

Glossary of Terms

Articulation - Relates proposed credit to academic, personal and professional goals.

Catalog - The catalog comes out periodically (typically every two years) and specifies all degree requirements and academic policies for students admitted during this time frame. It also gives course descriptions for all required courses in each major.

College-Level Learning - The Prior Learning Assessment program awards credit for learning that is equivalent to that taught in college-level courses. College-level learning has the following attributes:

- Is measurable
- A level of achievement defined by the faculty as college equivalent or consistent with the learning of other students engaged in college studies
- Be applicable outside the specific job or context in which it was learned
- Have a knowledge base
- Be reasonably current
- Imply a conceptual or theoretical as well as a practical understanding
- Show some relationship to your degree goals
- Not repeat learning for which credit has already been awarded

Course Competencies - Part of the index of learning for an essay written for one's Prior Learning Assessment Portfolio, competencies are these clear statements describing behaviors, skills, knowledge and capabilities that assert mastery of various aspects of a subject. Competency statements are positive assertions of learning and are always written in the present tense.

Credit Rationale - Every Prior Learning Assessment submission includes a brief argument proposing equivalency between the student's learning and an actual college course. This narrative includes a complete course number, course title and description, college of origin and catalog date.

Degree Program - The program established with advisor approval leading to the degree goal selected by the student.

Documentation - Evidence to support a claim for credit.

Educational Goal Statement - This specifies why you have chosen BBC&S as the environment in which to develop the skills and knowledge for your future. It helps with the plan of your education. It allows the student to communicate to the faculty consultant who you are, what your learning experiences have been, your areas of personal and professional growth and competencies, your educational goals and reasons for seeking prior learning assessment through portfolio assessment. Identify your major at BBC, and comment on how you envision your future in that field of work and study. Comment if you are planning to continue your education with graduate school, an internship, volunteer work, or travel.

Evaluation - Process used to determine the credit equivalency.

Evaluator/Assessor/Consultant - An expert selected by the college to review Prior Learning Assessment submissions for appropriate content, documentation and credit rationale. The evaluator recommends credit awards for the portfolio. Evaluators have two essential qualifications: they have the appropriate advanced degree and know how subjects are presented within the academic world; they also have worked in their field and know the ways theory does, and sometimes does not, work in practice.

Identification - Review of experience to identify potentially creditable learning.

Measurement - Used to determine the degree and level of competence achieved.

Narrative - A description of what you know and how you learned it. This is a description of your learning which gives the documentation and rationale for receiving academic credit for your experiential learning.

Portfolio - A portfolio is a formal written communication, presented by the student to the college, requesting credit or recognition for extra-collegiate learning. The portfolio must make its case by identifying learning clearly and succinctly, and it must provide sufficient supporting information and documentation so that faculty can use it, alone or in combination with other evidence, as the basis for their evaluation...Colleges award credit not for the experiences you have had but for the learning.

Source: Lamdin, L. (1997 p 84). Earn College Credit for What You Know (4th ed). Kendall/Hunt Publishing Company: Dubuque, Iowa. Page 7

Portfolio Assessment - Portfolio Assessment is the process by which a student documents experiential learning they have gained through their work and experiences. The primary result of the portfolio assessment will be the development of a portfolio through which the student will demonstrate the ability, through the process of self-assessment, to create a formal written presentation (portfolio) which validates competencies in specific learning areas.

Portfolio Study - The Portfolio Study combines portfolio assessment and independent study. It is designed for the student who has extensive experience in a specific area but is not able to document the learning aspect for the portfolio assessment. The student prepares a syllabus for the selected course of study which details how they will document the needed learning. Valid learning may come from a planned course of reading, seminars, Church Leadership Institute or other avenues available to them in their situation.

Prior Learning Assessment (PLA) - This is an evaluation of learning acquired outside of the college. It is available to students whose documented life experiences provide evidence of knowledge equivalent to that required in a given course.

Transcription - Process used to prepare a useful record of results.