



THE UNIVERSITY OF ARIZONA  
**GLOBAL CAMPUS**

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## **PRIOR LEARNING ASSESSMENT STUDENT HANDBOOK**

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Effective February 6, 2024

This handbook was developed in accordance with recommendations from the 2006 CAEL-sponsored publication: *Assessing Learning: Standards, Principles, & Procedures*, by Morry Fiddler, Catherine Marienau, & Urban Whitaker.

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# GENERAL INFORMATION

The University of Arizona Global Campus (UAGC) recognizes the uniqueness of each student's experience and realizes that learning takes place in a variety of environments. The UAGC Prior Learning Assessment (PLA) program provides a means for awarding credit for prior learning to matriculated students who bring college-level learning experiences acquired outside of a traditional university classroom setting, and which do not carry national testing program, American Council on Education (ACE), and/or National College Credit Recommendation Service (NCCRS) credit recommendation(s).

**Prior Learning** is defined as the skills, knowledge, and competencies that people acquire from their work experience, volunteerism, community activities, travel, artistic endeavors, and hobbies.

**Assessment** is defined as the process by which experiential learning is identified, evaluated, and equated with an amount of college credit.

**Credit for Prior Learning** is a practice used by institutions to recognize or award credit for demonstrated college-level learning gained in settings outside of higher education.

The PLA program is coordinated by the Articulation and Prior Learning Assessment Department and complies fully with the Council for Adult and Experiential Learning (CAEL) standards for assessing learning. UAGC is accredited by WASC Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001, [www.wascsenior.org](http://www.wascsenior.org).

## TYPES OF PLA

Students may earn credit through the Prior Learning Assessment program in two ways:

- Faculty evaluation of Sponsored Professional Training
- Faculty evaluation of Experiential Essays

Students may participate in either or both ways based on experience, background, and need. PLA credits may be applied towards major requirements, general education requirements, or elective.

## BENEFITS FOR LEARNERS

- Increases access to higher education.
- Individualizes process to meet students' needs.
- May satisfy prerequisites in students' career paths.
- Provides validation of lifelong learning.
- Formalizes the learning process.
- Saves time.
- Saves money.

## STUDENT ELIGIBILITY

To begin the PLA process, students must meet the following eligibility requirements:

- Must be a fully-admitted associate, bachelor's, or master's degree-seeking student;
- Must satisfy the English Proficiency requirement\*;  
\*English Proficiency only applies to associate and bachelor's degree students.
- Must successfully complete their first course at UAGC; and

- Must have room for PLA credits in their Degree Progress Report.

The PLA Department will not review or pre-evaluate documentation or submissions until students have met the eligibility requirements.

# SPONSORED PROFESSIONAL TRAINING

College-level learning can occur in a variety of instructional settings. Standardized training, certificate programs, pre-licensing coursework, and seminars in areas related to the UAGC degree programs or coursework may be evaluated for PLA credit when they do not already carry an American Council on Education (ACE) and/or National College Credit Recommendation Service (NCCRS) credit recommendation.

UAGC may award one college credit per 15 hours of formal classroom contact for Sponsored Professional Training. **Each training must be at least 15 hours in length.** Hands-on, skill, or laboratory hours are not included in the calculation of training hours. Credit is not awarded for several small trainings grouped together unless the trainings lead to an overall certificate or completion of a program. Where a training culminated in passing an exam, the exam result will count as proof of completion, and the training hours and content will be required to determine credits available. Documentation of both will be required for any review to proceed.

In order to use trainings to satisfy a specific UAGC course, the training must include a minimum of 45 hours of formal classroom contact. Specific UAGC courses may meet a major requirement, general education requirement, or elective.

The following types of training may be eligible for prior learning credit:

- Child Development Associate (CDA)
- Computer and information technology
- Early childhood education and child development
- FINRA Series exams
- Law enforcement
- Management and leadership
- Human resources
- Project Management Professional (PMP)
- Real estate
- Six Sigma
- And more

The following types of training are ineligible for prior learning credit:

- Recertification training
- Refresher training
- Company-specific training (*Ex. Trainings related to company policy, culture, history, systems, etc.*)
- Skill-based training
- Internships
- Continuing education hours related to maintaining licensure or credentialing

**Students must be able to submit the following documentation for evaluation purposes:**

1. Evidence of successful completion (*transcript, certificate, employee training record, or letter on company letterhead signed by appropriate official*)
2. Evidence of length of the training (*number of classroom contact hours*)
3. Evidence of training content (*syllabus, course description, training agenda, or training manual table of contents*)

