



Experiential Learning Assessment Student Guide

2007-2008

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Section I: Introduction

1.1 Overview

As a national leader in developing adult learning models focused on real world mastery, Bellevue University offers a variety of learning assessment options including coursework, course challenge exams, standardized exams ([CLEP](#) and [DSST](#)), American Council on Education ([ACE](#)) evaluations, transfer credit agreements, military training transcript evaluation, articulated corporate training, and portfolio assessment. Bellevue University students may earn academic credit for learning they have acquired from work, training, outside activities, and other life experiences.

Experiential learning is learning that is acquired through experiences, outside of the traditional classroom setting. Experiential learning may be gained from a variety of sources, such as work experiences, training events, community service, cooperative education opportunities, or life experiences. Experiential Learning Assessment (ELA) refers to the process of earning college credit for experiential learning. Through Bellevue University's ELA Program, students may earn undergraduate, degree-related credits when standardized tests or other methods of evaluation are not available. The primary method for assessing experiential learning through the ELA Program is portfolio assessment.

1.2 History and Standards

For over 20 years, the ELA Program at Bellevue University has offered students the opportunity to earn credit for experiential learning. The ELA Program follows the Council on Adult and Experiential Learning (CAEL) standards and guidelines for assessing learning. (See Appendix V.) The ELA program functions within the Higher Learning Commission's *Guidelines for Assessing Prior Learning for Credit*.

1.3 Eligibility

In order to be eligible to earn credit through the ELA process, students must:

- Complete the Bellevue University admissions process;
- Meet with their Academic Advisor to review their degree plan and determine if earning credit through ELA is an option;
- Complete the *ELA 200: Experiential Learning Assessment Seminar* course; and
- Submit an experiential learning portfolio for each course being petitioned for credit.

1.4 Contact Information

Undergraduate Academic Advising: For initial ELA inquiries, please contact the Undergraduate Advising Office at (402) 557-7281.

ELA Program Coordinator: Students who are enrolled in or who have completed the *ELA 200: Experiential Learning Assessment Seminar* course should contact the ELA Program Coordinator at (402) 557-7013 or ELA@bellevue.edu.

Learning Assessment Center: For any questions, concerns, or thoughts regarding the overall ELA Program or experience, please contact the Director of the Learning Assessment Center at (402) 557-7418 or Mary.Dobrinsky@bellevue.edu, or contact the Dean of Academic Services/Dean of Students at (402) 557-7010 or Michelle.Eppler@bellevue.edu.

Test Center: For questions about learning assessment through standardized and course challenge exams, please contact the Test Center at testing@bellevue.edu.

Section II: ELA Policies and Procedures

2.1 Getting Started

The first step in the ELA process is for students to meet with their Academic Advisor in order to review their degree plan and determine if earning credit through ELA 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 ELA. Students who are not currently enrolled in a Bellevue University degree program should review the ELA process outlined in this document and discuss any questions with their Admissions Counselor.

2.2 Petitioning for Credit through ELA

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

- Petitions for credit are based on the objectives of a course offered at Bellevue University or other accredited college or university.
- Petitions for credit are based on college-level learning. (See Appendix IV.)
- Petitions for credit cannot be met by existing standardized or course challenge examinations. (See Appendix III.)
- Petitions for credit are within Bellevue University's predefined ELA content areas. (See Appendix II.)
- Petitions for credit are for undergraduate credits.
- Petitions for credit can be used as electives or general education core credits in accelerated majors (and a standardized or course challenge exam does not exist for the course.)
- Petitions for credit that apply to major requirements are approved by the College Dean. (Note: Petitions for CIT credit cannot be applied to major requirements.)
- Petitions for credit apply to students' degree programs, and do not go beyond unfilled degree requirements.
- Petitions for credit do not duplicate previously earned credit.
- Prior to petitioning for credit, students must pass the *ELA 200: Experiential Learning Assessment Seminar* course.

2.3 ELA 200: Experiential Learning Assessment Seminar

The *ELA 200: Experiential Learning Assessment Seminar* is a one-credit, graded course that provides an overview of ELA, guides students in identifying college-level learning, and details the experiential learning portfolio process. Students who successfully complete this course should be able to:

- Articulate the differences between traditional and experiential learning.
- Express their educational goals.
- Describe experiential learning assessment options in higher education.
- Identify their college-level experiential learning.
- Write an experiential learning narrative.
- Obtain appropriate documentation of their experiential learning.
- Prepare an experiential learning portfolio for credit evaluation.

