



**OAKLAND
COMMUNITY
COLLEGE**

**Credit for Life Experience
Committee
Status Report to Senate
March 26, 1998**

The Credit for Life Experience Committee has been meeting throughout 1998 and researching the various methods of awarding credit for prior learning. Below is a summary of results of the research to this date. In addition, the committee has been exploring the methods currently used by OCC either on a departmental or system-wide level. We are sending out a survey which we ask that faculty complete and return to the committee to assure that we have uncovered all of the methods in use.

Later this spring, the committee will present a model or models of prior learning assessment to the Senate for conversations and eventual decision. The committee is:

William Alexander, OR
Carol Benson, SF
Karen Pagenette, PC
David Sam (Chair), OR

Imagene Bailey, OR
Chris Galli, OR
Myrtice Shelton-Beatty, RO

Summary of Research to date

Many colleges and universities were discovered to offer some form of credit for prior learning. There is no doubt that small private liberal arts colleges lead the way in innovative credit for life experience programs, but more and more community colleges were found to offer such credit.

Colleges and universities offer credit for prior learning/life experience through the following methods:

- Standardized nationally recognized testing (e.g., CLEP, DANTES)
- Challenge exams at the institutional level (Credit by Examination)
- Credit for years of work experience (e.g., Nursing)
- Credit for coursework taken at nonaccredited institutes
- Credit for military service
- Credit for courses/training during military service
- Credit for formal courses taken in business, industry, and government (normally as recommended by ACE)
- Credit for prior learning assessed through portfolios (normally as recommended by CAEL)

Portfolio assessment at the community college level awarded up to 30 semester hours of credit, with an average maximum of about 24 among those colleges reviewed. Portfolio assessment often involved the taking of a Portfolio class (1 or 2 credits) which taught the student the process and local college policies and procedures. Often students were assigned a faculty member either as a mentor or as an occasional coach to guide the student through the process. Some colleges

reviewed the portfolio in discrete and separate packages (one college called each an "essay"), awarding 3 credits or so per. Others reviewed the portfolio as a package and awarded a block of credit.

Students were charged as little as \$10 per credit awarded, and as much as slightly more than the college's regular tuition per credit hour awarded. Students were always charged separately for the portfolio class. Nowhere among the colleges reviewed did we observe students being charged a service fee for faculty mentoring/coaching separate from the per credit charge.

SINCLAIR COMMUNITY COLLEGE DAYTON, OHIO CREDIT FOR LIFELONG LEARNING PROGRAM

Sinclair Community College in Dayton, Ohio, has a well-developed Credit for Lifelong Learning Program (established 1978) that is part of its Experience-Based Education Department. They offer a course in portfolio development and publish a handbook for students entitled CREDIT FOR LIFELONG LEARNING. This guide to developing a prior learning portfolio was prepared to assist students through the process of identifying college-level prior learning, matching their learning to specific courses, and articulating and documenting their learning. The five main components of a portfolio are: 1) Chronological Record (activities since high school), 2) Life History Paper detailing life events, 3) Goals Paper (personal, career, educational goals), 4) Narrative of Competencies (statements of experience and resulting learning), and 5) Documentation of learning experiences supporting each competency. Once the portfolio is completed, it is evaluated by faculty members knowledgeable in the specific areas of learning. Appropriate college credit is awarded based on demonstrated competency.

NOTE: Sinclair is roughly the same size as OCC (about 20,000 students).

Continuing Education Units (CEU)

During the Winter semester 1996, the Workforce Development Forum was charged by the Vice Chancellor for Academic and Student Services with the responsibility for recommending an internal procedure for awarding continuing education units (CEUs) at the College. Procedures and guidelines based on nationally accepted criteria for the production and offering of the continuing education unit were recommended and approved by the Chancellor's Council on June 25, 1996. One CEU can be earned by participation in ten (10) contact hours of an organized credit-free educational experience. This process has now been instituted at OCC and generic CEUs have been awarded and recorded with the Registrar by such units as Business and Professional Services, Manufacturing & Technological Services, Orchard Ridge Continuing Education and the Fire Fighters Institute. Michigan State Board of Education Continuing Education Units are not presently available at the College; however, an application has been submitted by the Registrar to the State for this purpose. These units only apply for certain professional occupations such as school administrator, professional education, occupational education and school psychologist.

