

Fayetteville Technical Community College

CREDIT FOR PRIOR LEARNING HANDBOOK

An overview of the processes for awarding college credit for non-traditional learning.

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Credit for Prior Learning Committee

910-678-8590 or 910-678-1003

Distribution of Credit for Prior Learning Handbook

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FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

CREDIT FOR PRIOR LEARNING HANDBOOK

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SECTION I:
CREDIT FOR PRIOR LEARNING OVERVIEW

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

CREDIT FOR PRIOR LEARNING HANDBOOK

Introduction

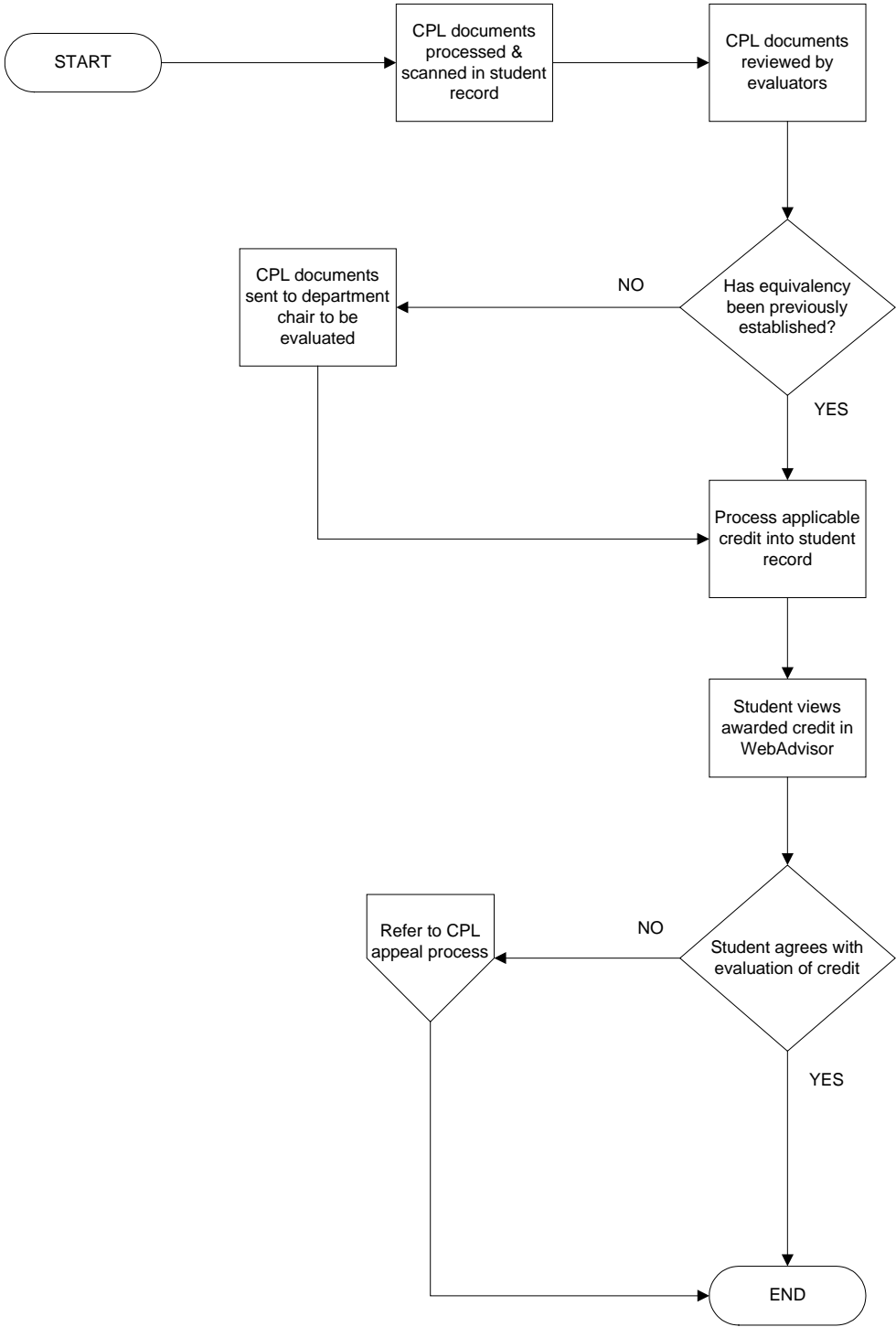
Current economic realities have changed employment requirements and brought a competitive edge to the job market resulting in an increased reliance upon higher education. Consequently, the shift from skill-based to knowledge-based learning has challenged working adults to take stock of their achievements gained through employment and apply them toward higher education. Educators have also observed the inherent knowledge that employed workers bring to the classroom and respect the broad range of experience and knowledge that may be equivalent to college-level learning obtained from outside the classroom setting. Fayetteville Technical Community College (FTCC) recognizes that college-level learning does in fact take place outside of the traditional classroom and in many cases the College may award college-level credit for prior learning.

