EMPIRE STATE
UNIVERSITY

The School for Graduate Studies

Master of Arts in Adult Learning

A GUIDE TO

DEGREE PROGRAM PLANNING

&

PRIOR LEARNING ASSESSMENT

A Message about Degree Planning

Welcome to the degree planning and prior learning assessment section of your Master of Arts in Adult Learning (MAAL) program.

Individualized degree program plans and prior learning assessment (PLA) are two important aspects that distinguish Empire State University as a unique learning environment. Here you will learn about designing your MAAL degree program plan and the role of the degree program rationale in that process.

You will also learn about PLA requests (including eligibility) as well as the philosophy and purpose of PLA in supporting your learning. Finally, you will gain a clear understanding of the steps involved in a PLA request and degree program plan. Please don't hesitate to contact us with any questions you may have.

The MAAL faculty is truly honored to be part of your learning journey.

Overview of the Degree Program Planning Process

Students in the Master of Arts in Adult Learning (MAAL) program will design their own degree around four required core courses. There is also the option to incorporate a certificate offered in one of the other Education Division programs as well as the MAAL higher education administration track. The four core courses of the MAAL provide a foundation in the academic field of adult learning. In addition to other learning objectives, students learn how to develop and produce an individually designed degree program and a "rationale" essay that explores the relationship of their choices to their professional and social goalsand must be grounded in adult learning.

The planning of students' individual degrees is initially grounded in a critical exploration of their experiential learning as well as their needs as adult learning practitioners. Students craft a degree program plan and rationale essay that captures their prior learning, roles and responsibilities as learners and educators, their knowledge of the field in both capacities, and their professional and social values, commitments, and goals. The rationale essay also provides an initial articulation of their final project. Students will consider choices in designing the degree that will contribute to the collaboration, expertise, and methodologies needed to complete this final project.

Although students may have graduate-level learning from multiple sources, students will use those credits that best meet the degree that they have designed. This prior learning must be assessed through the PLA process as outlined in this guide. Transfer credit must also be evaluated for inclusion in the program by the MAAL coordinator. Empire State University reviews the credit recommendations made by an expert evaluator and awards advanced standing credit in the context of a degree program when:

- Learning is demonstrated at a graduate level based on the Empire State College's standards for graduate-level PLA;
- Learning components make sense within the context of the student's degree program;
- Learning components do not duplicate other credits in the degree program;

-12 credits of PLA and /or transfer credits may become part of the degree program.
-No more than 12 credits outside of SUNY Empire graduate credits can be applied to this degree.

🕐Learning components do not duplicate other credits in the degree program;

Students may design concentrations in many different areas in the field. We share these as illustrations only:

- Adult Basic Education
- Human Resource Development
- Adult Learning in International Contexts
- Adults in Higher Education
- Experiential Learning
- Higher Education Administration track

Core Course 1: Revisiting Experience and Learning

During the first core course, *Revisiting Experience and Learning*, students will begin the exploration and construction of their entire degree program through a number of important themes and practices that characterize the MAAL program as a whole.

These themes and practices include:
- A deep respect for and attention to students' experiential learning.
- Self-awareness concerning students' values, goals, and commitments both individually and collectively.
- A habit of reflection on and revision of previous assumptions, interests, and expositions and engaging in continuous and open-ended inquiry

By the end of the first course, students are expected to have an initial draft of their degree program plan and rationale, including a clear view of their ongoing study choices leading up to the MAAL final project. This draft will be used in ongoing conversations between students and their advisors about their overall study plans.

Core Course 2: Learning and Development in Contemporary Adulthood

In this course, students will continue to explore and revise their ideas about their degree program plan. Throughout the course activities, especially while writing the literature review, students will reflect on possible ways to expand or deepen new areas of study and consider how they will describe and defend their study choices in their rationale essay. They will also continue to conceptualize possible topics for prior learning assessment (PLA) and will work closely with their academic advisor.

Core Courses 3 & 4: Strategies for Effective Adult Learning & Approaches to Critical Inquiry and Research

During the second matriculated term, students will enroll in *Strategies for Effective Adult Learning* and *Approaches to Critical Inquiry and Research. In Critical Inquiry* the degree program plan and rationale for the remainder of the program is prepared. This rationale

and plan should also be reviewed and approved by the academic advisor. It is submitted to a faculty review committee by the instructor of Critical Inquiry.