College Senate
6-25-98
AH

Last Action Taken
↓

3. Credit For Life Experience

D. Sam submitted a handout and reported that, in an effort to make this process consistent and publicized for these students and the people who counsel these students, the Committee is making the following recommendations to the Senate:

- 1 Standardize and publicize the use of credit by examination
- 2 Standardize and publicize the use of course substitutions recognizing prior learning
- 3 Better publicize among faculty and staff the use of CLEP
 - 4 Keep CEUs separate from credits but consider their use in life experience seminar
 - 5 Better publicize the awarding of credit for/of military training
 - 6 Do not use portfolio for life experience
- 7 Create and pilot experimental interdisciplinary life experience seminar course

K. Robinson suggested that a representative attend campus senate meetings and explain the first, second and seventh bullet points.

next step:

VIII. Community Comments

D. Randolph commented that R. Grass did a great job as Academic Senate Chair for the past two years.

R. Muro asked why the faculty didn't get 24 hours to hand in grades. D. Niemer said that they do, and S. Lorton explained the recent mix-up.

IX. Five Minute Assessment

No topic.

X. Adjournment

Meeting adjourned at 4:40 p.m.

Respectively submitted,

Gail A. Bryan, Secretary

Julie Kaufman, Recording Secretary

Fall 98 - D. Sam left occ
no mtgs

Winter 99 - Bill Stewart called

**Report to the Senate
for the Ad Hoc Committee on Credit for Life Experience
June 25, 1998**

Summary

1. Standardize and publicize the use of credit by examination
2. Standardize and publicize the use of course substitutions recognizing prior learning
3. Better publicize among faculty and staff the use of CLEP
4. Keep CEUs separate from credits but consider their use in life experience seminar
5. Better publicize the awarding of credit for ~~of~~ military training
6. Do not use portfolio for life experience
7. Create and pilot experimental interdisciplinary life experience seminar course

INTRODUCTION

The ad hoc committee recommends that the use of Credit by Exam and Course Substitution to recognize prior experience be standardized across the college within each discipline. Further, information on the processes and courses available should be broadly disseminated. We recommend that a faculty member(s) on partial release time in cooperation with the Registrar's Office coordinate the use of credit by exam and course substitution to recognize prior experience.

A simple and clear college publication should be available for students and faculty/staff describing the options at OCC for recognition of prior learning. A more detailed binder of specific courses and options should be available in counseling, department chairs' offices, and other key locations for use by staff and students. These publications should be coordinated by the faculty member on release time in concert with the Registrar.

CREDIT BY EXAM

Based on a survey of full-time faculty, 75% of faculty reported using credit by exam; however, there appears to be no consistent or common evaluation practice among the campuses or across curricula. Therefore, the committee makes the following recommendations for establishing a standardized process for awarding credit by examination:

- ▶ Identify courses that will be considered for credit by exam across the college
- ▶ Designate responsibility for the evaluation process for each campus (i.e., campus by campus, specific campuses, discipline by discipline or specific disciplines)
- ▶ Standardize a method and/or multiple methods of evaluation for each course to be used across campuses and by disciplines (i.e., portfolio, final exam, demonstration of skill competency)
- ▶ Establish a college-wide method for informing faculty, staff, students, counselors, recruiters, business offices and LRC staff of the available courses and credit by exam process including the registration, approval and payment process

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COURSE SUBSTITUTION

Another method utilized by the College for recognizing prior learning is course substitution. Twenty-five percent of full-time faculty reported using this method. This option is briefly described in the Course Catalog; however, there appears to be no consistent or common evaluation process in place College-wide. Therefore, the committee makes the following recommendations for standardizing Course Substitution:

- ▶ Establish College-wide criteria for eligible substitutions considering, i.e., level of course, major degree requirements, demonstration of skill level and course content
- ▶ Each discipline should be consistent across the college in the application of course

substitution for prior experience

- ▶ Establish a college-wide method of informing faculty, staff, students, counselors, recruiters, business offices and LRC staff of the course substitution process including obtaining the necessary signatures

CLEP

While the process of evaluating and accepting CLEP credits seems fine, knowledge of this process and option among faculty, staff and students is spotty. We recommend that information on which tests are accepted by the college and their course equivalencies be more widely distributed in combination with the other options for recognizing prior experience.