4. Contact information (*current phone/email*) for training instructor or work supervisor
5. Credit Rationale Paper (typically 1-3 pages)
  - Summarization of what the student learned in their training
  - Description of how the student is applying what they learned from the training to their current professional and personal life

## **SPONSORED PROFESSIONAL TRAINING SUBMISSION PROCESS**

1. The student reviews the PLA Information Center located in their Student Portal → Learning Resources or their Student Portal → My Degree.
2. The student must complete and submit a PLA Learning Inventory Form to [pla@uagc.edu](mailto:pla@uagc.edu) for review. The PLA Learning Inventory Form is available in the PLA Information Center.
3. The PLA Department reviews the PLA Learning Inventory Form and requests required documentation from the student for the certifications and trainings that meet the minimum requirements.
4. Upon receipt of the required documentation, the PLA Department provides a course/credit recommendation for the certifications and trainings related to UAGC coursework, where the student has availability within their Degree Progress Report, and based on [Transfer Credit Provisions and Limitations](#) listed in the catalog.
5. Student submits a Credit Rationale Paper to [pla@uagc.edu](mailto:pla@uagc.edu).
6. Student submits a completed PLA Sponsored Professional Training Credit Review Application to [pla@uagc.edu](mailto:pla@uagc.edu). The application is provided to the student by the PLA department after the Credit Rationale Paper is received.
7. The student's Sponsored Professional Training submission is evaluated by a faculty member with academic credentials in the subject or course content area.
8. If the faculty member approves the submission for PLA credit, the Registrar's office posts the PLA credits to the student's Degree Progress Report.
9. PLA Department notifies the student and their Academic Advisor of the PLA results.

The length of the entire Sponsored Professional Training submission process varies as the process is student-led. It typically takes 2 to 3 weeks from receipt of the Credit Rationale Paper and credit review application for the submission to be evaluated and for approved PLA credits to be applied to the student's Degree Progress Report.

# EXPERIENTIAL ESSAY

An Experiential Essay is a reflective/research paper that demonstrates understanding of the experiential learning process by aligning personal experience with the learning outcomes of a selected UAGC course. College-level learning or knowledge can be acquired outside the traditional college classroom setting through documented work experience, volunteerism, community activities, travel, artistic endeavors, and hobbies.

**Students must have at least one year of experience in the essay topic. One artifact documenting at least one year of experience in the essay topic is required.** The artifact must provide physical evidence of the learning. The artifact could be, but is not limited to, a work sample, business plan, publication, job performance report, photographs, or validation of the experience by an appropriate official. Resumes will not be accepted as an artifact.

## EXPERIENTIAL LEARNING CREDIT (ELC) WORKSHOP

Students interested in writing their first Experiential Essay are required to complete the self-paced, module-based Experiential Learning Credit (ELC) Workshop. The one-time ELC Workshop includes five (5) modules that guide students through the process of translating their work or life experience into an experiential essay.

The Experiential Essay process follows a course equivalency model:

- Students must select a three-credit UAGC course that will fit into their Degree Progress Report to meet a major requirement, general education requirement, or elective.
- Students must write the essay to demonstrate they have met all the course learning outcomes of the selected UAGC course. Typically, essays are 15-20 pages.

After completing the ELC Workshop, students will have completed the essay writing portion of the submission process.

## EXPERIENTIAL ESSAY SUBMISSION PROCESS

1. The student reviews the PLA Information Center located in their Student Portal → Learning Resources or their Student Portal → My Degree.
2. The student must complete and submit a PLA Learning Inventory Form to [pla@uagc.edu](mailto:pla@uagc.edu) for review. The PLA Learning Inventory Form is available within the PLA Information Center.
3. The PLA Department reviews the PLA Learning Inventory Form to confirm student meets the minimum experience requirements.
4. The PLA Department informs the student if they are eligible for the Experiential Essay track based on their experience relating to UAGC coursework, where student has availability within their Degree Progress Report, and based on [Transfer Credit Provisions and Limitations](#) listed in the catalog. It is the student's responsibility to determine the UAGC course for which they write their experiential essay.
5. The student submits a completed PLA Experiential Learning Credit Workshop Application to [pla@uagc.edu](mailto:pla@uagc.edu). The application will be provided to the student by the PLA department when the student is eligible for the ELC Workshop and the Experiential Essay process, and indicates they wish to proceed.
6. The student is enrolled in the required one-time ELC Workshop.
7. Upon completion of the ELC Workshop, student submits their finalized experiential essay and artifact documenting their one year of experience to [pla@uagc.edu](mailto:pla@uagc.edu).
8. The student submits a completed PLA Experiential Essay Credit Review Application to [pla@uagc.edu](mailto:pla@uagc.edu). The application will be provided to the student by the PLA Department upon the receipt of their essay and artifact.
9. Student's Experiential Essay submission is evaluated by a faculty member with academic credentials in the

subject or course content area.