Transfer requests and PLA requests should be submitted by advisors to graduate student services during the first or second term for review by the program coordinator.

The Degree Program Rationale

Degree-planning activities within the four core courses focus around a student's identified interests and questions in the field of adult learning, and are designed to assist the student in articulating his/her thoughts as clearly as possible in writing.

The degree program is accompanied by a rationale essay (of 5-8 pages) that describes and explains the student's area of interest, proposed courses, prior learning assessment, and the proposed final project. Students should include the methodologies and theoretical/critical lenses the student will need in his/her studies. Students are expected to demonstrate that they have "mastered" the requirements of academic study. specifically, the rationale must demonstrate that students can articulate research questions and shape courses around investigating those questions. Through the rationale the student demonstrates that they have "ownership" of their own academic program, have a clear vision of where they are going, what they mean to achieve, and why the program is an effective and appropriate way of meeting their intellectual and academic objectives.

In the rationale students are expected to:

- Create a comprehensive framework for their degree program.
- Explore their own background as learners and practitioners.
- Discuss the subject matter they wish to cover in terms of their goals and areas of interest.
- Identify specific courses, individualized studies and other learning opportunities and show how those various studies relate to and support one another, their goals, their final project, and adult learning.
- Describe the general area for the final project the student is considering.
- Demonstrate a level of writing and research that is appropriate to graduate-level study.

Working with the Academic Advisor

Academic advisors are resources for students as they review their learning and develop their PLA requests and degree program plans. For PLA requests, academic advisors guide students as to the form, content and length of their learning narrative, the amount of credit they should request, the determination of how it fits into their degree programs and the supporting documentation they will need.

Students develop degree programs in the critical inquiry course, but academic advisors are the primary resource to guide students to craft a degree program plan and rationale essay that captures any related prior learning, roles and responsibilities as learners and educators, their knowledge of the field in both capacities, and their professional and social values, commitments, and goals. Advisors work with students to develop realistic expectations regarding the kinds and amounts of prior learning credit appropriate to their individual degree programs. Students need to understand that the university awards prior learning credit for demonstrated graduate-level learning, not for experience.

Advisors and students engage in early and on-going conversations regarding the student's background, potential areas for prior learning assessment, and potential areas for new learning – in other words, regarding the overall scope of the student's degree and plans for learning. The university provides resources that support students in this process; however, there is no substitute for this ongoing advisor-student conversation.

It is particularly important to review the degree program rationale with the advisor while enrolled in the critical inquiry study.

What is Prior Learning Assessment?

Within the Masters of Arts in Adult Learning, prior learning assessment (PLA) is a process through which students identify areas of relevant graduate-level learning from their personal, professional, and non-formal educational experiences, and are accessed for graduate-level credits. Students demonstrate their learning through a PLA portfolio that requires a narrative reflection and appropriate documentation of their learning. The learning is assessed by a content expert for possible academic credit relative to specific course objectives within the MAAL or for appropriate learning and competence that is not codified in a particular course.

Students coming to the program with a background in adult learning may have knowledge that has both the critical depth and conceptual breadth associated with graduate-level learning. When this is the case, and when this learning is directly connected both to the student's individual focus and to the academic expectations of the degree, a student may earn up to six credits for prior learning.

The MAAL program is grounded in the belief that experience plays a central role in the creation of all knowledge and that the exploration of that experience through multiple social and intellectual lenses allows for the development of new insights and possibilities. Students revisit their knowledge and practice as central tenet of Empire State College's approach to advising and learning. Studies often take students' experiences, insights and questions as a starting point; integrate these experiences into the coursework; and construct dialogues using experiences and formal academic theories, assumptions, discourses, and ways of knowing. The MAAL program emphasizes that knowledge about adult learning is created in both academic and nonacademic settings and that the mutual integration of [academic and nonacademic] multiple forms of knowledge is, itself, an important source of new learning.