CEU (CONTINUING EDUCATION UNITS)

We do not recommend that CEUs be used in a direct equivalency with credit courses. However, CEUs may serve as evidence in a portfolio for the proposed Seminar course.

Procedures and guidelines for the use of CEUs have been established and seem adequate. What is needed is a more clear and general knowledge among staff, faculty and students of these procedures and guidelines and the availability of CEUs for recognition of completion of noncredit courses.

MILITARY TRAINING CREDIT

The coordinator and Registrar should review the use of military training for credit equivalency in order to clarify and possibly expand those training experiences which are recognized, and publish the results in the above-mentioned binder.

PORTFOLIO OF PRIOR LEARNING/EXPERIENCE

We do not recommend that OCC adopt a credit for experiential learning portfolio as commonly practiced. The time and expense involved in training evaluators who can review learning in multiple disciplines, the difficulty in coordinating the process with students not enrolled in current classes, and the small number of students who seem to participate in these programs at other institutions argue against the use of a traditional portfolio process. In addition, these credits are not transferable to most of the universities and colleges to which our students move. Finally, the credits do not easily fit into our current system of programs and degrees.

Instead, we suggest that the college test a prior learning seminar as described in the attachment. This course might overcome some of these difficulties as well as provide a valid educational experience in and of itself. It could also provide recognition of general education attributes depending on the model adopted. The course seems likely to present a more cost-effective yet educationally valid method of helping students make learning from prior experience and gain credits for it.

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Credit for Life Experience
Meeting Notes - March 20, 1998

PRESENT: W. Alexander, I. Bailey, C. Benson, C. Galli, K. Pagenette, M. Shelton-Beatty,
D. Sam

1. The survey form for faculty was reviewed, revised and accepted. M. Shelton-Beatty will rewrite and send out to all full-time faculty by next week with a due date of 4/10/98.
2. K. Pagenette reviewed CEU usage and procedures at OCC. OCC does not currently grant college credit for CEUs. Discussion ensued on whether CEUs could or should be used for credit, or as a part of a portfolio assessment process. D. Sam will research other institutions on this topic through the Web, and C. Benson will contact Sinclair CC for their policies and procedures.
3. Results of current research into practices of portfolio or other credit for Life experience was reviewed and discussed. There seems to be a fairly consistent philosophy and set of procedures among those schools which granted such credit, largely reflecting CAEL recommendations. C. Benson showed a new CD ROM from CAEL for self-paced portfolio production. She also mentioned the dates of CAEL workshops on portfolio assessment, and the committee may decide to send someone in the future.
4. Next steps:
 - collect faculty survey results
 - K. Pagenette will contact CMU for their practices and recommendations and to see if they will transfer such nontraditional credits from other institutions
 - D. Sam will check with ACRAO and MACRAO on issues of transferability
 - D. Sam will draft the summary of the research into other college's practices. K. Pagenette will summarize her CEU research for addition to that report. C. Benson will summarize the Sinclair CC information for addition to the same report. The report will be in paper form with a brief oral summary at next week's College Senate
5. It was agreed that any model for prior learning assessment that the committee might recommend would have at least two parallel goals:
 - 1- to assess and evaluate for credit purposes
 - 2- to foster self-reflection and learning in the student

NEXT MEETING: April 17 at 9am in M145 at OR.

Credit For Life Experience Committee
May, 1998

Report on survey with four year colleges/universities regarding credit received for life experiences. Note, all transfer credit is determined by the credit evaluator for each college.