Successful completion of the ELA 200 course is a prerequisite to submitting an experiential learning portfolio. The ELA 200 course is offered online every fall, winter, spring and summer. Students must register for the ELA 200 course during the designated registration terms. All

term registration policies and fees apply. Please see www.bellevue.edu/schedules/ for a current list of course offerings.

2.4 Course Description Guidelines

The experiential learning portfolio development process requires students to identify college-level course descriptions that closely match their learning. Students may select course descriptions from a Bellevue University course, or from a course offered at another accredited college or university. Courses considered remedial or developmental are not considered college-level and cannot be used as a basis for credit petitions.

To identify a course description, students should first search for a Bellevue University course that matches their learning. Bellevue University course descriptions are available on www.bellevue.edu; select “Degrees and Programs” and then select the desired degree program. Scroll down to view the course descriptions. To open a course syllabus, click on the course title. The syllabus lists the course objectives, which provide additional details about the material covered in the class. If the course objectives are not available on the Website, students should contact the department that offers the course to obtain the course objectives. The course objectives and the course description are submitted with the experiential learning portfolio, and will be used by the Faculty Evaluator as part of the assessment process.

If a Bellevue University course cannot be found, students may select a course from another accredited college or university. Course descriptions and course objectives selected from other colleges or universities are subject to review to ensure that duplication of credit does not occur, and to make certain that a Bellevue University Faculty Evaluator is available for the content area.

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 the *ELA 200: Experiential Learning Assessment Seminar* course, students may petition for credit by creating and submitting an experiential learning portfolio for each course being petitioned. For example, to petition for credit for three courses, students would submit three unique experiential learning portfolios.

Experiential learning portfolios may be submitted at any time that students are enrolled at Bellevue University. Experiential learning portfolios are created according to the guidelines provided in this *Student Guide* and in the ELA 200 course. The contents of the experiential learning portfolio include:

- Table of Contents (list the portfolio contents and the page numbers);
- Portfolio Assessment Form including Signature of Authenticity (see Appendix I);
- The Learning Chronology and/or resume. The learning chronology is completed in the ELA 200 course. The Learning Chronology and/or resume should be updated by students as needed prior to submitting a portfolio;
- 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.)
- Supporting Documentation and Evidence that supports the learning outcomes described in the narrative and listed on the Portfolio Assessment Form. (See Section 3.3.)

The ELA Program Coordinator is the primary point of contact for students who have completed the ELA 200 course and who are developing an experiential learning portfolio. Students at the portfolio development stage should contact the ELA Program Coordinator at (402) 557-7013 or ELA@bellevue.edu with any questions about the process.

3.2. *The Experiential Learning Narrative*

An experiential learning narrative is a written document that describes the learning outcomes (competencies) the student has acquired, and illustrates how these outcomes relate to the objectives of the course being petitioned for credit. The narrative should:

- Describe the learning and show how it relates to the student's academic goals;
- Describe the experiences that led to the learning;
- Relate the learning to the competencies the student acquired through experiential learning;
- Describe any new insights gained from the experiences that led to the learning;
- Describe any concepts, theories, principles, models or research methods that were learned;
- Demonstrate how the learning has been (or could be) applied to other experiences or new situations; and
- Describe how the supporting documentation in the experiential learning portfolio relates to the learning that was gained.

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, and appropriate citations. Citations should be in APA or MLA format. Double-spacing and a 12-point Times New Roman or Arial font are recommended. For writing questions and assistance, students should contact the Writing Center at writing@bellevue.edu.

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:

- Work or product samples;
- Publications, reports or patents;
- Honors or awards;
- Copies of diplomas, certificates, licenses, awards, or membership cards;
- Training materials, completed assignments, examinations, annotated bibliography, course outline, course description, or other course materials (use sample pages if documents are lengthy);
- Job description, performance reviews, examples of projects;
- Essays, reports, or presentations (written or oral);
- Testimony or letters from supervisors, clients, peers, or colleagues that address the type and level of the learning;
- Examples of problems and solutions, and strategies for approaching problems;

- Business plan, project plan, or case studies;
- Demonstration of learning (live or recorded); or
- Models, simulations, or role plays.