Throughout the program, students have opportunities to reflect back on their prior learning in the light of new insights and knowledge. Students are encouraged to revisit old assumptions and to explore the ways that new lenses have reconfigured, challenged, or deepened their understandings of themselves as learners and educators.

Empire State College's Standards for Graduate PLA

The college's criteria for assessing experiential learning at the graduate level are consistent with principles for distinguishing between undergraduate and graduate credit and with best practice in the field. The CAEL and ACE standards are incorporated into the college's expectations and procedures. Individuals requesting graduate-level credit at ESC must demonstrate learning that meets the college's standards for graduate-level learning. Experiential learning that is creditable at the graduate level evidences the following characteristics:

- It forms an integral part of the student's degree program and the field of adult learning.
- It is grounded in a body of practice-based and/or academic knowledge.
- It is articulated as a result of critical analysis, integration of disparate ideas and information, original research or synthesis, discovery, and/or the scholarly and professional application of specialized knowledge.
- It is indicative of such habits of mind as independent thought, critical self-awareness, and the ability to locate ideas and practices within broader social, intellectual, and political contexts.

The following standards are the basis of the rubric (Table 1) by which PLA Evaluators will access requests for credit. Students must demonstrate learning in the following categories using the rubric to for a more detailed description of these learning outcomes.

- Understanding of a complex body of knowledge at the forefront of an academic or professional discipline and with an increased intensity, complexity and density of study.
- Show originality in the application of knowledge.
- Understand how the boundaries of knowledge are advanced through research.
- Deal with complex issues both systematically and creatively.
- Show originality in tackling and solving problems.
- Possess qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable professional environments.

Written evaluations by PLA Evaluators will describe how the learning demonstrated meets the criteria of the rubric. Additionally, the Evaluators will determine if the learning is appropriate for inclusion in the Master of Arts in Adult Learning program either within the core or within the student's focus. If the request is to receive credit for a particular course,

the Evaluator will also determine if the learning objectives for that course have been met. The MAAL Program Coordinator will have final approval of PLA credit.

Table 1: Graduate-level Prior Learning Assessment Rubric

	Does Not Meet (Advanced UG level learning)	Meets (Master's level learning)
Knowledge in the field	Understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Systematic understanding of key aspects of the field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. Conceptual understanding that enables the student: a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline and b) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.	Understanding of a complex body of knowledge at the forefront of an academic or professional discipline and with an increased intensity, complexity and density of study. Systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. Conceptual understanding that enables the student: a) to evaluate critically current research and advanced scholarship in the discipline, and b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

	Does Not Meet (Advanced UG level learning)	Meets (Master's level learning)
Knowledge Production and Boundaries of Knowledge	Deploy accurately established techniques of analysis and enquiry within a discipline. Apply methods and techniques to review, consolidate, extend and apply knowledge and understanding, and to initiate and carry out projects. Acquire an appreciation of the uncertainty, ambiguity and limits of knowledge.	Show originality in the application of knowledge. Comprehensive understanding of techniques applicable to their own research or advanced scholarship. Conceptualize, design and implement projects that are original in the application of knowledge, together with a practical understanding of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline. Understand how the boundaries of knowledge are advanced through research.

	Does Not Meet (Advanced UG level learning)	Meets (Master's level learning)
Analysis, Problem-solving and Communication	Develop analytical techniques and problem-solving skills that can be applied in many types of situations or employment. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	Show originality in tackling and solving problems. Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
Self Direction	Manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

	Does Not Meet (Advanced UG level learning)	Meets (Master's level learning)
Level of Employability	Possess qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.	Possess qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable professional environments.

Developing the PLA Request

Through the degree program planning process, students may identify prior learning that they may want develop into a prior learning assessment request. The PLA request includes a narrative reflection that serves as a primary vehicle for communicating their knowledge. The narrative reflection must be clear, descriptive, and provide effective statements of learning that are specific and precise. Students must clearly articulate the content of the learning and explain its significance, reflect upon and critically analyze their learning in the broader context in which it is situated, and describe how it meets the standards for graduate-level learning. Additionally, when addressing a particular course, students describe how the learning meets the learning outcomes for the course. The narrative should address theoretical as well as practical components of the learning and should be supported by examples and or documentation that clarify and explain the nature of the learning.