10. If the faculty member approves the submission for PLA credit, the Registrar's office posts the PLA credits to the student's Degree Progress Report.

11. PLA Department notifies the student and their Academic Advisor of the PLA results.

The length of the entire Experiential Essay submission process varies as the process is student-led. It typically takes students 6 to 8 weeks to complete the ELC Workshop. It typically takes 2 to 3 weeks from receipt of an Experiential Essay and credit review application for the submission to be evaluated and for any approved PLA credits to be applied to the student's Degree Progress Report.

Students may only complete the required ELC Workshop once. Students may submit additional experiential essays at any time.

# PLA CREDIT POLICIES, PROCEDURES, AND STANDARDS

## PLA CREDIT PARAMETERS, PROVISIONS, AND LIMITATIONS

UAGC has implemented the following parameters regarding the awarding of PLA credits:

- It is the student's responsibility to provide evidence of learning and other required documentation.
- PLA credit will only be awarded in areas which fall within the regular curricular offerings of UAGC and are comparable to the content of the replaced course(s).
- PLA credit will only be awarded at the same degree level in which the student is currently enrolled.
- PLA credit cannot be applied at the non-degree seeking or doctoral levels.
- Remedial courses cannot be reviewed for PLA credit.
- PLA credit cannot be used to waive entry-point, three-credit Honors College, or Capstone courses.
- PLA credit cannot be used to meet a UAGC course requirement that includes a lab, including but not limited to the Scientific Reasoning General Education requirement, ENV 111, HIM 205, HPR 205, and SCI 207.
- PLA credit may be used to meet up to 6 total electives through either the CHAMPS and/or Honors College programs.
- PLA credit cannot be used to satisfy the English Proficiency requirement.
- PLA credit cannot be counted toward the residency requirement in a degree program.
- PLA credit cannot be awarded for a course previously taken with the University when a failing grade was received.
- PLA credit is posted to the transcript as credit earned (without a grade) and does not affect a student's grade point average.
- UAGC PLA credits may or may not be transferable. It is the student's responsibility to find out if credits will transfer to an institution that the student may plan to attend in the future.
- PLA credit awarded by another approved accredited institution that falls within the regular curricular offerings of UAGC may be accepted for transfer with the approval of the Registrar's office and the Articulation and Prior Learning Assessment department. Such credit counts toward maximum PLA credit limit for the student's UAGC degree level.
- If documentation is not in English, a certified translation of all documents is required. It is the student's responsibility to obtain this certified translation.
- Students using the services of the Articulation and Prior Learning Assessment department are expected to abide by the Student Community Standards as outlined in the UAGC Academic Catalog.
- Appeals/exceptions to the stated policies and procedures will be handled by the Articulation and Prior Learning Assessment department in conjunction with the Registrar's office and the appropriate Dean.
- Students in an associate degree program may apply up to 15 PLA credits toward degree completion.
- Students in a bachelor's degree program may apply up to 30 PLA credits toward degree completion. PLA credits may apply up to a maximum of 50% of the requirements for an emphasis, minor, or specialization; and may apply up to a maximum of 100% of the requirements for a concentration (unless the concentration is part of the

major requirements).

- Students in a master's degree program may apply up to 6 PLA credits of toward degree completion. The prior learning assessment option is not available to students in specific degree programs.

For a full list of University policies and procedures, including state specific information, please refer to the [General Academic Information and Policies](#) in the UAGC catalog. If any discrepancies exist between the UAGC catalog and this handbook, the catalog will apply.

## **COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (CAEL) STANDARDS**

UAGC complies fully with the CAEL standards for assessing learning.

1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
2. Assessment is integral to learning because it leads to and enables future learning.
3. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
4. The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
5. Assessment advances the broader purpose of equity and access for diverse individuals and groups.
6. Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
7. Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
8. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
9. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.

