

**Texas State University
College of Applied Arts
Department of Organization, Workforce, and Leadership Studies
Definitions and Policies
OCED 4111 Prior Learning Assessment
Awarding Undergraduate Academic Credit for
Work-Life Experience and Non-Collegiate Sponsored Instruction**

Review Date: 06/22/2022

Prior Learning Assessment (PLA) TEAM ROLES

1. **PLA Coordinator:** A Faculty member in the Department of Organization, Workforce, and Leadership Studies (OWLS). The coordinator will lead two norming sessions a year (Fall / Spring). The coordinator will maintain a PLA database and will monitor the performance of the model, rater reliability, and make any adjustments to improve the course.
2. **PLA Instructors:** Instructors/OWLS Faculty may not assess their own students' portfolios. PLA Instructors can teach OCED 4111, Prior Learning Assessment, and assess students who take other sections of that course. All full-time OWLS Faculty members are edibility to teach OCED 4111. To be added to the rotation list, faculty members will indicate on the OWLS teaching preference list.
3. **PLA Assessors:** Faculty members in OWLS and if needed other Texas State faculty members and/ or ad hoc experts. Assessors must attend at least one but preferably two norming sessions a year (Fall/Spring).

Awarding Undergraduate Academic Credit Work-Life Learning

PURPOSE

4. The purpose of this policy and procedure is to establish guidelines for awarding undergraduate academic credit for work/life experience.

DEFINITIONS

5. **Extraintitutional Learning:** Any student learning experience outside an accredited institution.
6. **Work/Life Experience:** A form of extraintitutional learning that is the product of nonsponsored experience which leads to the development of knowledge, skills, cognitive processes, and tools/technology.
7. **Institutional Learning:** Any learning documented with a transcript from a fully accredited institution that is recognized by a regional accrediting agency. For example, the Community College of the Air Force and the credit awarded through the "AARTS",

"SMART", or Coast Guard.

8. Noncollegiate Sponsored Instruction: A form of extracurricular learning sponsored by nonaccredited associations, businesses, industry, or military to develop knowledge, skills, and/or values.
9. The Occupational Information Network (O*NET): The O*NET Program is the nation's primary source of occupational information. Valid data are essential to understanding the rapidly changing nature of work and how it impacts the workforce and the U.S. economy. From this information, applications are developed to facilitate the development and maintenance of a skilled workforce.
10. Elective nonadvanced hours (ELNA): PLA credit can be awarded as ELNA only to the Occupational Emphasis (OE) in the Bachelor of Applied Arts and Science Degree (BAAS).
11. Elective Advanced Hours (ELADV): PLA credit can be awarded as ELADV only to the Occupational Emphasis in the Bachelor of Applied Arts and Science (BAAS) degree.

POLICIES

12. Undergraduate students will have their evaluation for extracurricular learning experiences completed by successful completion of the OCED 4111, Prior Learning Assessment. This process will normally be during the student's first semester at Texas State.
13. Credit awarded for work-life learning will apply to the Bachelor of Applied Arts and Science Degree conducted by the Department of Organization, Workforce, and Leadership Studies.
14. A maximum of 24 semester hours of credit may be awarded for the work-life experience. One-half of work experience may be awarded at the advanced level.

OCED ELNA	12 CR
OCED ELADV	12 CR

15. If a student is eligible for an odd number of credit hours, the ELNA will be awarded the higher credit award. For example, a student eligible for 13 semester hours of credit may be awarded 7 SCH ELNA and 6 ELADV. Transcript entry example:

OCED ELNA	7 CR
OCED ELADV	6 CR

16. A minimum of one work verification letter must be submitted by the student's supervisory personnel. A verification letter can be from an individual in a nonsupervisory position (fellow worker), and/or professional reference. A performance evaluation is also acceptable.

- 17. The Application for Work-Life Experience will contain only those occupations/jobs which relate to Occupational Emphasis and Occupational Information Network (O*NET) title.
- 18. Students must achieve a grade of 75 or above in the course to have the portfolio evaluated for work-life experience credit. Students must develop and submit competency statements for credit evaluation. The minimum number of competency statements a student can submit is 8 and the maximum number is 25, for work-life credit evaluation. A competency statement portfolio that includes fewer than 8 competency statements will not be evaluated.