I called the following colleges/universities: Oakland University
Eastern Michigan University
Wayne State University
Michigan State University
Walsh College
Western Michigan University
Detroit College of Business
Central Michigan University
University of Michigan-Dearborn
Lawrence Technological University

Results:

- Oakland- will accept some CLEP credits
may take credit by exam through individual faculty (by arrangement)
will accept AP (advance placement) credits from high school students
no life credit.
- Eastern- CLEP accepted
credit by exam depending upon the discipline
credit for Portfolio under these conditions; student must take a class
through continuing education that instructs on how to develop a portfolio,
then the student must petition the department to review for acceptance of
credit. Note: credits from portfolios developed at other colleges
are not transferable.
- Wayne- not much help
- MI State- will accept the CLEP only; no credit by exam; not life experiences; no
C.E.U.'s
- Walsh- AP credits accepted from high school students.
CLEP credits are accepted provided the CLEP was taken at an accredited
Community College University.
Accept C.N.A. (certified network administration certificate) for student
needing to place out of their basic computer network class.
Do not accept credit for life experiences.

Western- CLEP accepted
military credits accepted (based on the evaluator)
credit by exam through the individual faculty
possibly some continuing education credits may be converted to college
level credits; depends on the university and on the CE department.

DCB- unable to locate valid number (734) 581-4400

CMU-

Uof M-

LTU-

Credit for Life Experience

Meeting Notes - May 15, 1998

conflict w/ TLTR

PRESENT: I. Bailey, K. Pagenette, M. Shelton-Beatty, D. Sam

1. Imogene discussed results of her survey of colleges and universities to which most of our students transfer (see attachment if you did not attend today's meeting). None would accept portfolio credit or credit by exam in transfer.
2. Karen described CMU's prior learning portfolio and gave a handout. The number of portfolios assessed is decreasing from a high of 550 to an average yearly of 300. There is a great amount of cost and time involved in training and implementing.
3. Karen also talked about credit for private sector training. CMU evaluates private industry training programs for possible credit. The company pays and it is expensive. The Workforce Development group at OCC discussed and agreed it was not something they would push for.
4. Myrtice summarized her handout of survey results from our faculty. She will call a few faculty to clarify some of their responses.
5. The committee agreed some kind of binder and/or booklet should be created to house all the possible credit for life experience methods and opportunities available to students at OCC to be distributed to counselors, chairs, admissions recruiters, etc. Student and faculty/staff were not sufficiently aware of what currently existed.
6. Committee ^{bram} ~~discussed~~ transformed all possible methods of awarding credit for life experience and then made a "first cut" summaries below:

| | <u>Method</u> (4) | <u>First Cut</u> |
|----|---|------------------|
| A. | Formal portfolio of life experience evaluated for variable credit after a portfolio production class. | NO |
| B. | A new kind of <u>class</u> , possibly competency-related, tied to participating disciplines with variable credit in which a portfolio is developed with the help of a teacher/facilitator but evaluated by other faculty (see bottom of page 2) | (YES) |
| C. | <u>"Universalize" credit by exam</u> so it is consistently applied across the college within a discipline | (YES) |



| | <u>Method</u> | <u>First Cut</u> |
|----|--|------------------|
| D. | "Universalize" course substitute of higher level course across college within a discipline | YES |
| E. | Grant credit for private sector training programs | NO |
| F. | Better inform students, faculty and staff about CEU, CLEP options and credit for military training | YES |

NEXT MEETINGS:

| | | |
|------------------------------|------------------------------|----------------------------|
| Portfolio Class subcommittee | Thursday, May 21 10 to noon | OR M210 <i>-no AH netz</i> |
| CLEP/Credit by Exam Subcom. | Wednesday, May 20 11:30 a.m. | RO B228 <i>wk 1-9</i> |
| Committee of Whole | Wednesday May 27 9 a.m. | OR M145 <i>wk 1-9</i> |
| College Senate Presentation | Thursday May 28 3:15 p.m. | RO B246 <i>yes</i> |

Life Experience Credit Course

- Students sign up for a credit class with variable credit within a specific discipline or general education area
- Teacher/facilitator
- Students from many disciplines attend same class in same room and time
- Evaluation of satisfactory completion is performed by a faculty member within the appropriate discipline for each individual student
- Students design an individualized portfolio as part of class

SURVEY RESULTS

The Credit for Life Experience Committee surveyed all 254 full-time college faculty members to determine what methods the various disciplines have used or are currently using to award college credit for life/work experiences.

With 39% of the Credit for Life Experience questionnaires having been completed and returned, the analysis shows us that:

1. 56% of the respondents used one or more of the methods listed, and (99)
2. 44% of the respondents use None of the methods listed.

