning portfolio process. The credit value for the course ranges from 3-27. The actual number of credits awarded will be based on the faculty evaluator(s) recommendation (s). Students who successfully complete this course should be able to:

- A. Articulate the differences between traditional and experiential learning.
- B. Express their educational goals.
- C. Describe experiential learning assessment options in higher education.
- D. Identify their college-level experiential learning.
- E. Write an experiential learning narrative.

- F. Obtain appropriate documentation of their experiential learning.
- G. Prepare an experiential learning portfolio for credit evaluation by a designated full-time faculty member.

ALHS 2315 is offered online every Fall and Spring semester. Students must register for the ALHS 2315 during the designated registration terms. All term registration policies and fees apply. Students enrolled in this course should have a current health science discipline-specific certification/license, should be currently employed in their chosen discipline, and have not completed a traditional program of study in their chosen healthcare discipline.

The course instructor will meet with the student several times throughout the semester to facilitate the development of the student's experiential portfolio and prepare it for submission to the faculty portfolio evaluator.

**The course instructor will:**

- 1. Review the portfolio development process with the students in detail including the comprehensive explanation of the portfolio templates for the narrative.
- 2. Assist the student in identifying learning outcomes and relating them to specific courses when feasible.
- 3. Facilitate any document collection the student needs to include in their portfolio to substantiate the learning outcomes they have identified.
- 4. Explain the portfolio assessment process including how the student is to complete the required forms and pay the associated costs.
- 5. Schedule regular meetings with the student throughout the semester to review portfolio drafts and provide ongoing feedback.
- 6. Submit the completed portfolio to the faculty portfolio evaluator.

## **Section III: The Experiential Learning Portfolio Process**

### **3.1 The Experiential Learning Portfolio**

An experiential learning portfolio is a collection of information that is used to petition for credit for experiential learning. After successfully completing *ALHS 2315: Experiential Learning* course, students may petition for credit by creating and submitting an experiential learning portfolio. Experiential learning portfolios will be developed according to the guidelines provided in this *Student Guide*. The contents of the experiential learning portfolio include:

- A. Table of Contents (list the portfolio contents; see Appendix 1).
- B. Portfolio Assessment Form including Signature of Authenticity (see Experiential Learning Portfolio Assessment Form).
- C. Completed Application for Credit by Proficiency Form (completed by Program Director).
- D. Transcript (completed by Program Director).
- E. Degreeworks evaluation (completed by Program Director).
- F. Cover Letter.

- G. The Learning Chronology and/or resume. The Learning Chronology and/or resume should be updated by students as needed prior to submitting a portfolio.
- H. The Experiential Learning Narrative, which is a learning essay that demonstrates the relationship between student learning and the outcomes of the course being petitioned for credit (See Section 3.2).
- I. Supporting Documentation and Evidence that supports the learning outcomes for each section (i.e., Education, Experience, and/or Credentials) as identified in the Table of Contents (See Section 3.3).

### **3.2 The Experiential Learning Narrative**

An experiential learning narrative is a written document that describes the process and “journey” taken by the student from where they started (why they chose a career in a healthcare profession) to why they decided to pursue the AAS degree in health Sciences and how they see the degree positively influencing their professional goals. The narrative will include the student’s educational experiences, their professional experiences, and how the acquired learning outcomes (competencies) acquired from both.

The narrative should:

- Describe the early influences on the decision to choose a career in a healthcare profession.
- Describe the educational experiences and the overall competencies developed as a result of the education received.
- Describe the competencies acquired through professional work experiences; and
- Explain the rationale for wanting to pursue the Health Sciences degree and how you expect the degree to impact your professional future.

The experiential learning narrative should be well-organized and focused, with clearly stated assertions and conclusions. The writing should demonstrate correct grammar, syntax, and spelling. Double-spacing and a 12-point Times New Roman or Arial font are recommended.

### **3.3 Supporting Documentation and Evidence**

Each experiential learning portfolio submitted must contain verifiable documentation that is sufficient to support the learning outcomes the student has acquired. The documentation should provide explanatory information that may be useful for experiential learning portfolio assessment. Applicable supporting documentation and evidence from a third party, such as a supervisor or colleague, may be included in the portfolio. Supporting documentation should offer evidence of learning, rather than a description of experiences, and it should support the learning stated in the narrative.