Prior learning is experience-based learning attained outside the auspices of standard institutions of higher learning. Credit for Prior Learning (CPL) is not awarded for experience per se but for college-level learning. A comprehensive combination of measurable training, skills, and knowledge obtained through work, volunteer service, and hobbies are considered during the evaluation for credit for prior learning.

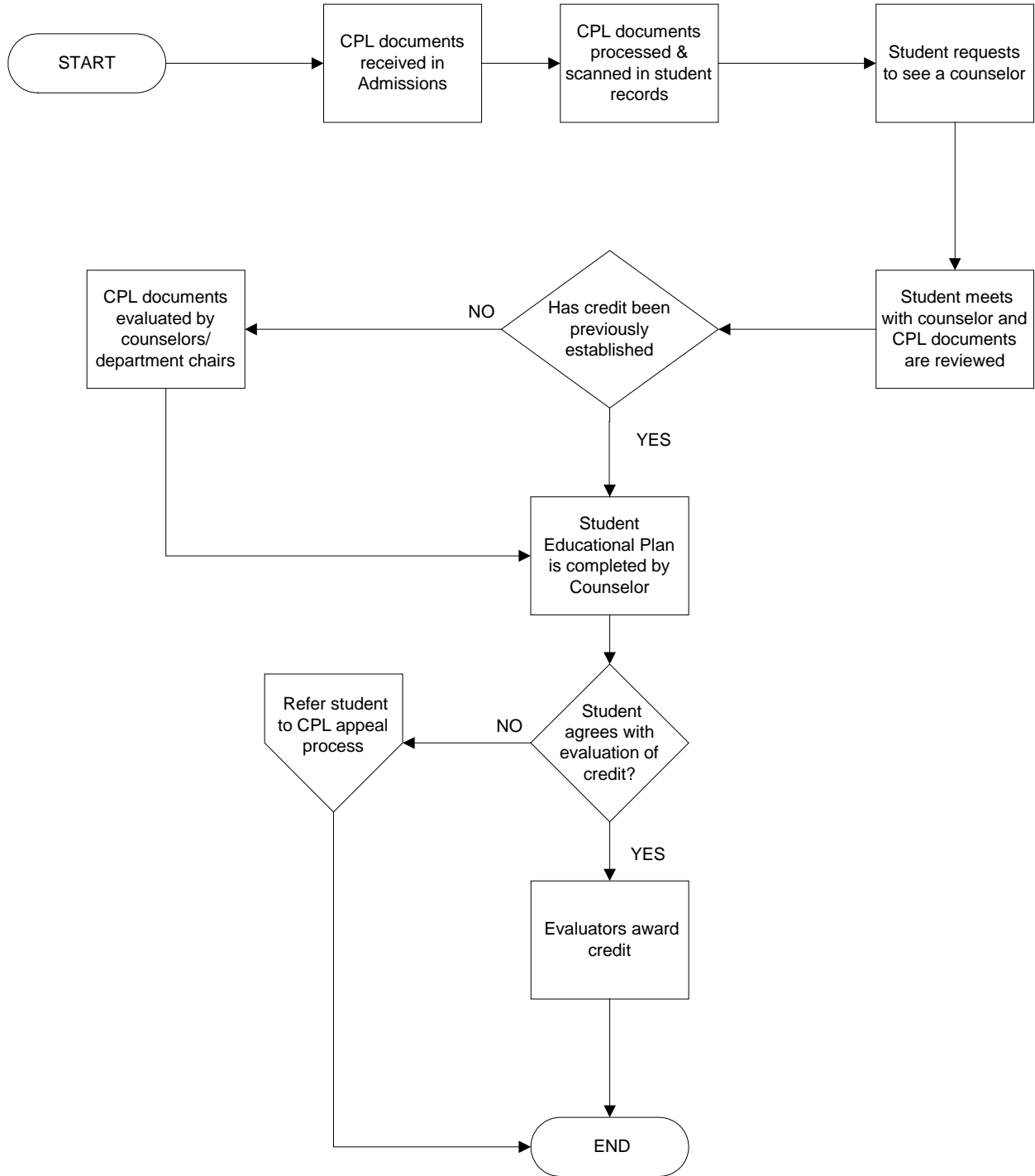
Credit for prior learning may be awarded if a student has learning experience in the armed services, industrial and corporate training programs, apprenticeship programs, or successful completion of standardized exams. Additionally, credit for prior learning may reduce tuition costs and shorten the length of time necessary to complete a degree, diploma or certificate.

The purpose of this handbook is to assist students by introducing the various methods available at FTCC for obtaining credit for college-level work obtained outside the traditional classroom experience. Credit for Prior Learning may be used to satisfy up to seventy five percent of a degree, diploma, or certificate. The general process for reviewing and processing credit for prior learning includes the following steps:

Evaluator Process



Counselor Process



Credit for Prior Learning: Process

Students seeking academic credit for prior learning must complete all admissions requirements as outlined in the Academic Procedures Manual [Admissions Policies and Procedures](#), or by following the admissions guidelines as stated on the College's [website](#).