Of those who did use one or more of the methods described in the survey, the following displays their choices*:

- 75% granted credit by the student passing a competency exam (Credit by Exam).
- 25% use Course Substitution as a method of granting credit for life/work experience.
- 16% use CLEP as a method of granting credit to students with life/work experience.
- 13% utilize work experience as a method of granting credit for life/work experience.

From this point on, the numbers drop significantly to only 5% of the respondents using Letter of Recommendation, 4% utilized Other methods to award credit, for example, Photography and Studio Art may evaluate a student's portfolio to grant credit. 1% of the respondents utilize life experience as a method for granting credit.

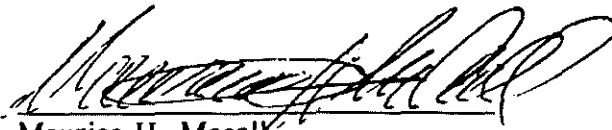
*Some disciplines use more than one method, therefore the percentages do not add up to 100.



OAKLAND
COMMUNITY
COLLEGE

Memo

TO: Counseling Chairs

FROM: 
Maurice H. Mccall
Director of Enrollment Services
Registrar

SUBJECT: CLEP Testing Score Update

DATE: May 8, 1998

Attached you will find an updated copy of scores for accepting credit from the CLEP exam. We have had to re-examine the numbers because the tests have been re-centered and new norms established. The attached document reflects test scores both before and after the fall 1994 change over.

These documents were approved by the chief academic council on January 23, 1995. We have gotten the impression from the questions being asked that many counselors may not have this updated information. We ask that you share this with them.

MHM/js

Attachment

cc: C. Brown
J. Harper

| <u>EXAMINATION</u> | <u>SCORE* NEEDED</u> | <u>EQUIVALENT COURSE/S</u> | <u>CREDIT/S AWARDED</u> | <u>GENERAL ED.</u> |
|--|--------------------------|--------------------------------|-----------------------------|------------------------|
| <u>COMPOSITION & LITERATURE</u> | | | | |
| American Literature | 46 (50) | ENG 251 & ENG 252 | 6 | (H) → |
| Analysis & Interpretation of Literature | 49 (51) | ENG 171 & ENG 172 | 6 | (H) |
| College Composition | 44 (50) | ENG 151 | 3 | (E, W) |
| Freshman English | 44 (51) | ENG 151 | 3 | (E, W) |
| <u>FOREIGN LANGUAGES</u> | | | | |
| College French (Level I - 2 semesters) | 39 (44) | FRE 151 & FRE 153 | 8 | (H) |
| Collège French (Level II - 4 semesters) | 45 (56) | FRE 261 & FRE 262 | 8 | (H) |
| College German (Level I - 2 semesters) | 40 (43) | GER 151 & GER 153 | 8 | (H) |
| College German (Level II - 4 semesters) | 48 (55) | GER 261 & GER 262 | 8 | (H) |
| College Spanish (Level I - 2 semesters) | 41 (45) | SPA 151 & SPA 153 | 8 | (H) |
| College Spanish (Level II - 4 semesters) | 50 (55) | SPA 261 & SPA 262 | 8 | (H) |

* () = score needed on test taken before Fall, 1994

CLEP/OCC EQUIVALENCIES
GENERAL EXAMS

| <u>EXAMINATION</u> | <u>SCORE* NEEDED</u> | <u>EQUIVALENT COURSE/S</u> | <u>CREDIT/S AWARDED</u> | <u>GENERAL ED.</u> |
|---------------------------------|--------------------------|--------------------------------|-----------------------------|------------------------|
| English Composition (w/o essay) | 420 (388) | ENG 151 | 3 | (E, W) |
| Humanities | 460 (452) | HUM 151 & ENG Credit | 6 | (H) |
| Mathematics | 460 (446) | MAT Credit | 4 | (M) |
| Natural Sciences | 460 (447) | LSC & PSC 156 | 8 | (L, N) |
| Social Sciences & History | 460 (453) | FSS 150 & HIS Credit | 8 | (S) |

