POLICY TITLE
Prior Learning Portfolio Standards

POLICY NUMBER
1.9

PRIMARY RESPONSIBILITY
Academic Affairs

CREATION / REVISION / EFFECTIVE DATES
Created August, 2001/Revised June, 2007; June 2012/Effective August, 2012; revised October 2017/effective immediately

PURPOSE
Students seeking to demonstrate prior learning through portfolio are expected to use the Learning Counts program administered by CAEL. However, when students independently develop a portfolio to be assessed by Ivy Tech faculty, this policy defines standards and provides guidance for demonstrating knowledge, consistent with high standards of quality and rigor. (See Prior Learning Portfolio Assessment Process policy for guidance regarding the process.)

ORGANIZATIONAL SCOPE OR AUDIENCE
Degree-seeking students enrolled in an Ivy Tech program

DEFINITIONS
CAEL - Council for Adult and Experiential Learning:
A nonprofit organization that works at all levels within the higher education, public; and private sectors to facilitate education and training; linking learning and work.

Learning Counts:
A resource developed by CAEL used by students to evaluate their lifelong learning and develop a portfolio through which they demonstrate their prior learning and receive a transcript defining college credit recommendations.

Prior Learning Portfolio:
The compiled result of the student’s completed evaluation instrument(s) and/or documentation of each course for which the student is seeking PLA credit.

PLA Evaluator:
Program chairs or their designee will serve in the role of PLA Evaluator to guide students seeking a credit award in their program. The PLA Evaluator evaluates the evidence of student learning, matching it to course(s) in his/her program.

POLICY
Students seeking to demonstrate prior learning through portfolio are expected to use the Learning Counts program administered by CAEL. In exceptional cases and only with the approval of the
Vice Chancellors for Academic Affairs, a student may independently develop a portfolio to be assessed by Ivy Tech faculty.

Independently developed portfolios that result in credit awards shall document the learning objectives associated with courses for which credits are awarded.

**PROCEDURE**
The PLA Evaluator and the student seeking credit for prior learning shall agree upon the evaluation instruments that will be used to assess the student’s learning. The portfolio used to demonstrate the required learning:

- may contain several different types of documentation (examples listed below.)
- will start with a summary statement from the student explaining what the evaluator will find in the portfolio and what the student hopes to accomplish as a result of the PLA evaluation.
- will be organized by courses for which the student is requesting credit.

**Required Student Documentation:**

- Documents should ensure validity, i.e. measure what is intended. Excessive documentation, attractively presented, should not compensate for poor performance in assessment or questionable relevance of learning to the objective.
- Whenever appropriate, evaluators should seek different forms of evidence of learning and use more than one type of assessment in order to reach a valid judgment. In measuring an individual’s learning, evaluators should use techniques that are appropriate to the background and characteristics of the learner.
- Students may prove competency through a variety of avenues.
- It would be the decision of the PLA Evaluator to select the most appropriate form of documentation.

**Examples of Supporting Documentation:**
The following are examples of supporting documentation (this is NOT an exhaustive list):

- Departmental or other kinds of appropriate testing
- Nationally recognized test (ACT, CLEP, DSST)
- Credit recommendations from ACE-reviewed training and military experience
- Ivy Tech Training and Certification Crosswalks
- Work-related learning
  - Resumes with job descriptions
  - Letters of commendations, promotions or evaluations
  - Awards or citations
  - Reports, proposals, or other materials written on job
  - Samples of suggestions adopted by company
  - Blueprints, schematics, or artwork
  - Licenses or certifications
  - Military separation documents
  - Military education records
- Community Service or Personal Accomplishments
  - Commendations or awards
• Exhibits such as photographs or videotapes
• Newsletter or magazine clippings
• Letters of corroboration from co-volunteers, clients served and supervisors
• Speeches given, projects/proposals written

● Non-college Courses and Training
  • Official transcript
  • Course requirements
  • Number of clinical hours
  • Proof of enrollment/completion
  • Course syllabi, description(s), or outline(s)
  • Diplomas/certificates (notarized copy)

REFERENCES
ASOM 1.7 - Credit for Prior Learning https://www.ivytech.edu/files/credit-for-prior-learning.pdf

RESOURCE PERSON
Vice Chancellor for Academic Affairs