1. Admissions Evaluators review and evaluate all documents received in the admissions office to include college transcripts, standardized exam scores, professional certifications, and any official military documentation, including but not limited to AARTS, SMART, and DD214. Applicable transfer and CPL credit that is approved will be awarded to a student's electronic file regardless of a student's chosen major or semester of attendance.
2. Changes or updates to previously evaluated transfer credit and credit for prior learning are forwarded to the appropriate dean, department, or division chair for their review, revision, and recommendations.
3. Once the student has consulted with a counselor, as outlined in the [Counseling Services Handbook](#), the credit previously awarded by the Admissions Evaluators is designated on the student's specified education plan. The student is then assigned an Academic Advisor.
4. After meeting with a counselor, if a student wishes further evaluation of CPL he or she must schedule an appointment with his or her assigned Academic Advisor to discuss options.
5. The student's Academic Advisor will direct the student to the appropriate subject matter expert to discuss options for credit. The Academic Advisor may suggest the student submit further documentation to support a re-evaluation of CPL, take a proficiency exam, or complete a portfolio. All of these options are further explained in this handbook.
6. Students who wish to appeal a decision regarding the type of credit, level of credit, or the lack of credit awarded via CPL may appeal as outlined on page 11 of this handbook.

Please Note:

Academic credit will be awarded only for those courses outlined in the [FTCC catalog](#).

No letter grade will be posted on the student's transcript for CPL. The course title, course number, and semester hours will be posted on student transcripts as noncourse credit (NC).

The maximum CPL credit applicable toward graduation is 75% of the degree, diploma, or certificate.

Official FTCC transcripts containing transfer credit of any kind will not be provided until the student has completed their first term of enrollment at the college.

Major courses with a technical/skill content have time limitations in terms of their relevance to the curriculum program and to the occupational field. Courses in the technical or major area taken more than seven years prior to the current semester, either at other institutions or at FTCC, may not be considered under the credit for prior learning procedure. Some technology-based programs may have even stricter limitations on the acceptance of transfer courses, depending upon changes in technology and competencies required for jobs in the career field. For example, Anatomy and Physiology and Microbiology have a strict five year time limit. The appropriate department chairperson may approve exceptions on a case-by-case basis.

Credit for Prior Learning: Options and Procedures

Standardized Exams

Nationally recognized examinations generally reflect college course work in specific subjects and are administered several times a year at test centers located on college or university campuses.

Qualifying scores on the following standardized exams may be used for college credit consideration:

1. College Level Equivalency Program (CLEP);
 2. Defense Activities for Non-Traditional Educational Support (DANTES);
 3. Advanced Placement Program (APP);
 4. International Baccalaureate (IB);
 5. Excelsior College Examinations (ECE) since Jan 2001;
 6. Career Technical Education (CTE);
 7. Defense Language Proficiency Test (DLPT).
- Please refer to Appendices A, B, C, D, E, F, G, & H for a list of accepted standardized exams, required scores, and the coinciding FTCC credit that will be awarded if at least the minimum scores are met.
 - Official test scores are treated like college transcripts and must be submitted per [Admissions](#) guidelines.

Published Guides

Developed by nationally recognized organizations, published guides contain recommended college credit for military, industrial, and vocational training.

Evaluators, deans, department, and division chairs use the following published guides as tools to assist them in evaluating and awarding equivalent college credit for prior learning:

Industry Standard Certifications

[The Guide for Evaluation of Educational Experiences in the Armed Services.](#)

[The National Guide to Educational Credit for Training Programs.](#)

[National Program on Noncollegiate Sponsored Instruction \(PONSI\)](#)

[NC DOL Apprenticeship Program](#)

These certifications reflect current industry standards for which FTCC has determined course equivalencies and credits. Upon submission of official documentation an evaluation will be conducted and applicable credit may be awarded to the student's transcript.

Refer to Appendix I for a complete list of Industry Standard Certifications and the approved FTCC equivalencies.

Correspondence Courses

Credit for correspondence courses and other extension work completed at other institutions or activities by a degree-seeking College student will be evaluated for possible transfer by the appropriate Dean or Department Chair. Credit for these courses will not be accepted for transfer if the student has previously completed an equivalent course.

Proficiency Exam

A student who feels he/she qualifies for course credit based on prior educational background, work experience or former independent study may challenge approved courses through the successful completion of a comprehensive proficiency exam. Upon successful completion of the proficiency exam with a grade of "C" or better, the student may be awarded credit for the challenged course. The credit will appear on the student's transcript with a grade of "P" once the student has registered and successfully completed the proficiency exam. The grade of "P" is not calculated in the GPA. Proficiency exam approval, content and grading are subject to departmental, division or academic dean approval.

Conditions to consider before taking a Proficiency Exam

The student must have an established transcript at FTCC denoting the successful completion of a three (3) credit hour course which counts towards residency. The student must be currently enrolled at FTCC in the academic program for which the credit is applicable.