Students should blacken 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. *Experiential Learning Portfolio Assessment Fees*

An assessment fee is charged for each experiential learning portfolio submitted. The assessment fee is for ELA portfolio evaluation only, and payment of the assessment fee does not in any way guarantee that credit will be awarded. Students must pay the assessment fee online through BRUIN. After the assessment fee is paid in full, students should submit their portfolio(s) to the ELA Program Coordinator. Effective August 21, 2007, the assessment fee is \$200.00 for each experiential learning portfolio submitted. Assessment fees are subject to change without notice. Assessment fees are not covered by Financial Aid. Assessment fees may not be eligible for tuition remission programs; students should check with their employer to find out if assessment fees are eligible for tuition remission.

3.5. *Experiential Learning Portfolio Submission*

Experiential learning portfolios may be submitted electronically by emailing the portfolio contents to ELA@bellevue.edu. To arrange for other means of submission, students should contact the ELA Program Coordinator at ELA@bellevue.edu. Upon receiving a portfolio, the ELA Program Coordinator verifies that the portfolio is complete. If the portfolio is incomplete, the ELA Program Coordinator informs the student of any missing components. When the portfolio is complete, the ELA Program Coordinator assigns the experiential learning portfolio to a Faculty Evaluator, who will assess the portfolio and provide a credit recommendation.

3.6 *Experiential Learning Portfolio Credit Determination*

The experiential learning portfolio is evaluated on a credit/no credit basis. The Faculty Evaluator assesses the experiential learning portfolio and determines if the student's work reflects a level of mastery of the objectives of the course being petitioned with a grade equivalence of 'C-' or higher. The assessment criteria used by the Faculty Evaluator are listed in the Portfolio Assessment Form. (See Appendix I.)

If the Faculty Evaluator concludes that the student has demonstrated and documented learning at the required level, the Evaluator completes sections IV and V of the Portfolio Evaluation Form, and forwards the form to the Dean of Academic Services/Dean of Students for signatory approval. Upon approval, the Dean forwards the form to the Registrar, who transcribes the credit. ELA credits earned are contingent upon the Faculty Evaluator assessment results and the final signatory approval of the Dean of Academic Services/Dean of Students. The amount of credit earned is determined by the Faculty Evaluator, and is based on the Bellevue University credit standard for the course being petitioned. The amount of credit earned may be different than the amount of credit stated in the course listing of the course being petitioned.

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 to the Faculty Evaluator. 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 reflect a level of mastery of the objectives of the course being petitioned with a grade equivalence of 'C-' or higher, no credit is awarded, and the student is not eligible to submit subsequent credit petitions for the course.

3.7 *Experiential Learning Portfolio Assessment*

Experiential learning portfolios are assessed by Faculty Evaluators who are subject-matter experts in the designated content area. Experiential learning portfolios will be processed within thirty (30) days after receipt of the portfolio. If an addendum is requested, additional time will be required to evaluate the portfolio. It is recommended that students who are close to graduation and who intend to use experiential learning portfolio credits toward final degree requirements submit the completed portfolio(s) to the ELA Program Coordinator at least sixty (60) days prior to their intended conferral date.

3.8. *Credit Award Notification*

Students are notified of the credit decision approximately six (6) weeks after submitting the experiential learning portfolio and paying the portfolio assessment fee. Students will receive a copy of the Portfolio Evaluation Form. Students may view the posting of credit via BRUIN within Degree Works. Students who wish to appeal a credit decision must follow the established ELA appeal policies. (See Section 3.12.)

3.9. *Credit Transcription*

Credit earned through experiential learning portfolio assessment is considered as credit that is transferred to Bellevue University. ELA credit earned will appear on a student transcript with a term, course number, course name, and number of credits. On the transcript, "Experiential Learning Assessment" is listed as the transfer school. Credit denials will not appear on student transcripts. Credit earned through ELA does not meet the in-residence requirement for Honors.

3.10. *Transferability of Credits*

Bellevue University 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.

3.11. *ELA Appeal Process*

Students have the responsibility and right to call to the attention of a Faculty Evaluator 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 Faculty Evaluator. If the Faculty Evaluator is no longer with the University, students must meet with their Evaluator'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 Faculty Evaluator's credit evaluation, as listed on the Portfolio Evaluation Form, must be submitted to the respective College Dean within sixty (60) calendar days of the posting of credits from the Registrar's Office, in accordance with the procedures described in the Bellevue University Student Handbook.

The College 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 Faculty Evaluator. The credit evaluation appeals committee has the authority to change the original amount of credit that was assigned.