DOCUMENTATION FOR WORK/LIFE LEARNING

- 19. Self Employed Students: Required documentation for the portfolio includes an application for work/life experience, student resume, IRS Schedule C for the time covered, up to 25 job competency statements, current position description, and job task analysis (formats for these forms are available in the Canvas).
- 20. Students using a military occupation: Required documentation for the portfolio include an application for work/life experience, copy of last DD Form 214, copy of last efficiency reports, up to 25 job competency statements, and job task analysis (formats for these forms are available in the Canvas) (Army Personnel use EER's); Air Force (APRs).
- 21. All other work-life experience: Required documentation for the portfolio includes an application for work/life experience, one verification letter, up to 25 job competency statements, and a job task analysis.
- 22. Academic credit for work-life experience will be awarded based on the following: skill, knowledge, cognitive and tools and technology statements, Total Competency Factor, 4111 Course grade, O*NET Job Zone (1-5), Specific Vocational Preparation (1-9).
- 23. The formula below is utilized to calculate the performance indicator raw score for work-life learning:

Performance Indicator = Total Competency Factor + 4111 Course Grade + O*NET Job Zone (1-5) X 15 + O*NET Specific Vocational Preparation (1-9) X 3.

Academic credit will be awarded according to the following equivalencies:

Performance Indicator Score	88-1300	1301-2600	2601-3900	3901-5200	5201-6500	6501-7800	7801-9100	9101-10400
Number of Hours Awarded	3	6	9	12	15	18	21	24

- 24. Two assessors will be assigned to review each student's portfolio. The individual assessors' scores will be averaged to obtain the final score. However, if the two awards differ by 9 hours or greater, the PLA Coordinator will examine the assessor ratings and determine the

final credit award or solicit a third assessor. When the recommended credit is different than the calculated credit, a written justification must be made. If the student appeals the credit award, then the PLA Coordinator can determine the final credit award or solicit a third assessor.

Awarding Undergraduate Academic Credit for Noncollegiate Sponsored Instruction

PURPOSE

1. The purpose of this policy and procedure is to establish guidelines for awarding undergraduate academic credit for Noncollegiate Sponsored Instruction.

POLICIES

2. Undergraduate students will have their evaluation for extracurricular learning experiences completed by successful completion of the OCED 4111, Prior Learning Assessment. This process will normally be during the student's first semester at Texas State.
3. Documentation for noncollegiate sponsored instruction will be maintained on file for five years from the time of graduation in the Department of Organization, Workforce, and Leadership Studies.
4. A maximum of 30 semester hours of credit may be awarded for noncollegiate-sponsored instruction.

OCED ELNA	15 CR
OCED ELADV	15 CR

5. If a student is eligible for an odd number of credit hours, the advanced hours (ELNA) may be rounded to the next higher number. For example, a student eligible for 13 semester hours of credit, maybe awarded 7 SCH ELNA and 6 ELADV. Transcript entry example:

OCED ELNA	7 CR
OCED ELADV	6 CR

6. Students must achieve a grade of 75 or above in the course to have the portfolio evaluated for noncollegiate-sponsored instruction. Students must develop and submit competency statements for credit evaluation. The minimum number of competency statements a student can submit is 8 and the maximum number is 32 for work-life credit evaluation. A competency statement portfolio that includes fewer than 8 competency statements will not be evaluated.
7. Noncollegiate-sponsored instruction must be related to the degree plans' occupational emphasis title. Additionally, documentation (see Documentation of Noncollegiate Sponsored Instruction) must indicate content mastery.
8. Credit awarded for noncollegiate sponsored instruction applies only to the Bachelor of

Applied Arts and Sciences degree.

9. Noncollegiate sponsored instruction completed after the evaluation of the portfolio for extra institutional learning can be assessed when accompanied by proper documentation (see Documentation of Noncollegiate Sponsored Instruction).
10. Military occupational specialty (MOS) recommendations will not be utilized to award credit for noncollegiate-sponsored instruction. Joint Service Transcripts (JSTs) come with ACE credit recommendations.