1. The student must never have attempted the course before
2. All pre-requisite standards for the course must be met
3. Successfully challenged courses do not apply towards the FTCC 25% residency rule.
4. Successfully challenged courses award "0" points in the Health Competitive process.
5. Successfully challenged courses may not be accepted by other educational institutions.
6. Veterans and other third party payment recipients may not use courses passed by proficiency for the purposes of entitlement.

7. Registering and paying for the course is the sole responsibility of the student.

Procedure

1. The student must meet the conditions stated above
2. The student may challenge a course any time during an active registration period
3. The student must request to challenge a course through the appropriate department chair/instructor.
4. The department chair/instructor will determine if the student's knowledge base is appropriate to warrant the challenge exam. (If the department chair approves the test, he/she will register the student for the course.)
5. (When) approved, the student must pay tuition in cash prior to taking the exam. Regardless of outcome, this fee is non-refundable.
6. The student will take a comprehensive oral, written, demonstration of skills or any combination of the above developed by the department.
7. If the student successfully passes the exam, the department chair notifies the Registrar of exam completion.
8. A grade of "P" will be awarded to the student for the course.
9. If the student is not successful in his/her attempt, there are two available options:
 - a) the student may register, pay and take the class at a time of his/her choosing; or
 - b) the student may maintain the current registration in the class to complete it.

Portfolio

A portfolio is prepared by the student containing rationale, information, and material that demonstrates knowledge and skills equivalent to that acquired by completing college classroom coursework. A portfolio may contain various educational and training courses completed through an institution or company or by volunteer work.

A **subject matter expert** guides the student in structuring and documenting the portfolio; however, collecting the documentation, writing essays, and compiling the content of the portfolio are ultimately the responsibility of the student. The **subject matter expert** may or may not be the student's Academic Advisor. Students are instructed to meet with their Academic Advisor first. If the Academic Advisor is not the subject matter expert in the field for which the student wishes to receive credit, the student will be referred to the appropriate subject matter expert who will review the final submitted portfolio for possible credit.

Students, please refer to the [Student Portfolio Development Guide](#) for a comprehensive overview of the processes necessary to complete a successful portfolio.

Faculty, please refer to the [Faculty Portfolio Development Guide](#) for a comprehensive overview of the processes necessary to assist students in developing a portfolio and subsequent evaluation of the portfolio.

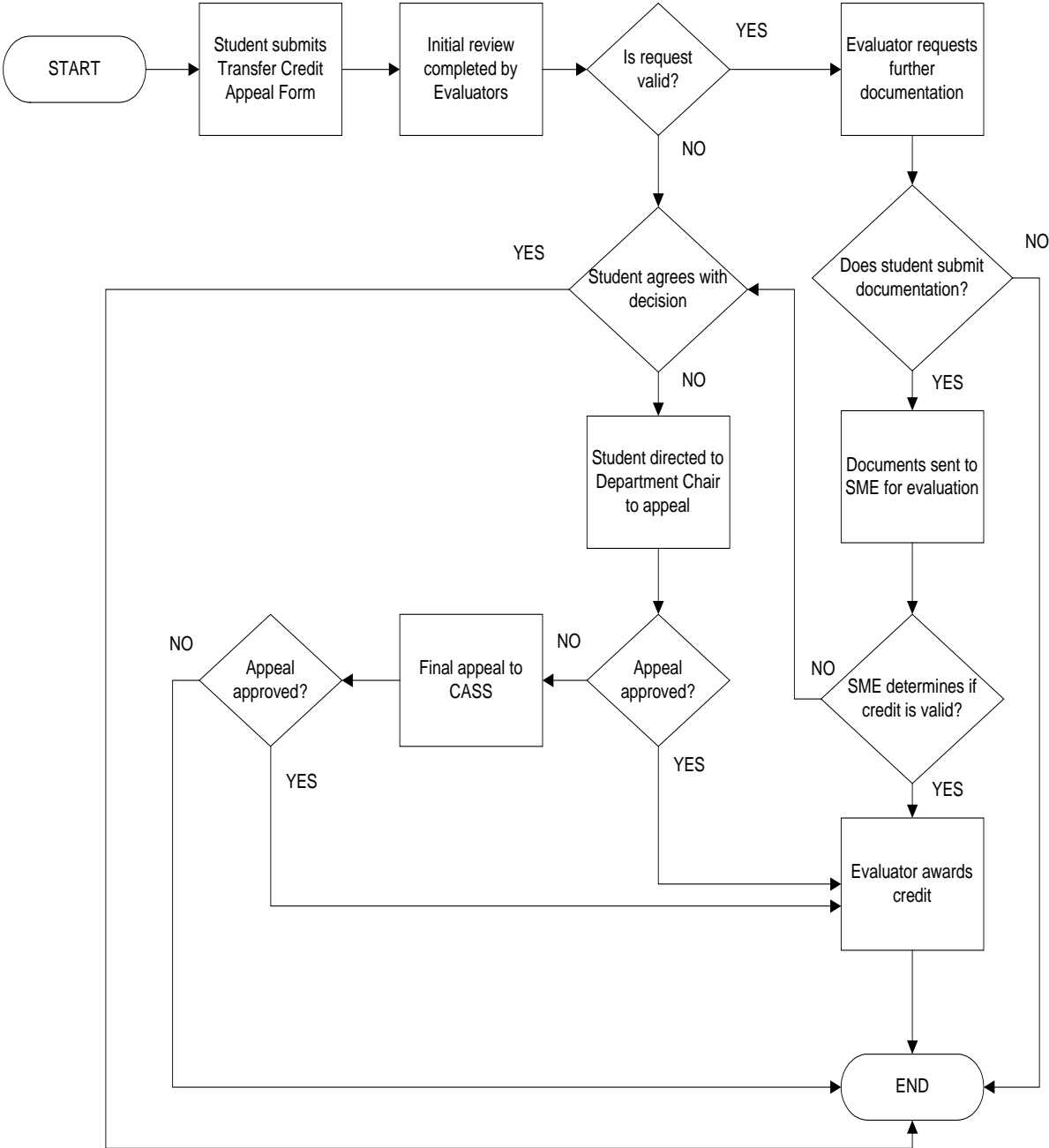
A student may not submit a portfolio for courses which testing options already exist (CLEP, DANES, AP, etc) or for available Industry Standard Certifications. Please refer to the Appendices of this document for a list of Standardized tests and Industry Standard Certifications.