Learning can occur at various levels of complexity. For example, a student may have knowledge about adult development. At a basic level, s/he may understand and be able to discuss a range adult-development theories and analyze their role in helping to understand the human condition. This is an appropriate undergraduate upper-level, learning outcome. At a more complex level required for graduate-level credit, the student would be able to:
- critically evaluate current research and advanced scholarship in adult development,
- effectively use this knowledge to construct supports for clients in a social service agency, and
- evaluate the relevance of the scholarship based on the outcomes of the programming created.

The PLA request should be done with the advisor and the submission of a final PLA review by the MAAL Coordinator. The initial course in the program (Rethinking Experience) and the faculty member teaching it, provide excellent resources for this purpose.

- Provide an overview of the student's experiential learning, how it was acquired, and how he/she has used and built on it
- Discuss the criteria for graduate-level PLA and provide short discussion of why he/she believes the learning meets those criteria
- A detailed description of the learning, using the descriptive and analytical methodologies developed in Revisiting Experience and Learning in Adulthood.

- A discussion of the learning in terms of the broader field, addressing such questions as: What is the organizational, social, or professional context within which this learning was gained, used, developed, synthesized, and/or communicated to others? What problem was it created to solve? How does it contribute to the field as a whole? In what ways does it contribute to the ongoing development of the field? Where does this learning 'sit' within a broader field of knowledge beyond the student's specific experience, as shown by some familiarity with comparative professional practice, broader organization change, or scholarly and/or professional literature?
- Supporting materials and documentation

Once the PLA request is submitted for review to the Graduate Student Services Office, it will be assigned to an evaluator to assess the student's graduate-level learning for credit recommendation. As part of the assessment process, the student will engage in an interview with the evaluator. The interview, in many ways, is the most important part of the evaluation and can be very interesting and rewarding. It can provide the evaluator with the student's knowledge more than his/her narrative reflection and supporting materials the student provided. Direct interaction between the student and the evaluator is necessary in order to verify the learning and reach an accurate conclusion. Every student must be interviewed in real time (e.g., in person, over the phone, web-based software. Email may be used for follow-up to the interview, but is not appropriate for the actual interview.

The interview is an opportunity to engage in an in-depth discussion with the evaluator regarding the learning being assessed. The narrative reflection, supporting materials, and degree program plan, provide a context for the learning; however, their interview provides an opportunity for the student to share the depth and breadth of his/her learning.

The university does not have preset questions for interviews. The evaluator will develop questions based on your narrative reflection and supporting materials and his/her understanding of the knowledge characteristic of the field and appropriate to graduate-level learning. Appropriate questions include how the student has acquired the learning, ways in which the student has used the learning (to solve problems or develop new method of application), and how he/she has used the knowledge to teach others.

The PLA Evaluator reviews the submission, interviews the student, and evaluates the request against the PLA assessment rubric the PLA Evaluator makes a credit

recommendation within the context of the student's degree program. The MAAL Coordinator reviews the recommendation and makes the final credit decision based on the Evaluator's recommendation.

Sources of Graduate-Level Learning

Some possible sources of prior graduate-level learning that might be considered for individual evaluation include:

- study at postsecondary/proprietary schools that may be licensed but not accredited;
- work experience;
- noncredit courses;
- continuing professional education;
- continuing education units (CEUs);
- seminars and in-service training programs;
- volunteer work in the community;
- hobbies and recreational activities;
- independent reading and research; and
- military training that has not been evaluated by ACE.

Empire State University cannot directly transfer credits from these sources, but recognizes
that they offer potential graduate-level credit when appropriately evaluated by an expert. The academic advisor or MAAL Program Coordinator can help the student determine whether the student's prior learning might be graduate level and whether it would be appropriate to include in the student's degree program.

Differentiating Learning from Experiences

Empire State University awards credit for knowledge acquired, not for the experience in which it may have been acquired.