3.12. *Experiential Learning Portfolio Confidentiality*

Experiential learning portfolios will be used for assessment purposes only. Portfolios may be reviewed by ELA 200 faculty, Faculty Evaluators, members of the Learning Assessment Committee, Deans, and/or the Provost.

3.13. *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), 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 [Bellevue University Catalog](#) or [Student Handbook](#) for detailed information.)

3.14. *Reasonable Accommodation*

Students with a documented disability who are seeking a reasonable accommodation to complete an experiential learning portfolio should contact Disability Services at (402) 557-7417 or specialneeds@bellevue.edu for more information.

3.15. *Faculty Evaluator Qualifications*

ELA credit recommendations are determined by Faculty Evaluators. Bellevue University Faculty Evaluators are subject-matter experts who have received training in experiential learning assessment. Faculty Evaluators are trained and receive continuing education through CAEL Prior Learning Assessment Workshops and other University-approved training programs.

3.16. *ELA Program Quality Assurance*

The ELA Program policies and procedures are regularly monitored, reviewed, evaluated, and revised by the Learning Assessment Center Director, in conjunction with the Learning Assessment Committee and the Dean of Academic Services/Dean of Students. ELA Program policies and procedures are contained in this document, and are fully disclosed and available to all interested parties upon request.

Appendix I – Experiential Learning Portfolio Assessment Form

Bellevue University Experiential Learning Portfolio Assessment Form

Section I - Student Completes	
Student Information	
Student Name:	
Student ID Number:	
Date Admitted:	
Degree Program Start Date:	
College:	
Major:	
Date of Graduation:	
Phone (W):	
Phone (H):	
Email:	
Name of Academic Advisor:	
Course Information	
Predefined ELA Content Area:	
Bellevue University Course Name/Number:	
Other University Course Name/Number:	
University Name:	
University Website:	
University Phone Number:	
Course Description:	
Course Objectives (as listed on the Course Outline or Syllabus):	

Section II - Student Completes

Authenticity Statement

I certify that the attached ELA 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 will be submitted for an online analysis to confirm that the content is original and that appropriate references and citations are included.

I also hereby acknowledge that I have read the Bellevue University *Experiential Learning Assessment: Student Guide*, and I understand that this portfolio will not be accepted for evaluation if it is determined that it has not been prepared in compliance with the instructions described in the *Experiential Learning Assessment: Student Guide*.

I understand the Faculty Evaluator may request that I submit additional explanation or documentation (addendum).

I hereby accept the evaluation of the Faculty Evaluator as the final determinate of the credit award.

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 or dismissal of this form to Bellevue University.

If you agree to all of the above check here. ____

Signature: _____

Date: _____

Section III– ELA Program Coordinator Completes	
Date Portfolio was Received from Student:	
Portfolio Format (electronic, hardcopy, etc.):	
Confirmation of Portfolio Completeness (note any missing items):	
Date Assessment Fee was Paid:	
Date Portfolio was Submitted to Faculty Evaluator:	
Faculty Evaluator	
Name:	
Predefined ELA Content Area:	
Phone (W):	
Email:	
Date Portfolio was Received from Faculty Evaluator	
Date Portfolio was Closed (attach copy of Portfolio Evaluation Form, if applicable):	
Comments:	

Section IV – Faculty Evaluator Completes		
Faculty Evaluator Name:		
Date:		
Experiential Learning Portfolio Assessment Criteria	Meets	Comments and/or Improvements Needed
Student’s work addresses the course objectives at a college level of proficiency.		
Student’s work reflects a level of mastery of the course objectives with a grade of C- or higher from an accredited college or university, as determined by the Faculty Evaluator.		
Student adequately describes and reflects on own experiences/knowledge and relates the experiences/knowledge to the competence.		
Student relates others’ views to own learning experiences and/or demonstrates the ability to view experiences from multiple perspectives.		
Assertions are supported with evidence.		
Narrative is focused and conclusions are clear.		
Portfolio is presented in a format that is well organized, coherent, and appropriate to the topic.		
Grammar, syntax, spelling are correct.		
All information and statements from sources are appropriately cited.		
Citations and works cited are consistently provided using APA or MLA format.		
Does the ELA portfolio require revision as indicated above? Yes ___ No ___		
Comments: 		