Note: Certain programs will not accept standardized exams for credit, in that situation, the portfolio option would be acceptable.

Portfolio credit cannot be used for competitive points in the health competitive process.

Portfolio credit will not affect your GPA.

CPL Appeal Process



STANDARD APPEAL PROCESS

The Testing/Evaluation Center provides credit evaluation of coursework based on official transcripts from all institutions a student has attended. Also included in the evaluation process are documents that pertain to Credit for Prior Learning. A student may appeal a course transfer decision and request a re-evaluation of any transfer credit by following these steps:

1. Review all transfer credit awarded by FTCC via WebAdvisor account, or with a counselor or advisor.
2. Complete the online Transfer Credit Appeal Form or obtain a copy in the Testing Office.
3. Obtain a copy of the course syllabus, course description, and any documentation that will support your appeal from the originating institution(s).
4. Submit the completed Transfer Credit Appeal form and all supporting documentation to the Testing office. Retain a copy for your records.

The Testing/Evaluation Center will re-evaluate the requested course(s) for reconsideration through consultation with the appropriate dean, division, or department chair. Once the re-evaluation is complete, the decision will be emailed to the student's FTCC email account within 30 business days of the receipt of the appeal form, excluding holidays and college closures.

If additional documentation is required from the student for the evaluator or the department chair to make the decision, the student has 2 weeks from the date of request to supply documentation.

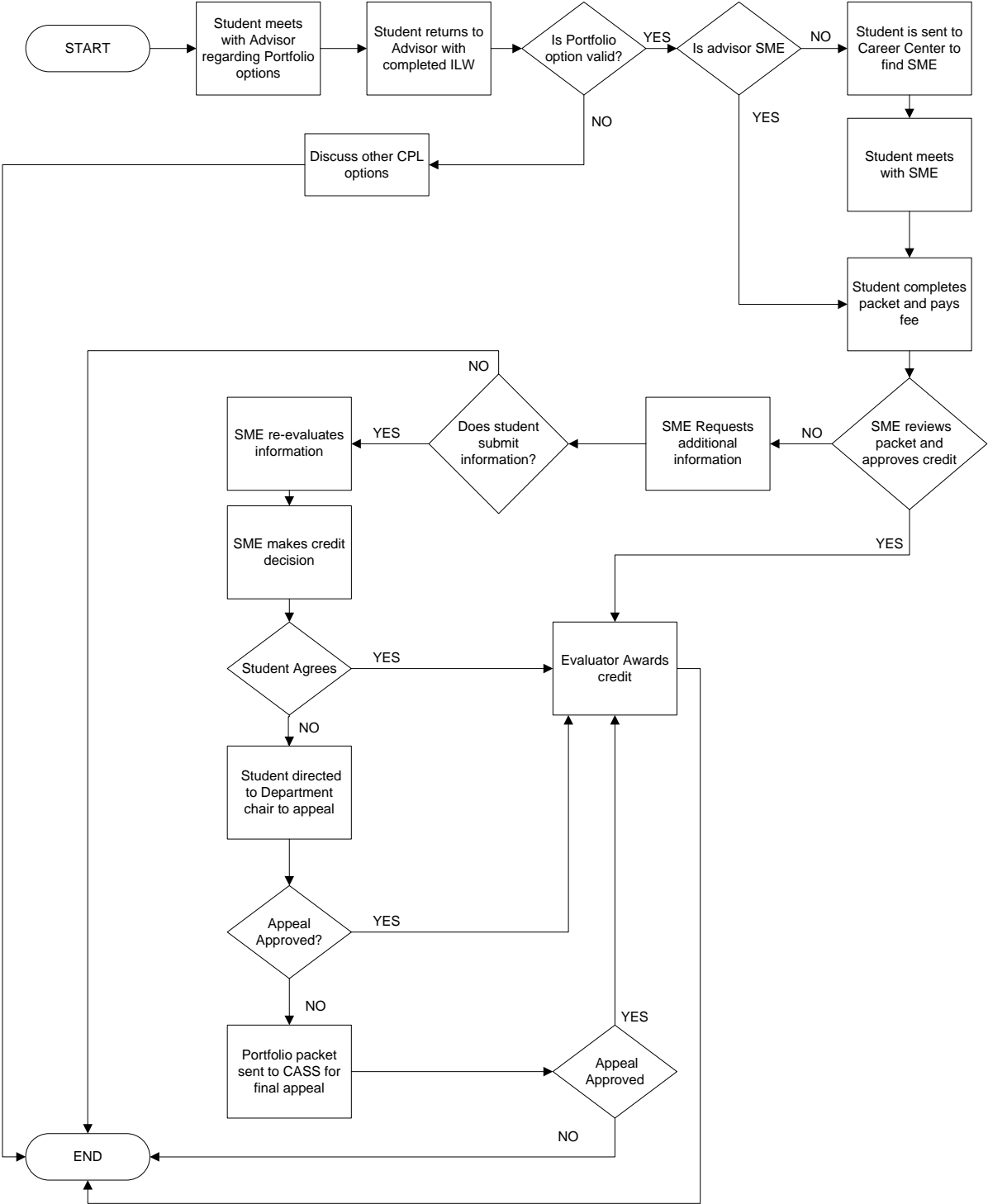
Further appeals will be forwarded to the Council for Academic and Student Services