SUBJECT EXAMS

BUSINESS

| | | | |
|----------------------------|------------|-------------------|---|
| Introduction to Management | 46 (49) | BUS 253 | 3 |
| Introductory Accounting | 47 (50) | ACC 251 & ACC 252 | 8 |
| Introductory Business Law | 51 | BUS 203 | 3 |
| Introductory Marketing | 50 | MKT 252 | 3 |

* () = score needed on test taken before Fall, 1994

| <u>EXAMINATION</u> | <u>SCORE NEEDED</u> | <u>EQUIVALENT COURSE/S</u> | <u>CREDIT/S AWARDED</u> | <u>GENERAL ED.</u> |
|---------------------------------|-------------------------|--------------------------------|-----------------------------|------------------------|
| <u>MATHEMATICS</u> | | | | |
| Calculus & Elementary Functions | 47 (49) | MAT 171 | 4 | (M) |
| College Algebra | 46 (48) | MAT 154 | 3 | (M) |
| College Algebra-Trigonometry | 45 (50) | MAT 163 | 4 | (M) |
| Trigonometry | 50 (54) | MAT 156 | 3 | (M) |
| <u>NATURAL SCIENCE</u> | | | | |
| General Biology | 46 (49) | BIO 153 | 4 | (L, N) |
| General Chemistry | 47 (50) | CHE 151 & CHE 152 | 8 | (L, N) |

* () = score needed on test taken before Fall, 1994

NOTE: Students may have taken an examination that is not listed. In this instance, no OCC credit will be awarded.

| <u>EXAMINATION</u> | <u>SCORE* NEEDED</u> | <u>EQUIVALENT COURSE/S</u> | <u>CREDIT/S AWARDED</u> | <u>GENERAL ED.</u> |
|---|--------------------------|--------------------------------|-----------------------------|------------------------|
| <u>HISTORY/SOCIAL SCIENCES</u> | | | | |
| American Government | 47 (50) | POL 151 | 3 | |
| American History I Early Colonization to 1877 | 45 (55) | HIS 251 | 3 | (S) |
| American History II 1865 to Present | 45 (52) | HIS 252 | 3 | (S) |
| Educational Psychology | | No credit | N/A | |
| General Psychology | 47 (50) | PSY 251 | 3 | (S) |
| Human Growth & Development | 45 (51) | PSY 271 | 3 | (S) |
| Introductory Macroeconomics | 44 (50) | ECO 261 | 3 | (S) |
| Introductory Microeconomics | 41 (50) | ECO 262 | 3 | (S) |
| Introductory Sociology | 47 (50) | SOC 251 | 3 | (S) |
| Money & Banking | | No credit | N/A | |
| Western Civilization I Ancient Near East to 1648 | 46 (51) | HIS 151 | 4 | (H, S) |
| Western Civilization, II 1648 to Present | 47 (59) | HIS 152 | 4 | (H, S) |

* () = score needed on test taken before Fall, 1994

To: Credit for Life Experience Committee

From: Karen Pagenette

Subject: CMU Prior Learning Portfolio

Date: 5/15/98

Notes from phone contact to Raymond Cox/Central Michigan University - Prior Learning Portfolio:

- Handbook with disk in WP & Word covering instructions (may have it on Web in future)
- 12 full-time/tenured faculty on team for evaluations paid \$23/hr.
- Takes two years to train team members who can then participate for another 6 years
- Number of portfolios has decreased over last few years from 550 annually to 300 which includes all 60 CMU locations
- ~~Chrysler and Ford have had many training activities evaluated - very expensive - some~~ universities accept the credit given for these activities
- 2 models: 1) Subject/Course based - specific experiences are offered for specific course
2) Competency based (CMU's model) - process identifies specific skills and number of units, then advisor reviews to place those skill areas that apply within a program of study (more objective process-evaluators have no knowledge of how units of credit will apply)
- 1200 institutions in the US award credit for Prior Learning; charges vary from very modest fees to over \$600-1000 fees (the element of bribe for a price ?)
- CMU's process is financially a break-even venture or maybe a small negative margin