Adapted from the School for New Learning, DePaul University

Section V – Faculty Evaluator and Dean Complete	
The ELA credits for this student were earned prior to matriculation.	
Date Submitted:	
Student Name:	
Student ID:	
College:	
Course Code: (Bellevue University Course Code, e.g. BA, CA, etc., or UE, CA, EN, HB, HC, HE, HT, NS, MA)	
Course Number: (Bellevue University Course Number or TLL or TUL)	
Course Name:	
Total Credits Earned:	
<p><u>CERTIFICATION:</u> I certify that the statements made on this form are correct and complete to the best of my knowledge and understand that I am responsible for the information contained herein.</p> <p>Faculty Evaluator Signature: _____</p> <p>Date: _____</p>	
<p>Dean Signature Approval: _____</p> <p>Date: _____</p>	
<p>Distribution: Original: Registrar Cc: Student and ELA Coordinator</p>	

Appendix II – Bellevue University Predefined ELA Content Areas

The following content areas are approved for ELA portfolio submissions:

Accounting	Human Resource Management
Banking	Human Services
Biblical Studies	Information Technology
Business	Insurance
Business Administration	Languages (verify with ELA Program Coordinator)
Business Information Systems	Leadership
Communication	Management
Computer Information Systems	Marketing
Criminal Justice	Ministry
Culture	Project Management
Education	Physical Education
Educational Leadership	Sales
Economics	Security Management
Ethics	Spanish
English	Spirituality
Finance	Supervision
Healthcare Management	Wellness

Appendix III – Standardized and Bellevue University Course Challenge Exam Equivalencies

- If a standardized or course challenge exam is available for a course/subject, a petition for ELA credit cannot be submitted.
- This listing is subject to change. Please contact the Bellevue University Test Center at testing@bellevue.edu for the most current listing.

Bellevue University Course	Exam Type	Exam Equivalent	Credits	Applicable toward:
AC 205	DSST	Principles of Financial Accounting	3	Elective
AN L 331	DSST	General Anthropology	3	Human Behavior
AR 101	DSST	Art of the Western World	3	Human Expression
AR 102	DSST	Art of the Western World	3	Human Expression
BA 101	DSST	Introduction to Business	3	Elective
BA 215	DSST	Personal Finance	3	Elective
BA 232	CLEP	Principles of Management	3	Elective
BA 252	CLEP	Principles of Marketing	3	Elective
BA 265	CLEP	Introductory Business Law	3	Elective
BA 312	DSST	Principles of Finance	3	Elective
BA L 333	DSST	Human Resource Management	3	Elective
BA 341	DSST	Management Information Systems	3	Elective
BA L 433	DSST	Organizational Behavior	3	Elective
BA L 465	DSST	Business Law II	3	Elective
BA LL	DSST	Principles of Supervision	3	Elective
BI 101	CLEP	General Biology	6	Natural Science BI 101 (3) & BI 102 (3)
BI 102	CLEP	General Biology	6	Natural Science BI 101 (3) & BI 102 (3)
CA 103	DSST	Principles of Public Speaking	3	Speech/Oral Communications
CH 115	CLEP	General Chemistry	6	Natural Science CH 115 (3)&CH 116 (3)
CH 116	CLEP	General Chemistry	6	Natural Science CH 115 (3)&CH 116 (3)
CIS 101	CLEP	Information Systems & Computer Applications	3	Elective
CIS 101	DSST	Introduction to Computing	3	Elective
EC 201	CLEP	Principles of Macroeconomics	3	Human Thought
EC 202	CLEP	Principles of Microeconomics	3	Human Thought
EC 301	DSST	Money and Banking	3	Human Thought