Documentation of experiential learning may come in many forms, for example:

- A. Honors or awards.
- B. Copies of diplomas, certificates, licenses, awards, or membership cards.
- C. Training materials, completed assignments, examinations, annotated bibliography, course outline, course description, or other course materials (use sample pages if documents are lengthy).

- D. Job description, performance reviews, examples of projects.
- E. Testimony or letters from supervisors, clients, peers, or colleagues that address the type and level of the learning.

Students should redact or delete any proprietary or private information included on the supporting documentation. For effective organization, captions should be included as needed to explain the document. All documentation submitted is subject to verification of authenticity.

### **3.4 Submitting Experiential Learning Portfolio**

Experiential learning portfolios are submitted in a 3-ring notebook with tabs for each section as noted in 3.1 above to the course instructor who will submit the portfolio to the faculty portfolio evaluator assigned to the student. It is especially important the narrative sections reflect proper use of the English language including spelling and punctuation. No handwritten narratives will be accepted. Font size and script should conform to standard college-level criteria (i.e., Times New Roman font; font size =12).

Upon receiving a portfolio, the course instructor verifies that the portfolio is complete. If the portfolio is incomplete, the course instructor informs the student of any missing components. When the portfolio is complete, the course instructor will send the portfolio to the faculty portfolio evaluator.

The faculty portfolio evaluator may request that the student provide additional explanation or documentation (addendum). If an addendum is requested, the faculty portfolio evaluator will specify the requirements for the addendum on the Portfolio Assessment Form. The student will have thirty (30) days to submit the requested items. The faculty portfolio evaluator will review and respond to the addendum within fifteen (15) days of submission. No more than one addendum will be requested or reviewed for each experiential learning portfolio submitted.

If, after reviewing the addendum, the faculty portfolio evaluator determines that the student's work does not adequately document learning at the required level, no credit will be awarded for the portfolio.

### **3.5 Experiential Learning Portfolio Credit Determination**

The experiential learning portfolio will be evaluated by a qualified faculty member with appropriate credentials and expertise in the healthcare discipline content area(s) presented in the portfolio using the Experiential Learning Portfolio Evaluation Rubric. The faculty portfolio evaluator will determine if the student's work reflects college-level learning and competency achievement in the subject area(s). The credit hours recommended by the faculty portfolio evaluator will be noted on the Experiential Learning Portfolio Assessment Form.

If the Faculty Evaluator concludes that the student has demonstrated and documented learning at the required level, the Evaluator completes section IV of the Experiential Learning Portfolio Assessment Form. The Program Director, Dean of Health Sciences, and the Vice President of



Student Learning complete section V (signatures of approval). The portfolio is returned to the Program Director and the completed Application for Credit by Proficiency, reflected the payment of all fees is forwarded to the Admissions and Records Office by the office of the Vice President for Learning. The Registrar or designee will transcript the approved credits under the course ALHS 2316.

PLA credits earned are contingent upon the faculty evaluator assessment results, signatory approval of the Vice President of Student Learning and payment of all fees.

The Faculty Evaluator may request that the student provide additional explanation or documentation (addendum). If an addendum is requested, the Faculty Evaluator will specify the requirements for the addendum on the Portfolio Assessment Form. The student will have thirty (30) days to submit the requested items. The Faculty Evaluator will review and respond to the addendum within fifteen (15) days of submission. No more than one addendum will be requested or reviewed for each experiential learning portfolio submitted. If, after reviewing the addendum, the Faculty Evaluator determines that the student's work does not adequately document learning at the required level, no credit will be awarded for the portfolio.

### **3.6 Experiential Learning Portfolio Assessment Fees**

The assessment fee is for portfolio evaluation only, and payment of the assessment fee does not in any way guarantee that credit will be awarded. After the assessment fee is paid in full, students should submit their portfolio to the academic advisor. There is a \$45 assessment fee, and a charge of \$15 per credit hour. The total charge for experiential credit is not to exceed \$90.