OPTIONS FOR EARNING PRIOR LEARNING OR NON-TRADITIONAL CREDIT

- Portfolio Development
- CLEP (College-level Examination Program): Students must score within the 50th percentile or above
- APP (Advanced Placement Program): Required score of 3 or higher
- DANES (Defense Activity for Non-traditional Education Support)
- ACT-PEP (American College Testing Proficiency Examination Program)
- ACE-PONSI (American Council on Education Program on Non-collegiate Sponsored Instruction): The possibility of a credit award depends on the program in which a student is enrolled.
- ACE-Military (American Council on Education Military Evaluation Program): The possibility of a credit award depends on the program in which a student is enrolled.
- NLN (National League for Nursing) Mobility Profiles Achievement Tests
- Departmental or Discipline Generated Exams
- Challenge Exams
- State Sponsored Certification and Licensing: The possibility of a credit award depends on the program in which a student is enrolled.
- Police Academy: The possibility of a credit award depends on the program in which a student is enrolled.
- Military Service (Documented by a DD214): Automatic 4 credit hours granted toward Physical Education requirements
- Articulation Agreements with High School Vocational Programs: Tech Prep Advance Placement Agreements
- Continuing Education Units
- Independent/Individualized Study
- Other:
- Journeyman's Card: 15 or 32 credit hours may be awarded depending on the degree program in which the student is enrolled.

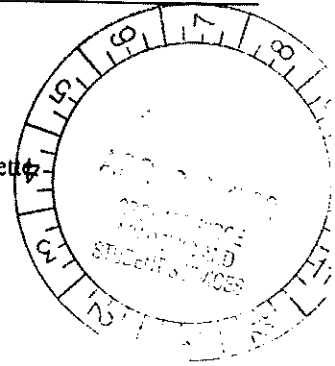


TO: Full-Time Faculty

FROM: Credit for Life Experience Committee Members:
(William Alexander, Imogene Bailey, Carol Benson, Chris Galli, Karen Pagenette,
Myrtice Shelton-Beatty, David Sam)

DATE: March 30, 1998

SUBJECT: **Credit for Life Experience Committee Survey**



The Credit for Life Experience Committee was established as an ad hoc committee of the College Academic Senate and is charged with:

1. Reviewing the process for credit by exam, proficiency tests and CEU's for consistent implementation of the AGS and other associate degrees;
2. Researching community colleges, colleges and universities that are implementing credit for life experiences.

We choose to start with you! We would appreciate your taking a moment to check the methods your discipline uses in awarding college credit for life/work experiences:

- CLEP
- Credit by Exam
- Work experience
- Life experience (unpaid)
- Letter(s) of recommendation
- None, we do not give credit
- Substitute a higher level course for a lower level course based on prior life experiences
- Other indicators—please indicate below

*Berna:
Sorry this
is late.
Car*

*This may be misleading since it only represents how
I handle matters in one course, Humanities, the only course
I am presently teaching.*

Thank you.

Please return the survey by Friday, April 10 to:

Berna Holmes
Orchard Ridge Campus

Please indicate your Department/Campus Humanities, OR

Name: (Optional) Car Greenberg

Credit For Life Experience Committee
Meeting Notes - January 29, 1998

PRESENT: Alexander, Bailey, Benson, Sam

Committee discussed previous committee's work and conclusions, and the charge from the Academic Senate. A tentative plan for proceeding was outlined as follows:

1. Review current OCC practices including credit by exam, proficiency tests, waivers of prerequisites, CEUs, and CLEP. Summarize data. (February and March 1998)
2. Research practice at other institutions and report those results in an annotated summary (February & March 1998)
3. Present results to Senate (March 1998).
4. Review research and develop proposal(s).
5. Present proposal(s) to Senate (May 1998).

The following volunteered to do initial research before the next meeting:

Carol Benson will do an ERIC search, order at least one ERIC document, and contact her colleague at Sinclair Community College for their practices.

Imogene Bailey will review examples of Challenge Tests and CEU credits observable through counseling practice.

David Sam will do an Internet search for Credit for Life Experience at Other institutions.

All will mail as much of the information collected as possible to committee members by February 6, Friday.

NEXT MEETING: Friday, February 13, 3 to 4 p.m. in M145 at OR. Please attend if not in conflict with your discipline's activities that day.