Bellevue University Course	Exam Type	Exam Equivalent	Credits	Applicable toward:
EN 101	CLEP	English Composition	6	Composition EN 101(3) & Elective (3)
EN 101	CLEP	Freshman College Composition	6	Composition EN 101(3) & EN 102 (3)
EN 102	CLEP	Freshman College Composition	6	Composition EN 101(3) & EN 102 (3)
EN 227	DSST	Technical Writing	3	Human Expression
EN 230	CLEP	English Literature	6	Human Expression EN 230 (3) & EN 231 (3)
EN 231	CLEP	English Literature	6	Human Expression EN 230 (3) & EN 231 (3)
EN 235	CLEP	American Literature	6	Human Expression EN 205 (3) & EN 206 (3)
EN 236	CLEP	American Literature	6	Human Expression EN 205 (3) & EN 206 (3)
EN TLL2	CLEP	Analyzing & Interpreting Literature	6	Human Expression
FR 101	CLEP	French Language - Level I	6	Human Expression FR 101 (3) & FR 102 (3)
FR 101	CLEP	French Language - Level II	12	Human Expression FR 101 (3) & FR 102 (3) & FR 201 (3)
FR 102	CLEP	French Language - Level I	6	Human Expression FR 101 (3) & FR 102 (3)
FR 102	CLEP	French Language - Level II	12	Human Expression Human Expression FR 101 (3) & FR 102 (3) & FR 201 (3)
FR 201	CLEP	French Language - Level II	12	Human Expression Human Expression FR 101 (3) & FR 102 (3) & FR 201 (3)
GE TLL	DSST	Human/Cultural Geography	3	Human Civilization
GL 105	DSST	Physical Geology	3	Science
GR 101	CLEP	German Language - Level I	6	Human Expression GR 101 (3)&GR 102 (3)
GR 101	CLEP	German Language - Level II	12	Human Expression GR 101 (3)&GR 102 (3) & GR 201
GR 102	CLEP	German Language - Level I	6	Human Expression GR 101 (3)&GR 102 (3)
GR 102	CLEP	German Language - Level II	12	Human Expression GR 101 (3)&GR 102 (3) & GR 201
GR 201	CLEP	German Language - Level II	12	Human Expression GR 101 (3)&GR 102 (3) & GR 201

Bellevue University Course	Exam Type	Exam Equivalent	Credits	Applicable toward:
HI 101	CLEP	Western Civilization I	3	Human Civilization
HI 102	CLEP	Western Civilization II	3	Human Civilization
HI 151	CLEP	History of the U.S. I	3	Human Civilization
HI 152	CLEP	History of the U.S. II	3	Human Civilization
HI 323	DSST	Civil War and Reconstruction	3	Human Civilization
HI 365	DSST	Rise and Fall of the Soviet Union	3	Human Civilization
HI L	DSST	Western Europe since 1945	3	Human Civilization
HI TLL	DSST	History of the Vietnam War	3	Human Civilization
HI TLL	DSST	Introduction to Modern Middle East	3	Human Civilization
MA 101	CLEP	College Mathematics	6	Mathematics
MA 101	DSST	Fundamentals of College Algebra	3	Mathematics
MA 102	CLEP	College Algebra	3	Mathematics
MA 102	CLEP	Precalculus	3	Mathematics
MA 103	CLEP	Precalculus	3	Mathematics
MA 140	DSST	Business Mathematics	3	Elective
MA 141	DSST	Principles of Statistics	3	Mathematics
NS LLB	DSST	Here's to Your Health	3	Science
NS LLB	CLEP	Natural Sciences	6	Natural Science with Lab
NS TLLB	DSST	Environment & Humanity	3	Science
NS TLLB	DSST	Astronomy	3	Science
PC 101	DSST	Principles of Physical Science I	3	Science
PH 115	DSST	Ethics in America	3	Human Thought
PH L 315	DSST	Introduction to World Religions	3	Human Thought
PS 102	CLEP	American Government	3	Human Civilization
PY 101	CLEP	Introductory Psychology	3	Human Behavior
PY 211	CLEP	Human Growth & Development	3	Human Behavior
PY 211	DSST	Lifespan Developmental Psychology	3	Human Behavior
PY TLL	CLEP	Introduction to Educational Psychology	3	Human Behavior
PY TLL	DSST	Foundations of Education	3	Human Behavior
PY TLL	DSST	Fundamentals of Counseling	3	Human Behavior
PY TUL	DSST	Drug & Alcohol Abuse	3	Human Behavior
SO 101	CLEP	Introductory Sociology	3	Human Behavior
SO TLL 335	DSST	Criminal Justice	3	Human Behavior
SO TLL	DSST	Introduction to Law Enforcement	3	Human Behavior