CREDIT BY PORTFOLIO APPEAL PROCESS

1. The student is encouraged to confer with the subject matter chair or coordinator who denied the issuance of credit. The conference must take place within 5 days of the student's denial.
2. If the student does not agree with the subject matter chair or coordinator decision, he or she may file a written appeal to the dean, department, or division chair that governs the discipline. This must be completed within 10 days of the conference with the subject matter chair or coordinator.
3. If the student is still not satisfied, he or she may file a final written appeal along with a copy of the portfolio with the Council on Academic and Student Services (CASS) within 10 days the conference with the dean, department, or division chair.
4. The CASS will review the grievance and portfolio contents and respond to the student within 10 days of their session.

SECTION II:
PORTFOLIO OVERVIEW

Credit by Portfolio Process



Credit by Portfolio

What is a Portfolio? A portfolio is an instrument used by students to petition to receive college credit. The portfolio outlines, in depth, the learning gained outside the college classroom and shows the relationship to college-level learning. Not merely a study of accumulated knowledge, but rather an examination of learned life experiences discussed in essays and presented through publicly verifiable documentation. Students should prove to a subject matter expert that they possess the claimed learning. This learning must reflect the theory upon which the specific situation, procedure, routine, or skill is applied. Students must document the relationship between prior learning, the course objectives, and discuss the theory acquired through their knowledge and experience.

- Some questions students are directed to ask themselves before beginning the process are:
- Can you clearly differentiate your learning from your experiences? It is what you have learned and know that counts, not what you did.
- Can you demonstrate that your learning is college level?
- Can you demonstrate that you currently possess the knowledge regardless of when the experiences occurred?
- Are you prepared to demonstrate the learning for which you are requesting credit so that an expert in the subject area can evaluate it?
- Do you have an understanding of the theoretical and practical applications of the subject area?
- Can you equate your learning to a specific course or courses in the FTCC college catalog?
- Is there an equivalent industry certification or standardized exam available to assess my level of learning? Please refer to the Appendices in the Credit for Prior Learning Handbook for a complete list of industry certifications and standardized exams.

Faculty Guidelines

Overview of the Portfolio Process

Complete admissions process as outlined on the College's [website](#).

Once the student has received the Student Education Plan, he/she is directed to contact the Academic Advisor who was assigned to them by an FTCC counselor.

The student will consult with his or her Academic Advisor concerning the completion of a Portfolio.

If the Academic Advisor is the identified **subject matter expert** in the field that the student wishes to receive credit, the student and the Academic Advisor will go over the "Inventory of Learning" worksheet found in the Student Portfolio Packet. The Academic Advisor will help identify areas which the student can seek college credit for non-college classroom learning and the most effective means to receive it. If the Academic Advisor feels that the student can build a solid portfolio, the student is then instructed to fill out a "Request for Portfolio Assessment" and pay the **nonrefundable fee**.