*Ten standards for assessing learning (n.d.). CAEL. <https://www.cael.org/ten-standards-for-assessing-learning>*

## **ASSESSMENT OF LEARNING STANDARDS**

In accordance with accreditation and the aforementioned CAEL standards, UAGC adheres to the following assessment criteria:

- Credit will only be awarded for learning that has occurred, not for experience.
- College credit will only be awarded for college-level learning that meets the academic standards of UAGC.
- The process of applying for credit will be viewed as an integral part of the learning process.
- The determination of credit awards and competence levels will be made by appropriate subject matter and academic experts.
- Credit will be appropriate to the academic context in which it is accepted.

In an effort to uphold these standards and criteria, rubrics are used to evaluate all PLA submissions (see Appendices). Students must be "Developed" or "Highly Developed" in each criterion and/or learning outcome to receive credit. If a faculty member decides the student is not "Developed" or "Highly developed" in any area, the student will be allowed one opportunity to demonstrate proficiency. After a faculty member reviews a submission, the assessment results are shared with the student by the Articulation and Prior Learning Assessment department.

## ADMINISTRATIVE STANDARDS

UAGC adheres to CAEL administrative standards by using the following assessment criteria:

- Transcript entries for PLA will clearly describe what learning is awarded credit. Students will not be awarded PLA credit that duplicates credit previously earned through transfer or other means. Credit will not be given twice for the same learning.
- Policies, procedures, and criteria applied to assessment will be fully disclosed to students in the UAGC Academic Catalog, the UAGC website, the PLA Information Center, and the Experiential Learning Credit Workshop.
- All personnel involved in the assessment process will receive initial and ongoing training and professional development.
- The Articulation and Prior Learning Assessment department will be responsible for the planning, implementation, and monitoring of the PLA program. In conjunction with the Academic Affairs and Registrar's offices, the Articulation and Prior Learning Assessment department will develop and oversee the academic policies for prior learning assessment and will monitor, review, evaluate, and revise the PLA policies and procedures as needed.

# STAFF RESPONSIBILITIES

## PLA TEAM

- To assist students in the PLA process
- To manage the online PLA Information Center
- To recruit and train faculty members on the PLA process
- To coordinate awarding of credits with the Registrar's office
- To maintain UAGC standardized evaluation lists
- To manage the electronic archiving of students' PLA records

## ACADEMIC ADVISORS

- To provide students with information about PLA opportunities and options
- To help students follow proper procedures regarding PLA
- To refer appropriate students to the online PLA Information Center
- To be well versed in PLA policies

## FACULTY EVALUATORS

- To become familiar with CAEL standards for assessing learning
- To attend initial and ongoing training as requested by the Articulation and Prior Learning Assessment department
- To assess student submissions within five business days (1 week) of receipt of materials
- To complete PLA rubric(s) for each student submission
- To provide feedback if/when students do not rate Developed or Highly Developed, that may assist them as they attempt to demonstrate proficiency

# APPENDICES

## APPENDIX A: PLA SPONSORED PROFESSIONAL TRAINING RUBRIC

The faculty evaluator will complete this rubric for all Sponsored Professional Training submissions whether it's being evaluated for general education, major, or elective credit.

## PLA Sponsored Professional Training Rubric

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Faculty Assessor: \_\_\_\_\_

**\*The student must be assessed as "Developed" or "Highly Developed" in each element of the rubric to be eligible for PLA credit.**

**Initial** - Students at this level demonstrate little or no competence related to the stated criteria.

**Emerging** - Students at this level are beginning to demonstrate competence related to the stated criteria.

**Developed** - Students at this level exhibit competence related to the stated criteria.

**Highly Developed** - Students at this level exhibit considerable competence related to the stated criteria.

| Criterion              | Description   | Assessment* | Comments |
|------------------------|---|-------------|----------|
| Evidence of Learning   | Student demonstrates evidence of learning which ties the prior experience to the theories and data of the relevant field. <sup>1</sup>  | N/A         |          |
|                        | If credit is awarded for a specific course or competency, a course specific rubric has been completed to verify that the student provides adequate and appropriate evidence of each learning outcome for the course or competency. <sup>2</sup> | N/A         |          |
| College-Level Learning | Documentation provided demonstrates college-level learning and an understanding of the learning process. <sup>3</sup>   | N/A         |          |
|                        | Documentation provides academic assurances of equivalency to credit earned by traditional means. <sup>4</sup>   | N/A         |          |
| Theory-Based Learning  | Documentation demonstrates the learning is academic in nature. The learning is appropriate to the theories and data of the relevant field. <sup>5</sup> Demonstrated learning is transferrable and can be applied in other settings.            | N/A         |          |
|                        | An appropriate amount of academic theory is integrated within the submission, demonstrating the learning is grounded in the academic frameworks of the topic. <sup>6</sup>  | N/A         |          |
| Alignment of Learning  | Student learning aligns with the regular curricular offerings of the University of Arizona Global Campus. <sup>7</sup>  | N/A         |          |
|                        | Student demonstrates alignment of learning and makes a connection to individual instructional program. <sup>8</sup>   | N/A         |          |