### **3.7 Credit Transcription**

The completed Experiential Learning Portfolio Assessment Form is sent to the Registrar (once all fees are paid and the portfolio has all approval signatures) to transcript the awarded credits. PLA-Experiential Learning credit will appear on a student transcript with a term, course number (ALHS 2316), course name, and number of credits. Credit denials will not appear on student transcripts. Credits earned through PLA-Experiential Learning portfolio do not apply to the College's residency requirement for graduation.

### **3.8 Credit Award Notification**

Students are notified of the credit decision approximately two (2) weeks after submitting the experiential learning portfolio. Students may view the posting of credit on their Raidernet transcript. Students who wish to appeal a credit decision must follow the established PLA appeal policies.

### **3.9 Transferability of Credits**

RSCC does not guarantee the transferability of portfolio assessment credit to other educational institutions. Students who are considering transferring to another institution should check the institution's transfer and credit award policies.

### **3.10 PLA Appeal Process**

Students have the responsibility and right to call to the attention of a course instructor any grade or credit evaluation they believe to be in error. Before filing an official appeal to the administration, students must first meet with their course instructor. If the course instructor is no longer with RSCC, students must meet with the instructor's Department Chair or Director, in order to seek clarification of the credit evaluation.

If the credit evaluation was correctly recorded, and the student wishes to appeal it, the initial written appeal of the course instructor's credit evaluation, as listed on the Portfolio Experiential Learning Portfolio Assessment Form, must be submitted to the respective Division Dean within sixty (60) calendar days of the posting of credits from the Registrar's Office, in accordance with the procedures described in the RSCC Student Handbook.

The Division Dean may choose to convene a Credit Evaluation Appeals Committee consisting of three faculty members who will render a final decision for the college on a credit evaluation appeal. The Dean will provide the committee with appropriate documentation from the student and the course instructor. The Credit Evaluation Appeals Committee has the authority to change the original amount of credit that was assigned as deemed appropriate. Any changes made will be communicated to the course instructor.

### **3.11 Experiential Learning Portfolio Confidentiality**

Experiential learning portfolios will be used for assessment purposes only. Portfolios may be reviewed by ALH 215 faculty, Faculty Evaluators, Deans, and/or the Vice President of Student Learning.

### **3.12 Experiential Learning Portfolio Authenticity**

All experiential learning portfolio materials and supporting documentation are subject to verification of authenticity. Multiple methods of verification may be used, such as analyzing portfolio contents with plagiarism detection software (for example, [www.Turnitin.com](http://www.Turnitin.com)), or contacting a third party who has provided supporting documentation. Students who plagiarize material or fabricate documents will receive no credit for the portfolio, and resubmission of the portfolio will not be allowed. Depending on the severity of the offense, the use of plagiarized or fabricated portfolio contents may result in probation, suspension, or expulsion from the college and/or university. (See the RSCC Catalog or Student Handbook for detailed information.)

### **3.13 Reasonable Accommodation**

Students with a documented disability who are seeking a reasonable accommodation to complete an experiential learning portfolio should contact Disability Services or [disability@roanestate.edu](mailto:disability@roanestate.edu). Additional information may also be found in the Student Disability Guide at <http://www.roanestate.edu>.

### **3.14 Faculty Evaluator Qualifications**

PLA-Experiential Learning credit recommendations are determined by faculty portfolio evaluators who are subject-matter experts. The faculty portfolio evaluators receive orientation training in experiential learning portfolio assessment from the Health Sciences program director.

### **3.15 PLA Program Quality Assurance**

The PLA-Experiential Learning Program policies and procedures are regularly monitored, reviewed, evaluated, and revised by the PLA Program Specialist, in conjunction with the Vice President of Student Learning. PLA Program policies and procedures are contained in this document and are fully disclosed and available to all interested parties upon request.