The Council for Adult and Experiential Learning (CAEL) established guidelines for the assessment of non-college based learning. Central to these guidelines is the idea that credit is not awarded for experience but only for demonstrated knowledge that was acquired through experience. If you think about this for a moment, this is precisely what every teacher does: evaluation is based on student's learning and not on a mere fact that a student has been attending a class. Educators assess not the fact that the student was present in class or the input from readings and exercises but the outcomes gained from the learning experience.   16

This distinction between learning and experience can be applied to non-academic learning and experiences. The fact that a person has worked for 15 years for an organization or participated in training does not mean that this person has acquired knowledge. The experience of working or the award of certificates sets the context, but the student's knowledge is dependent upon the application and articulation of that learning beyond the particular experience. For example, if an individual has worked in a Human Resources department, he or she may have experiences working with diversity issues. The extent of knowledge that person has gained regarding diversity can be assessed. When that person can talk about how to work with different diversity issues across or within different contexts and can connect that learning to theories, readings, and research, one begins to understand the depth and breadth of learning that has occurred for that individual.

People unfamiliar with the assessment of experiential learning often assume that what is being assessed is the experience itself. This assumption stems from the concern: "How is it possible to assess experience?" However, the experience is not being assessed; rather the knowledge outcomes are being evaluated. By focusing on the knowledge a student has acquired, can articulate, and can demonstrate, the evaluator can begin to assess the extent of that student's learning.

Redundancy

Prior learning assessed credit cannot overlap or be redundant with any other graduate-level courses. In other words, students are awarded credit for their knowledge only once. Academic advisors help students review prior learning to determine if it is graduate level, appropriate for the proposed degree program, and is not redundant with other learning.

Supporting Materials

To the extent possible, the student should include a small amount of samples of their work, training records, book lists or any other supporting documents he/she can obtain. The evaluator might ask for additional evidence to support the student's claims.

Submission and Approval Process for Degree Program Plan

The student prepares the degree program rationale in the Critical Inquiry Course and also reviews it with his or her advisor. The instructor of this course submits it to graduate student services for review by the program faculty

The student will submit his/her proposed degree program and any transfer credit requests during the degree program submission process to ensure that the transfer credits request align with the program's sequence and requirements. The total number of transfer credits and PLA credits combined cannot exceed nine credits.

The degree program plan becomes official upon the MAAL Program Coordinator's final approval of the student's degree program, in which the PLA and/or transfer credits may be a component. The university awards and records the PLA credit and/transfer credit upon this final approval. Approved degree programs, including advanced standing credit (transfer credit, PLA), are recorded in the college's student information system and is stored electronically as part of the permanent student record.

Appeals of academic judgments including judgments about the suitability of the degree program plan, degree program rational, PLA recommendations, and proposed final project follow the college's student academic appeal policy and procedures. Service issues are addressed through the student grievance procedures. Students are encouraged to contact the program chair to seek informal resolution before pursuing formal actions.

Tools and Resources

PLA WORKSHEET: Graduate-level Prior Learning Assessment Rubric

Knowledge in the field

QUESTION	YES/NO
1. Have you mastered a complex body of knowledge in a particular subfield of adult learning? (Such fields might include workforce development, teaching adults a second language, or helping adults navigate a community college.)	
2. Do you have a systematic understanding of key aspects of that field, including detailed professional knowledge? Does some of that understanding come from a particular academic discipline, such as adult development or educational policy?	
3. Are you able to use your conceptual understanding of the field to devise and sustain arguments and/or solve problems?	
4. Can you describe and comment upon particular aspects of current research or professional developments in your field?	
5. Are you aware of current issues, problems, and/or new insights that are emerging from your area of organizational or professional practice?	
6. Are you able to evaluate critically current research, professional proposals, or scholarship in your field, the discipline, develop critiques of them and, where appropriate, propose alternative approaches?	
7. Can you give specific examples of having shown the above qualities? Please refer to a particular number above and name of few of them here. *(Example: 4: I know that competency-based education is becoming the norm, and I have been working to apply it to the training of our technology staff.)* *Example: 5: In my work with veterans at our college, I have become aware of the overuse of pharmaceuticals. I have brought the Phys Ed department into dialogue with our Office of Military and Veteran education to offer yoga classes to veterans.)*	