If the Academic Advisor is **NOT the subject matter expert**, the student will be directed to the Career Center where he or she will be directed to the appropriate subject matter expert on campus. The student will then go over the "Inventory of Learning" worksheet found in the Student Portfolio Packet with that subject matter expert who will help identify areas which the student can seek college credit for non-college classroom learning and the most effective means to receive it. If the subject matter expert feels that the student can build a solid portfolio, the student is then instructed to fill out a "Request for Portfolio Assessment" and pay the **nonrefundable fee**.

The subject matter expert who reviews the portfolio will be compensated with the fee paid by the student.

The student should be directed to obtain a course description from the current FTCC catalog and website. The student then requests a copy of the course objectives from the subject matter expert and is told to read the course descriptions and objectives carefully to be certain that he or she can provide information that supports fulfillment of all course objectives. If the student cannot identify an appropriate course at FTCC, they are instructed to discuss the situation with either their Academic Advisor or the subject matter expert to determine the best way to proceed.

The student is directed to assemble the portfolio package as outlined in the Student Portfolio Packet adding any information or documentation that they have discussed with their Academic Advisor and/or subject matter expert.

Once the portfolio has been submitted, the subject matter expert has 4 weeks to review and return the results to the student.

If the student's portfolio is judged insufficient, he or she will be informed by student email that credit has been denied. If the subject matter expert concludes that more information is needed to make a determination, the student may be asked to submit

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additional evidence, take an examination, or be interviewed. The student may elect to follow the recommendation with no additional charge for reassessment and complete the additional requirements within 2 weeks.

If the student disagrees with the evaluation results, he or she has 5 days to file a written appeal as outlined on page 12.

Upon successful completion of the portfolio, the credits will be posted to the student's transcript.

Additional Provisions

No grades are assigned to credits awarded by portfolio assessment. The course title, course number, and semester hours will be posted on student transcripts as noncourse credit (NC).

If a portfolio is not approved for credit, no credit is awarded and no entry will be made on a transcript.

Portfolio credit cannot duplicate other college-level course work already completed. Nor can a student request portfolio credit for a course in which credit already has been granted via standardized exams, industry certifications, or published guide recommendations. Please refer to the Credit for Prior Learning Appendices for a list of previously evaluated standardized exams, industry certifications, and published guide recommendations.

Note: Certain programs will not accept standardized exams for credit, in that situation, the portfolio option would be acceptable.

If a student does not pass an FTCC Proficiency Exam for a specific course he or she may not petition for credit through the Portfolio Evaluation process for the same course.

Awarded credits cannot be used to fulfill residency requirements.

Portfolio credit cannot be used for competitive points in the health competitive process.

College-level writing skills must be demonstrated throughout the portfolio assessment process. Correct use of standard English including grammar, spelling, punctuation, and organization in written work is essential.

Transfer of credit awarded at FTCC for prior learning is at the discretion of the receiving institution.

Official FTCC transcripts containing transfer credit of any kind will not be provided until the student has completed the first term of enrollment at the College.

Options for Awarding or Denying Credit

Essays should receive a pass (P) grade and be awarded credit if the student has demonstrated average (C or better) on the learning of the key course topics. The

FTCC “P” grade is equivalent to a “C” grade or higher. Awarding credit for prior learning is based on the pass grading policy. An essay need not demonstrate "total mastery learning" or A-level achievement to receive the “P” grade.

If the student does not demonstrate at least “C” level learning in the course petitioned for credit or does not sufficiently cover a key course topic, that support documentation may require an addendum. When requesting an addendum, specify concerns identified on the assessment form. A student has 10 days to submit the addendum.

You may also decide to award credit with a different course description or course title. For example, even if a student did not demonstrate the knowledge required for a course in Human Resources, the student might have demonstrated all the knowledge required for a course in Training and Development.

Credit should be denied if the learning is not demonstrated.

A student has the right to appeal the decision if the petition for credit is denied. If the student appeals a decision, that appeal will be handled by the CASS. The CASS may contact the assessor for clarification and may also ask another assessor to provide a second opinion on the portfolio.

Directions for Assessing Portfolio

The Academic Advisor is responsible for evaluating the following portfolio components:

Portfolio Evaluation Summary (overview)

- Covers experience, reflection/observation, concept, and experimentation as is appropriate.
- Uses appropriate active verbs.
- Uses standard college-level English.

Personal Learning Essay

- An essay of 7-10 pages that contains an introduction, body, and conclusion.
- Adequately covers major course content.
- Demonstrates learning experiences through adequate documentation.
- Distinguishes between learning and experience.
- Uses standard college-level English with effective organization, correct grammar, spelling, punctuation, and vocabulary.

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Documentation

The two general classes of documentation are direct and indirect. Neither type is better than the other. Depending on the nature of the course, there may be more of one kind than the other.

Direct Documentation

Direct documentation includes anything that the student has produced as a part of the learning described in the portfolio essay.

Examples of direct documentation

- Poems, plays, articles, stories, or business correspondence written by the student.
- Audio or video recording of performances, training sessions, or presentations given by the student.
- Photographs, drawings, clothing, or other art created by the student.
- Software programs developed by the student.
- Training materials or curriculum plans produced by the student.
- Annotated bibliographies (useful when experience features extensive reading).