DOCUMENTATION OF NONCOLLEGIATE SPONSORED INSTRUCTION

11. Noncollegiate Sponsored Instruction must be documented with an application for Noncollegiate Sponsored Instruction, a record of individual training or course completion certificates, course syllabi, and competency statements unless accredited by ACE.

EVALUATION OF NONCOLLEGIATE SPONSORED INSTRUCTION WITH ESTABLISHED CREDIT EQUIVALENCIES

12. The formula below is utilized to calculate the performance indicator raw score for work/life experience:

$$\text{Performance Indicator} = \text{Total Competency Factor} + 4111 \text{ Course Grade} + \text{O*NET Job Zone (1-5)} \times 15 + \text{O*NET Specific Vocational Preparation (1-9)} \times 3.$$

Academic credit will be awarded according to the following equivalencies:

Performance Indicator Score	88-1300	1301-2600	2601-3900	3901-5200	5201-6500	6501-7800	7801-9100	9101-10400	10401-11700	1170-13000
Number of Hours Awarded	3	6	9	12	15	18	21	24	27	30

13. Two assessors will be assigned to review each student's portfolio. The individual assessors' scores will be averaged to obtain the final score. However, if the two awards differ by 9 hours or greater, the PLA Coordinator will examine the assessor ratings and determine the final credit award or solicit a third assessor. When the recommended credit is different than the calculated credit, a written justification must be made. If the student appeals the credit award, then the PLA Coordinator can determine the final credit award or solicit a third assessor.
14. Short noncollegiate experiences that have compatible content may be clustered.

APPROVAL AND TRANSCRIPTION OF NON COLLEGIATE SPONSORED INSTRUCTION

15. OWLS will recommend credit awards to the Admission Office via credit memos that include the student's name, Occupational job title, ELNA and/or ELADV, and total credit award.

NOTIFICATION OF STUDENT

- 16.** The Department of Organization, Workforce, and Leadership Studies will notify by email, all concerning the awarding of academic credit for work-life experience.

REVIEWERS OF THIS PPS

Dr. Carrie Boden, Professor
Dr. Cathy Cherrstrom, Associate Professor
Ms. Portia Gottschall, Sr. Lecturer and BAAS Coordinator
Dr. Omar Lopez, Associate Professor
Dr. Todd Sherron, Assistant Professor of Practice and PLA Coordinator
Dr. Shetay Ashford-Hanserd, Chair and Associate Professor

CERTIFICATION STATEMENT

The Policy and Procedure Statements (PPS) have been approved by the following individuals in their official capacities and represents.

Texas State's Department of Organization, Workforce, and Leadership Studies policy and procedure from the date of this document until superseded.

Dr. Todd Sherron, Assistant Professor of Practice and PLA Coordinator
Dr. Shetay Ashford-Hanserd, Chair and Associate Professor
Dr. Jaime Chahin, Dean – College of Applied Arts

Optional:

Associate Vice President for Enrollment Management and Marketing; co-senior reviewer of this PPS

Associate Vice President for Academic Success and Dean of University College; co-senior reviewer of this PPS

Provost and Vice President for Academic Affairs



10 W. Market Street, Suite 1100
Indianapolis, IN 46204

Todd Sherron, Ph.D.
Assistant Professor and Prior Learning Assessment Coordinator
Department of Organization, Workforce, and Leadership Studies
Texas State University

Re: Role of faculty assessors

Dear Dr. Sherron,

I conferred with several CAEL colleagues on this topic. There is consensus that a faculty can teach a course and assess students who take other sections of that course without any conflict of interest. If there are clear learning outcomes, if there are shared assessment rubrics, if the assessing faculty has the appropriate subject-matter expertise, and if faculty have been trained in assessment methods/process, there should not be bias in the assessment process. It should be viewed no differently than any other learning assessment: faculty are fully capable of being impartial in their assessments of learning. In fact, most faculty are accustomed to assessing the students in their *own* classes/course sections, and most institutions/systems expect them to do so.

Please let me know if there are any further questions.

Best regards,

A handwritten signature in black ink that reads "Rebecca Klein-Collins". The signature is written in a cursive, flowing style.

Rebecca Klein-Collins
Vice President, Research and Impact