# Experiential Learning Portfolio Assessment Form

Roane State Community College  
Division of Health Sciences  
Experiential Learning Portfolio Assessment

**Section I-Student Information:**

**Student Name:** \_\_\_\_\_

**Student ID Number:** \_\_\_\_\_

**Major:** \_\_\_\_\_

**Date of Graduation:** \_\_\_\_\_

**Name of Academic Advisor:** \_\_\_\_\_

**PLA Healthcare Discipline Content Area(s):** \_\_\_\_\_

**Section II-Authenticity Statement:**

I certify that the attached PLA-Experiential Learning portfolio is my own independent work, and that any work that is not my own independent work is fully credited. I further certify that the supporting documentation is authentic. I understand that all items submitted, including any supporting documentation and evidence, are subject to verification. I also understand that my work may be submitted for an online analysis to confirm that the content is original, and that appropriate references and citations are included. I understand the faculty portfolio evaluator may request that I submit additional explanation or documentation (addendum).

I certify that the statements made on this form are correct and complete to the best of my knowledge. I understand that any falsification or omission of information or any conflicting documentation presented may result in disqualification of my portfolio.

If you agree to all of the above, check here. \_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Section III –Portfolio Evaluation:**

**Faculty Portfolio Evaluator Name:** \_\_\_\_\_

**Credentials:** \_\_\_\_\_

**Healthcare Discipline:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessment Criteria—**

1. Student's work addresses appropriate learning outcomes at a college level of proficiency.  
Yes \_\_\_\_ No \_\_\_\_  
Comments:
  
2. Student's work reflects a level of mastery of appropriate learning outcomes.  
Yes \_\_\_\_ No \_\_\_\_  
Comments:
  
3. Student adequately describes and reflects on own experiences/knowledge and relates the experiences/knowledge to the appropriate learning outcomes.  
Yes \_\_\_\_ No \_\_\_\_  
Comments:
  
4. Portfolio presented in a format that is well organized, coherent, and appropriate to the topic.  
Yes \_\_\_\_ No \_\_\_\_  
Comments:
  
5. Grammar, syntax, spelling is correct.  
Yes \_\_\_\_ No \_\_\_\_  
Comments:
  
6. The PLA credits for this student earned prior to matriculation.  
Yes \_\_\_\_ No \_\_\_\_  
Comments:
  
7. Does the PLA portfolio require revision as indicated above?  
Yes \_\_\_\_ No \_\_\_\_  
Comments:

**PLA Experiential Credit Recommendation:**

1. Employment/Apprenticeship \_\_\_\_\_ Credit Hours
  2. Education \_\_\_\_\_ Credit Hours
  3. Credentials/Certification \_\_\_\_\_ Credit Hours
- Total Recommended Credit Hours** \_\_\_\_\_

**Section IV – Signatures (Program Director, Division Dean, and Vice President for Student Learning):**

**CERTIFICATION:** I certify that the information provided in this portfolio is consistent with the policies, procedures, and credit hour determination rubrics set forth in the current Experiential Learning Student Guide.

**Program Director:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Dean of Academic Support Services/PLA Liaison:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Dean of Health Sciences:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**VP, Student Learning:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix I – Table of Contents**

### Introduction

- Cover letter
- Learning Narrative
- Resume
- Application for Credit by Proficiency form
- Degree Works (*I prepare this!*)
- Transcript (*I prepare this!*)

### Employment/Apprenticeship/Internship (*Only the employment/apprenticeship for which credit is requested*)

- Employer name(s)

### Education (*Only the education for which credit is requested*)

- Institution name

### Professional Certification/Licensure (*Only the professional certification/licensure for which credit is requested*)

- License/Credential

## **Appendix II – Experiential Learning Experiences/Outcomes**

### **Education:** *(complete individual reports for each institution attended)*

Institution attended and dates:

List of courses and contact hours:

Learning outcomes/competencies by course:

Documentation (transcripts, diplomas, Completion Certificates, etc.):

### **Employment/Apprenticeship** *(complete individual reports for each job/apprenticeship)*

Employer/Dates of Service:

Position/Description of Duties:

Knowledge, skills, and abilities required for the position (if applicable):

Description of experiences and list of college-level learning outcomes/competencies gained from the employment/apprenticeship:

Documentation (letters authenticating employment/apprenticeship):

### **Professional Certification/Licensure** *(complete individual reports for each professional/academic certification/licensure credential)*

Certification/Licensure & Date:

Qualification Requirements:

Documentation (copy of current credential certificate-license and/or national certification and applicable continuing education documentation):



## **Appendix III – CAEL Standards for Assessing Experiential Learning**

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

- Credit or its equivalent should be awarded only for learning, and not for experience.
- Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
- Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
- The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
- Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
- 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.
- 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.
- Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
- All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
- 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.

