



## Prior Learning Credit - Faculty Committee Review & Evaluation

### Student Course Section – Directive:

#### Directions:

*For each Student Learning Outcome, list 1-3 relevant artifacts [these items will need to be included in the course section], following each table. In some instances, you may opt to address more than one Student Learning Outcome with one relevant artifact.*

*Note: Lengthy narratives are not required for every Student Learning Outcome and artifact. For example, supporting evidence may be completion of a relevant training. In this case, you can list the title of the training and date of completion, with a copy [image] of the Certificate of Completion.*

#### Supporting Narratives:

*For Student Learning Outcomes, demonstrate your understanding of content; provide explanations of how learning has been achieved and how such understanding directly applies to each Student Learning Outcome, be sure to reference and make a correlation to the artifacts you selected to support your prior learning. This will be individualized, you may feel one narrative adequately supports multiple SLO's, or you may opt to offer short narratives for all SLO's with supporting evidence.*

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### Faculty Committee Evaluator:

The “assessment criteria” in this rubric are designed to evaluate whether a portfolio provides clear evidence that a student who is requesting credit has mastered course learning outcomes and competencies.

The student should be scored on each of these sets of expectations, based on the following assessment ratings: Does not meet expectations 0 points Partially meets expectations 1 point Meets expectations 2 points Exceeds expectations 3 points Guidance for all ratings is provided in the assessment rubric. The recommended cut score for a successful (i.e., passing) portfolio is 12, with a score of at least 1 in each of the six assessment criteria.

See Portfolio for course description, student learning outcomes, narratives and supporting documentation. evidence  
A separate Course Evaluation will be completed by each evaluator for each course for which PLC is being sought.



**Prior Learning Credit  
Faculty Committee Review & Evaluation**

<b>Student:</b> <b>ID:</b> <b>Major:</b>		<b>Total Credits Seeking:</b>				
		<b>Courses for Review:</b>				
Criteria	Defined	Evaluator Rating				Score
<b>Personal Narrative</b>	<i>“The Personal Narrative should offer the Prior Learning Credit [PLC] Reviewer’s information pertaining to the experience; personal and professional you have had to warrant college credit and exemption(s) from the courses for which you are seeking credit. This narrative is a critical component of your portfolio and application. Often, it may be helpful to compose this after you have gathered supporting documentation and completed the course-by-course sections. This will allow you to capture and demonstrate all you have accomplished and learned.”</i>	<b>0</b> <b>Does Not Meet Expectations</b>	<b>1</b> <b>Partially Meets Expectations</b>	<b>2</b> <b>Meets Expectations</b>	<b>3</b> <b>Exceeds Expectations</b>	
<b>Content</b>	<b>Present</b>	<b>Not Present</b>				
<b>Resume</b>						
<b>Letter of Support [1]</b>						
<b>Letter of Support [2]</b>						

<b>Evaluator:</b>	<b>Title:</b>	<b>Signature:</b>	<b>Date</b>
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COURSE:					
Assessment Ratings	0 Does Not Meet Expectations	1 Partially Meets Expectations	2 Meets Expectations	3 Exceeds Expectations	Score
<b>Sources of Learning</b> <i>experience relevant to learning outcomes</i>	Documentation and description of learning experiences related to student learning outcomes are <b>lacking or substantially inadequate</b>	Documentation and description of learning experiences related to student learning outcomes are <b>not effectively or completely presented</b>	Documentation and description of learning experiences related to student learning outcomes are <b>appropriate and effectively presented</b>	Documentation and description of learning experiences related to student learning outcomes <b>exceed expectations</b>	
<b>Demonstration of Learning</b> <i>artifacts</i>	The portfolio's materials and artifacts are <b>not appropriate and/or adequate</b> , and are not supported by the presentation	The portfolio materials and artifacts are <b>not fully supported</b> by or connected to the course learning outcomes	The portfolio includes <b>appropriate</b> artifacts that support the demonstration of learning outcomes	The presentation of artifacts is <b>convincing, with strong support</b> for the course's learning outcomes	
<b>Evidence of Learning</b> <i>competencies</i>	The portfolio <b>shows little, or no evidence</b> of learning tied to sound educational theory	The portfolio documents some, but <b>not sufficient</b> , learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio <b>adequately</b> documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio <b>provides clear evidence</b> of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
<b>Mastering Knowledge and Skills</b> <i>application of learning</i>	The portfolio <b>provides little evidence</b> of the student's ability to use knowledge and skills for the course's learning outcomes in practice	The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is <b>limited</b>	The portfolio documents the <b>acquisition</b> of knowledge and skills for the course learning outcomes, with <b>some ability</b> to apply skills in practice	The portfolio demonstrates the student has <b>mastered</b> the knowledge and skills for the course learning outcomes and can <b>apply skills in practice</b>	
<b>Reflection on Learning</b> <i>aligned with course learning outcomes</i>	The portfolio provides <b>little or no evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <b>inadequate evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <b>evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio shows that the student has reflected with <b>substantial depth</b> upon how the prior learning experience is aligned to the course learning outcomes for which credit is being sought	
<b>Presentation</b> <i>completeness and quality of portfolio presentation</i>	Assembly instructions have <b>not been followed</b> with critical portfolio elements not included; the quality of written, visual and/or digital presentation <b>does not meet postsecondary standard</b>	<b>Most of the expected elements</b> are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with errors in spelling, grammar and punctuation	The portfolio is <b>well organized</b> with all critical elements included; the quality of written, visual and/or digital the presentation is <b>competent</b> with minor errors in spelling, grammar and punctuation	The portfolio is <b>well organized</b> with all critical elements included; learning is <b>well documented</b> with writing and production skills that <b>exceed</b> those of most college students	
<b>Overall Assessment</b>	The recommended cut score for a successful (i.e., passing) portfolio is 12, with a score of at least 1 in each of the six assessment criteria per course.				<b>Total</b>
<b>Evaluator:</b>	<b>Title:</b>	<b>Signature:</b>	<b>Date</b>		

**Individual Faculty Evaluator Outcome**

<b>Course</b>	<b>Total Score</b>	<b>For Committee Chair - Outcome: Credit Granted</b>

<b>PLC Committee Chair/Advisor:</b>	<b>Title:</b>	<b>Signature:</b>	<b>Date</b>
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**Resource:**

PLC Rubric developed by Stark State College 6200 Frank Ave. NW, North Canton, OH 44720 <https://www.starkstate.edu/admissions/priorlearning/>

**SUNY Canton PLC Policy, Templates, Information:**

Associate of Science, Early Childhood

[https://www.canton.edu/business/early\\_childhood/prior/](https://www.canton.edu/business/early_childhood/prior/)

Bachelor of Business Administration Early Childhood Care and Management

<https://www.canton.edu/business/echd/prior/>