

# EXPERIENTIAL LEARNING

**WHEREAS**, the Oklahoma State Regents for Higher Education recognize that college-level learning may be acquired in a variety of settings and can be documented objectively and comprehensively through written or performance examinations and other academically sound procedures, and;

**WHEREAS**, the Oklahoma State Regents for Higher Education has committed the Oklahoma State System as a statewide pilot system to the Council on Adult and Experiential Learning (CAEL) for their Adult Learner Focused Institution (ALFI) designation program, and;

**WHEREAS**, the Oklahoma State Regents have made numerous, recent policy revisions that recognize the value of experiential learning, and;

**WHEREAS**, Prior Learning Assessment (PLA) is a process of defining, documenting, measuring, evaluating, and granting credit for college-level learning acquired outside of a traditional academic setting, and;

**WHEREAS**, PLA is an integral part of an institution being an ALFI designated institution, and;

**WHEREAS**, PLA can be utilized by anyone interested in receiving college credit for learning outside of a traditional academic setting but is specifically beneficial for non-traditional students.

**NOW, THEREFORE, BE IT RESOLVED** by the Student Advisory Board and the Faculty Advisory Committee to the Oklahoma State Regents for Higher Education:

1. That we support the State Regents' commitment to maintaining high standards for experiential learning for college credit.
2. That the State Regents should review existing policies for granting credit outside of traditional learning. Options for Prior Learning Assessment may include, but not be limited to, Sponsored Learning, Credit for Experiential Learning by Examination, Challenge Examinations, and Assessment of Self-Acquired Knowledge/Experiential Portfolio Assessment.
3. That the State Regents should work with institutions to study and ascertain potential on improvements that could be made by implementing the Adult Learner Focused Institution initiative.

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Jennifer Barnett, Chairman  
Student Advisory Board

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David Buchanan, Chairman  
Faculty Advisory Committee

Meeting in joint session January 22, 2000

## **Prior Learning Assessment methods**

### **Sponsored Learning**

Course work and training conducted by the military, business and industry, and other organizations whose primary purpose is not education can be considered for credit. The appropriate standard guidelines of the “Center for Adult Learning and Educational Credentials of the American Council On Education” will be followed.

These guidelines can be found at [www.acenet.edu/calec/home.html](http://www.acenet.edu/calec/home.html)

### **Credit for Experiential Learning by Examination**

Credit by examination programs are based upon typical undergraduate courses offered by most colleges. These examinations serve as a counterpart to the final exams that a student would have taken had he or she been enrolled in that course. Typically, the examinations stress broad conceptual knowledge rather than specific factual information. Programs for credit by examination include College-Level Examination Program (CLEP), Advanced Placement (AP), and the Defense Activity For Non-Traditional Educational Support Programs (DANTES). Other methods are offered through university sponsored examinations for college credit.

### **Challenge Examinations**

Students accepted into certain academic programs are eligible to obtain credit through proficiency examinations administered by the institution. Procedures governing such examinations, including required minimum scores, are established and monitored by the specific department concerned. Students may challenge a particular course only once. The examinations are available only after admission to the institution.

### **Assessment of Self-Acquired Knowledge and Competence Portfolio**

Students who wish to gain credit through the portfolio must have learning that matches actual courses at the institution and learning that can be assessed. At some institutions, the student enrolls in a course that outlines the portfolio process. For each course identified by the student as one that can be completed with this method, a portfolio is designed which argues that he has learned, by experience, what in-class students have learned. A faculty member who teaches the course in question does the evaluation of the portfolio.