Knowledge Production and Boundaries of Knowledge

QUESTIONS	YES/NO
1. Are you able to utilized established techniques of practice and/or analysis in your field?	
2. Can you apply your knowledge in order to to initiate and carry out projects?	
3. Are you able to recognize and work in your filed in spite of uncertainty and ambiguity and limits of what we know?	
4. Do you use your knowledge in creative and original ways? For example, can you conceptualize, design and implement original projects?	
5. Do you understand how research is carried out in your field and how knowledge is expanded?	
6. Can you give specific examples of having shown the above qualities? Please refer to a particular number above and name of few of them here. *(Example: 3:I teach in a college preparatory program for adults. I know that, when you teach reading, student writing improves, and when you teach writing, student reading improves. I've read some of the scholarship about this, and I'm pretty sure that nobody really knows why that is. Still, I use that insight in the ways I combine reading and writing assignments in the program.)* *(Example: 4;I work with immigrant women in Brooklyn. I have seen how disempowered they are because they rarely leave the neighborhood, so I have initiated trips around the city to give them greater familiarity with the city and confidence in their ability to navigate it.)*	

Analysis, Problem-solving and Communication

QUESTIONS	YES/NO
1. Do you have effective problem-solving skills that can be applied in many types of situations or employment?	
2. Do you critically evaluate arguments, assumptions, abstract concepts and data in making judgments, raising questions, and identifying a range of solutions to a problem?	
3. Can you communicate information, ideas, problems and solutions to both specialist and non-specialist audiences?	
4. Do you show originality in tackling and solving problems?	
5. Can you deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions?	
6. Can you give specific examples of having shown the above qualities? Please refer to a particular number above and name of few of them here. *(Example: 2.: During the last budget crisis, the state Department of Corrections decided to shut down the GED program in the prison where I work. I researched the relationship between the existence of education programs and the recidivist rate, and worked through my local state legislator to make the case for keeping them. We lost, unfortunately, in spite of my having made a very good case for their importance.)* *(Example: all of the above: We had a terrible situation five years ago, when a new, openly gay employee was harassed. The company had no anti-bias training, and as the CLO, I volunteered to develop one. I contacted the local Lesbian and Gay Resource Cente, got a recommendation for a trainer, and got the support of one of the vice-presidents, whose daughter I knew was a lesbian. I refused to approach this with the attitude that the harasser was just a "homophobic jerk," so that nobody was demonized. We have now expanded the training to include issues of racism, ageism, sexism, and able-ism and run the training once a year.)*	

Self Direction

QUESTIONS	YES/NO
1. Do you initial your own further learning, for example by making use of scholarly or professional resources?	
2. Do you demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level?	
3. Do you continue to advance your own knowledge and understanding, and to develop new skills to a professional or equivalent level?	
4. Can you give specific examples of having shown the above qualities? Please refer to a particular number above and name of few of them here. *(Example: 1: I am an active member of Black Women in Higher Education. I attend conferences and network through social media.)* *(Example: 3: My field is health care education and training, and last year I did a MOOC course through Coursera in "Instructional Methods in Health Professions.")*	

Level of Employability

QUESTIONS	YES/NO
1. Do you possess qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable professional or organizational environments?	
2. Can you give specific examples of having shown the above qualities? Please refer to a particular number above and name of few of them here. *(Example: 1; Yes, I do, but I don't want to be the one to answer. I work as a college counselor at our "weekend college," and I am attaching my last three performance reviews. They speak specifically about my good judgment as well as my energy for innovation.)*	

Pre-evaluated Learning Organizations

American Council on Education (ACE)
National College Credit Recommendation Service (NCCRS)

College Source Online

College Source Online has current and past college catalogs for most accredited United States institutions:

This link requires that you use your university login information.

Related Organizations

The Council for Adult and Experiential Learning (CAEL)
The Canadian Association for Prior Learning Assessment (CAPLA)
The Prior Learning International Research Center (PLIRC)

PLA Inside Out: A Journal on the Research, Theory and Practice in Prior Learning Assessment

PLA Inside Out: A Journal on the Research, Theory and Practice in Prior Learning Assessment is the first peer-reviewed, on-line journal totally dedicated to the field of prior learning assessment.

Concept Mapping Tools

MindMeister

Institute for Human and Machine Cognition – Concept Mapping Tool

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