### Credit Recommendation

# of Elective Credits: \_\_\_\_\_ Level (L, U): \_\_\_\_\_

Specific Course(s) Awarded:

*Use comments to list additional courses if needed.*

Course #: \_\_\_\_\_ Level (L, U, G): \_\_\_\_\_

Course #: \_\_\_\_\_ Level (L, U, G): \_\_\_\_\_

Course #: \_\_\_\_\_ Level (L, U, G): \_\_\_\_\_

Additional Comments:

After careful review of the submission and the course learning objectives, I certify that this submission

adequately demonstrates

does not adequately demonstrate

evidence of equivalent learning sufficient to satisfy the requirements for the requested course(s).

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

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

(mm/dd/yy)

- 1 Footnotes From Earn College Credit for What you Know (p.45-51), by J. Colvin, 2006, Dubuque, IA: Kendall/Hunt Publishing Company.
- 2 From "Credit Hour Policy" by Western Association of Schools and Colleges (WASC), 2011, WASCSenior.org.
- 3 the same results (see Footnote 1) references the third CAEL standard.
- 4 the same results (See Footnote 2) references the fourth WASC qualification.
- 5 the same results (see Footnote 1) references the third CAEL standard.
- 6 the same results (See Footnotes 2 and 1) references the second WASC qualification and the first CAEL standard.
- 7 the same results (see Footnote 2) references the third WASC qualification.
- 8 the same results (See Footnote 1) references the fifth CAEL standard.

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Updated 8/29/2022. COM-3835

## **APPENDIX B: PLA SPONSORED PROFESSIONAL TRAINING COURSE RUBRIC**

The faculty evaluator will complete this supplemental rubric for each UAGC course in which a Sponsored Professional Training submission has been recommended. The submission will be evaluated to the UAGC course's current learning outcomes.

## PLA Sponsored Professional Training Course Rubric

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Faculty Assessor: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_  
*(mm/dd/yy)*

**\*The student must be assessed as "Developed" or "Highly Developed" in each element of the rubric to be eligible for PLA credit.**

**Initial** - Students at this level demonstrate little or no competence related to the stated criteria.

**Emerging** - Students at this level are beginning to demonstrate competence related to the stated criteria.

**Developed** - Students at this level exhibit competence related to the stated criteria.

**Highly Developed** - Students at this level exhibit considerable competence related to the stated criteria.

Course #: \_\_\_\_\_ Course Name: \_\_\_\_\_

Course Description:

| Outcome | Outcome Description | Assessment* | Comments |
|---------|---------------------|-------------|----------|
| # 1     |                     | N/A         |          |
| # 2     |                     | N/A         |          |
| # 3     |                     | N/A         |          |
| # 4     |                     | N/A         |          |
| # 5     |                     | N/A         |          |
| # 6     |                     | N/A         |          |
| # 7     |                     | N/A         |          |
| # 8     |                     | N/A         |          |
| # 9     |                     | N/A         |          |

## APPENDIX C: PLA EXPERIENTIAL ESSAY COURSE RUBRIC

The faculty evaluator will complete this rubric for each UAGC course in which an Experiential Essay submission has been submitted. The essay will be evaluated to the UAGC course’s current learning outcomes.



### PLA Experiential Essay Course Rubric

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Faculty Assessor: \_\_\_\_\_

**\*The student must be assessed as “Developed” or “Highly Developed” in each element of the rubric to be eligible for PLA credit.**

**Initial** - Students at this level demonstrate little or no competence related to the stated criteria.

**Emerging** - Students at this level are beginning to demonstrate competence related to the stated criteria.

**Developed** - Students at this level exhibit competence related to the stated criteria.

**Highly Developed** - Students at this level exhibit considerable competence related to the stated criteria.

Course #: \_\_\_\_\_ Course Name: \_\_\_\_\_

Course Description:

| Outcome | Outcome Description | Assessment* | Comments  |
|---------|---------------------|-------------|---|
| # 1     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |
| # 2     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |
| # 3     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |
| # 4     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |
| # 5     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |
| # 6     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |
| # 7     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |
| # 8     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |
| # 9     |                     | N/A         | Concrete Experience: N/A<br>Reflection: N/A<br>Testing & Application: N/A |