Taken from *Assessing Learning: Standards, Principles, and Procedures* (Second Edition) By Morry Fiddler, Catherine Marienau, and Urban Whitaker, 2006. Chicago, Kendall Hunt Publishing Company.

## Appendix IV – Learning Taxonomies in the Cognitive, Affective, and Psychomotor Domains

### Learning Taxonomy – Bloom’s Revised Cognitive Domain

**Cognitive learning** is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing, and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions.

Level and Definition	Illustrative Verbs	Example
<b>Remembering</b> is defined as exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers.	define, describe, duplicate, enumerate, examine, identify, label, list, locate, match, memorize, name, observe, omit, quote, read, recall, recite, recognize, record, repeat, reproduce, retell, select, state, tabulate, tell, visualize	Memory of specific facts, terminology, rules, sequences, procedures, classifications, categories, criteria, methodology, principles, theories, and structure. Recite a policy. Quote prices from memory to a customer. List the safety rules. Describe the painting.
<b>Understanding</b> is defined as the ability to demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	ask, associate, cite, classify, compare, contrast, convert, describe, differentiate, discover, discuss, distinguish, estimate, explain, express, extend, generalize, give examples, group, identify, illustrate, indicate, infer, interpret, judge, observe, order, paraphrase, predict, relate, report, represent, research, restate, review, rewrite, select, show, summarize, trace, transform, translate	Stating problem in own words. Translating a chemical formula. Describe a flow chart. Translating words and phrases from a foreign language. Explains in one’s own words the steps for performing a complex task. What is the subject or theme?
<b>Applying</b> refers to the ability to solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.	act, administer, apply, articulate, calculate, change, chart, choose, collect, complete, compute, construct, determine, develop, discover, dramatize, employ, establish, examine, experiment, explain, illustrate, interpret, judge, manipulate, modify, operate, practice, predict, prepare, produce, record, relate, report, schedule, simulate, sketch, solve, teach, transfer, write	Taking principles learned in math and applying them to figuring the volume of a cylinder in an internal combustion engine. Use a manual to calculate an employee’s vacation time. If you could interview the artist, what questions would you ask?
<b>Analyzing</b> refers to the ability to examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Advertise, analyze, appraise, calculate, categorize, classify, compare, conclude, connect, contrast, correlate, criticize, deduce, devise, diagram, differentiate, discriminate, dissect, distinguish, divide, estimate, evaluate,	Discussing how fluids and liquids differ. Detecting logical fallacies in a student’s explanation of Newton’s 1st law of motion. Recognize logical fallacies in reasoning.

	experiment, explain, focus, illustrate, infer, order, organize, plan, prioritize, select, separate, subdivide, survey, test	Gathers information from a department and selects the required tasks for training. Explain what you think the artist is trying to say about the subject matter.
<b>Evaluating</b> refers to the ability to present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria	Appraise, argue, assess, choose, compare, conclude, consider, convince, criticize, critique, debate, decide, defend, discriminate, distinguish, editorialize, estimate, evaluate, find errors, grade, judge, justify, measure, order, persuade, predict, rank, rate, recommend, reframe, score, select, summarize, support, test, weigh	Making judgments based on internal evidence or external criteria. Evaluating alternative solutions to a problem. Detecting inconsistencies in the speech of a student government representative. Explain and justify a new budget. Hire the most qualified candidate. What is your opinion of the painting? Why?
<b>Creating</b> is concerned with the ability to compile information together in a different way by combining elements in a new pattern or proposing new solutions.	Adapt, anticipate, assemble, collaborate, combine, compile, compose, construct, create, design, develop, devise, express, facilitate, formulate, generalize, hypothesize, infer, integrate, intervene, invent, justify, manage, modify, negotiate, originate, plan, prepare, produce, propose, rearrange, reorganize, report, revise, rewrite, role-play, simulate, solve, speculate, structure, test, validate, write	Writing a comprehensive report on a problem-solving exercise. Planning a program or panel discussion. Writing a comprehensive term paper. Integrates training from several sources to solve a problem. What ways would you render the subject differently?