Bellevue University Course	Exam Type	Exam Equivalent	Credits	Applicable toward:
SP 101	CLEP	Spanish Language - Level I	6	Human Expression SP 101 (3) & SP 102
SP 101	CLEP	Spanish Language - Level II	12	Human Expression SP 101 (3) & SP 102 (3) & SP 201
SP 102	CLEP	Spanish Language - Level I	6	Human Expression SP 101 (3) & SP 102
SP 102	CLEP	Spanish Language - Level II	12	Human Expression SP 101 (3) & SP 102 (3) & SP 201
SP 201	CLEP	Spanish Language - Level II	12	Human Expression SP 101 (3) & SP 102 (3) & SP 201
Elective	BU Exam	Microsoft Word I	1	Elective
Elective	BU Exam	Microsoft Excel I	1	Elective
Elective	BU Exam	Microsoft PowerPoint I	1	Elective
Elective	BU Exam	Microsoft Access I	1	Elective
Elective	BU Exam	Microsoft Word II	1	Elective
Elective	BU Exam	Microsoft Excel II	1	Elective
Elective	BU Exam	Microsoft PowerPoint II	1	Elective

Appendix IV – Bellevue University: Definition of College-level Learning

Bellevue University defines college-level learning as an ongoing process that incorporates a variety of types of knowledge, and types and 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.

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:
 - a. Factual knowledge, such as terminology, details, elements;
 - b. Conceptual knowledge, such as classifications, categories, principles, theories, models, and structures;
 - c. Procedural knowledge, such as subject-specific skills, techniques, methods, and procedures, as well as when to use them; and
 - d. 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
 1. Attaining and remembering knowledge, such as recognizing and recalling basic information
 2. Comprehending or understanding ideas and concepts related to base-level skills, such as organizing, summarizing, comparing, and explaining
 3. Applying basic knowledge and skills to solve simple to mid-level problems
 4. Analyzing the components of a problem in relation to the whole in order to solve more complex problems than at the application level
 5. Evaluating one's own work, ideas, and skills, as well as the work, ideas, and skills of others through a variety of means
 6. Creating new or innovative work, ideas, and skills
 - b. Affective Learning
 1. Receiving knowledge by being willing and interested to learn
 2. Responding to learning by actively seeking knowledge
 3. Valuing learning by understanding that knowledge has worth
 4. Organizing knowledge by integrating it with other learning
 5. Characterizing knowledge by internalizing it to guide behavior
 - c. Psychomotor Learning Skills
 1. Imitating behavior associated with learning
 2. Manipulating knowledge by practicing learning skills
 3. Refining knowledge by improving and honing learning skills
 4. Adapting knowledge to meet new performance requirements or to solve new learning problems
 5. Naturalizing knowledge by performing at a level of subconscious proficiency

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. Self-Discipline
 - i. Employ common sense.
 - ii. Be honest and do own work.
 - iii. Hold one's self accountable for effort and work.
 - iv. Be ready to learn every day.
 - v. Be prepared to answer questions.
 - vi. Be prepared to sacrifice personal time to get work done when necessary.
 - b. Self-Directed Learning
 - i. Read instructions.
 - ii. Know how to use resources and use them to try to find the answers.
 - iii. Complete reading assignments and give them some thought in advance of starting to work on the written portion of the assignment.
 - c. Critical Thinking
 - i. Reading for meaning and understanding.
 - ii. The ability to see more than one side of an argument.
 - iii. The ability to formulate and defend one's own position about a subject.
 - iv. The ability to engage in purposeful discussions with others for mutual benefit and/or to achieve an intended outcome.
 - v. The ability to develop sound basis of reasoning by fairly, objectively, and accurately assessing information.
 - d. Time Management
 - i. Get and stay organized.
 - ii. Prioritize commitments.
 - iii. Keep track of all assignments, remember deadlines, and adhere to them.
 - iv. Have the required materials.
 - e. Effective Communication
 - i. Learn to communicate effectively verbally and in writing.
 - ii. When needed, ask intelligent questions that help clarify assignments and expectations.
 - iii. Participate in class discussions.
 - iv. Proactively discuss issues with the instructor ahead of time, but do not expect special exceptions to be made.
 - v. Accept and utilize feedback.
 - f. Demonstrating Responsibility
 - i. Avoid unnecessary errors by following instructions.
 - ii. Check and self-correct work before submitting it.
 - iii. Do not ever turn in incomplete or poorly completed work.
 - iv. Complete every job to the best of one's ability.
 - v. Do not do just the minimum work—go beyond and try to impress the instructor.

Appendix V – CAEL Standards for Assessing Experiential Learning

Bellevue University follows the Council for Adult and Experiential Learning (CAEL) standards for assessing experiential learning, as stated in Assessing Learning: Standards, Principles & Procedures. (Fiddler, Marienau and Whitaker, 2006, page xi) The CAEL standards are listed below below:

- 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.

Appendix VI – Acknowledgements

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Appendix VII – References

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