## Learning Taxonomy – Krathwohl's Affective Domain

**Affective learning** is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen to and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study.

Level and Definition	Illustrative Verbs	Example
<b>Receiving</b> refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.). Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses	Listening to discussions of controversial issues with an open mind. Respecting the rights of others. Listen for and remember the name of newly introduced people.

Level and Definition	Illustrative Verbs	Example
<b>Valuing</b> is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.	completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works	Accepting the idea that integrated curricula is a good way to learn. Participating in a campus blood drive. Demonstrates belief in the democratic process. Shows the ability to solve problems. Informs management on matters that one feels strongly about.
<b>Organization</b> is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus, the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.	adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes	Recognizing own abilities, limitations, and values and developing realistic aspirations. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Prioritizes time effectively to meet the needs of the organization, family, and self.
<b>Characterization by a value or value set.</b> The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic "lifestyle." Thus, the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies	A person's lifestyle influences reactions to many different kinds of situations. Shows self-reliance when working independently. Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence.

### Learning Taxonomy – Simpson’s Psychomotor Domain

**Psychomotor learning** is demonstrated by physical skills: coordination, dexterity, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance.

Level and Definition	Illustrative Verbs	Example
<b>Perception:</b> The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects, separates	Listening to the sounds made by guitar strings before tuning them. Recognizing sounds that indicate malfunctioning equipment. Estimates where a ball will land after it is thrown and then moving to the correct location. Adjusts heat of stove to correct temperature by smell and taste of food.

Level and Definition	Illustrative Verbs	Example
<p><b>Set: Readiness to act.</b> It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>begins, displays, explains, moves, proceeds, reacts, responds, shows, starts, volunteers</p>	<p>Knowing how to use a computer mouse. Having instrument ready to play and watching conductor at start of a musical performance. Showing eagerness to assemble electronic components to complete a task. Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations.</p>
<p><b>Guided response:</b> The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches</p>	<p>Using a torque wrench just after observing an expert demonstrate its use. Experimenting with various ways to measure a given volume of a volatile chemical. Performs a mathematical equation as demonstrated. Follows instructions to build a model.</p>
<p><b>Mechanism:</b> This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches</p>	<p>Demonstrating the ability to correctly execute a 60-degree banked turn in an aircraft 70 percent of the time. Use a personal computer. Repair a leaking faucet.</p>
<p><b>Complex or overt response:</b> The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches</p>	<p>Dismantling and re-assembling various components of an automobile quickly with no errors. Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p>
<p><b>Adaptation:</b> Skills are well developed, and the individual can modify movement patterns to fit special requirements.</p>	<p>adapts, alters, changes, rearranges, reorganizes, revises, varies</p>	<p>Using skills developed learning how to operate an electric typewriter to operate a word processor. Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do.</p>
<p><b>Origination:</b> Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>arranges, combines, composes, constructs, creates, designs, originates</p>	<p>Designing a more efficient way to perform an assembly line task. Constructs a new theory. Develops a new and comprehensive training program. Creates a new gymnastic routine.</p>

## Appendix V – Experiential Learning Portfolio Evaluation Rubrics

### CREDIT HOURS RECOMMENDED FOR TCAT GRADUATES

Program	Credit Hours	Credential	Credit Hours	Total
Practical Nursing	24	LPN	3	27
Pharmacy Tech	24	CPhT	3	27
Dental Assisting	24	RDA/CDA	3	27
Medical Assistant	24	CCMA	3	27
Surgical Technology	24	CST	3	27
Administrative Office				
Technology-Medical	24	CMAA	3	27
Emergency Med Tech	16	EMT	3	19
Med Office/ Info Tech	12	CEHRS/ CMAA/CBCS*	3-9	15-21
Nursing Assistant	3	CNA	3	6

\*CEHRS--Certified Electronic Health Records Specialist

\*CMAA--Certified Medical Administrative Assistant

\*CBCS--Certified Billing & Coding Specialist

*Rationale: Student learning outcomes must represent college-level competencies in designated, discipline-specific courses. Calculation is consistent with that for RSCC credit courses. One credit hour = 45 contact hours (15 in class and 30 out of class study).*

### CREDIT HOURS RECOMMENDED FOR GRADUATES FROM A NATIONALLY ACCREDITED PROPRIETARY COLLEGE

Program	Credit Hours	Credential	Credit Hours	Total
Practical Nursing	TBD	LPN	3	TBD
Pharmacy Tech	TBD	CPhT	3	TBD
Dental Assisting	TBD	RDA/CDA	3	TBD

Medical Assistant	TBD	CCMA	3	TBD
Surgical Technology	TBD	CST	3	TBD
Administrative Office				
Technology-Medical	TBD	CMAA	3	TBD
Emergency Med Tech	TBD	EMT	3	TBD
Med Office/ Info Tech	TBD	CEHRS/ CMAA/CBCS*	3-9	TBD
Nursing Assistant	TBD	CNA	3	TBD

\*CEHRS--Certified Electronic Health Records Specialist

\*CMAA--Certified Medical Administrative Assistant

\*CBCS--Certified Billing & Coding Specialist

*Rationale: Student learning outcomes must represent college-level competencies in designated, discipline-specific courses. Calculation is consistent with that for RSCC credit courses. One credit hour = 45 contact hours (15 in class and 30 out of class study). Maximum credits in this category are 27.*

**CREDIT HOURS RECOMMENDED FOR NATIONALLY RECOGNIZED HEALTHCARE CREDENTIAL (licensure/certification)**

1. 3 credit hours/ credential

*Rationale: Credit hours reflect the generally accepted educational preparation required to take the credentialing exam, either licensure or certification.*

**CREDIT HOURS RECOMMENDED FOR PROFESSIONAL WORK EXPERIENCE**

1. 3 credit hours—3-5 years of work experience with acceptable college level learning outcomes in a healthcare discipline.
2. 6 credit hours—6- 8 years of work experience with acceptable college level learning outcomes in a healthcare discipline.
3. 8 credit hours—more than 8 years of work experience with acceptable college level learning outcomes in a healthcare discipline.

*Rationale: Credit hours must reflect the college-level learning outcomes gained through clinical work experiences consistent with those gained through the clinical/lab/lecture educational components of an academic-based healthcare*

*discipline program. Every effort is made to relate work experience credit to lecture, clinical, and/or lab courses in the applicable healthcare discipline.*

### **CREDIT HOURS RECOMMENDED FOR PROFESSIONAL APPRENTICESHIPS/ INTERNSHIPS**

1. 6 credit hours—1 year of apprenticeship/internship experience with acceptable college level learning outcomes in a healthcare discipline.
2. 12 credit hours—2 years of apprenticeship/internship experience with acceptable college level learning outcomes in a healthcare discipline.
3. 18 credit hours—3 years of apprenticeship/internship experience with acceptable college level learning outcomes in a healthcare discipline.

*Rationale: Credit hours must reflect the college-level learning outcomes gained through clinical work experiences in an apprenticeship/internship consistent with those gained through the clinical/lab/lecture educational components of an academic-based healthcare discipline program. Every effort is made to relate apprenticeship/internship experience credit to lecture, clinical, and/or lab courses in the applicable healthcare discipline.*

### **CREDIT HOURS RECOMMENDED FOR NONCREDIT PROGRAMS IN A HEALTH SCIENCES DISCIPLINE**

For noncredit programs that replicate a credit program offered by RSCC and that are offered in a college or university setting (i.e., EMT, AEMT, Paramedic, Medical Coding, Pharmacy Technician, etc.). The learning outcomes and faculty qualifications must be comparable to those in the applicable RSCC credit program. Non-credit health sciences discipline credits are awarded based on the total contact hours of documented courses divided by 45. Maximum credits in this category depend on the contact hours and degree to which the program is comparable to that offered at RSCC, not to exceed 24 credits.

*Rationale: Student learning outcomes must represent college-level competencies in designated, discipline-specific courses. Calculation is consistent with that for RSCC credit courses. One credit hour = 45 contact hours (15 in class and 30 out of class study).*

**REVISED 12/2022**