Indirect Documentation

Indirect Documentation includes anything that provides information about the student and what the student has experienced.

Examples of indirect documentation

- Certificates, awards, promotion letter, or other commendations.
- Licenses, training certificates, or other evidence of formal training.
- Published articles about the student's work.
- Business documents (sensitive information blacked or whited out) that verify the student's experience.
- Formal job descriptions and performance evaluations.
- Letters written on the student's behalf (preferably on appropriate letterhead). If letters from others are used as documentation, these must indicate the writer's first-hand relationship with the student regarding the experiences referenced. Also, letters from employees who report to the student or from family members are not considered appropriate forms of documentation.

Sample Excerpts from Assessor Comments

Examples of Approval for Awarding Credit

For a *Business Writing* portfolio:

"Student presents an acceptable overview of course content and how he learned it. The theory side is a little thin (e.g. saying "page designing is important" doesn't go far in illuminating specific principles learned), but the range, depth, and diversity of experience base presented and documented mitigates sufficiently. The documentation is quite well referenced in text-a plus! -but the package would work better if thinned out and tailored to the essay rather than presented in such massive bulk."

For *Women, Religion & Spirituality* portfolio:

"This student has written a good portfolio which documents how she views the role of women in relations, and how it has evolved. Although the religious tradition, which she describes, is somewhat non-traditional, she brings out the positive features of it. Her delineation of spirituality in {her religion} and how it elevates the status of women is enlightening. During her life she dabbled in various religious tradition; from that experience she makes a convincing case that the patriarchal tradition of Christianity have impeded the spiritual growth of women"

For a *Principles of Supervision* portfolio:

"...demonstrates the student possesses a great deal of insight into the principles and practices of effective supervision of employees. Superb reflection on what was learned from this experience and what was learned from the student's own past supervisors.... Supporting documentation verifies the student's actual position as a supervisor and would have been stronger with a job description showing a wider range of supervisory responsibilities."

For an *Interviewing Theory and Practice* portfolio:

"...it is well organized, has better than adequate documentation, and draws from her extensive experience working as an interviewer for Hewlett Packard. Her paper included a good statement of introduction to interviewing before she began her review of interviewing techniques."

Example of an Addendum Request

For a *Family Finance* portfolio:

"Although this is a well-written and thought out essay discussing the student's experiences in family finance, it lacks any form of documentation which can be used by the assessor to validate those experiences or to provide evidence that learning was acquired. Perhaps the student should have selected a different course to petition knowing the requirement to provide documentation to verify experience?"

Credit can be granted if the student can provide sufficient evidence of her actual experience in family finance. Sensitive information may be vetted as long as the connection between the student and experience on the verifying document is letters

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from the student's banker, broker, insurance agent, attorney, accountant, etc. briefly describing the nature of their business association, and duration, with student."

Examples of Denial of Credit

For a *Personnel Practice in Criminal Justice (upper division)* portfolio:

"The experiences seem to qualify him for a lower-division course in law enforcement operation. His experience and discussion did not address recruitment and selection, staff development, personnel appraisal, or innovative methods of management. He attended First Line Supervision, but concepts and analysis discussed there were not mentioned. Even with First Line Supervision included in his discussion, his experience is limited, and the supervision course may help only in limited areas and not in a wide course such as Personnel Practices in Criminal Justice."

For an *Intermediate Accounting 11* portfolio:

"(1) In general, it would be very difficult and extremely unusual for any student to provide sufficient documentation related to the complex learning topics covered, unless that person has been exposed to a large corporate accounting environment or has public accounting experience.

(2) In the discussion involving investment dividend, the student did not distinguish between equity and cost methods of accounting for investment income

(3) Under the discussion involving pension plans, accounting methodology for pension and post-retirement benefits was not addressed (i.e., recognition of assets gains and losses).

(4) While accounting for price level changes was discussed that identifies accounting errors, she does not describe the accounting treatment to correct such errors.

(5) Although the student includes a discussion that identifies accounting errors, she does not describe the accounting treatment to correct such errors.

In conclusion, student has a good background and is very knowledgeable as evidenced by the complimentary letter submitted by her employer; however, it is my opinion that she has not provided sufficient documentation of knowledge related to the highly specialized learning topics included in the selected course(s)."

Writing Skills Evaluation Criteria

Document viewed as a whole. The writing process, planning, drafting, revising, and editing. Paper is limited with thesis or purpose statement.

The Writing Goals. Paper is written with stated audience and audience response in mind. Writing is clear and fluent.

Logic is sound and well-reasoned. Rhetoric is helpful to the reader. Document fulfills all requirements; it is organized, unified, coherent, and focused.

Stylistic Elements. Tone is consistent and appropriate. Writing is concise, precise, compact, and succinct.

Effective Paragraphs. Topic sentences are clearly present. Support and development are convincing. Transitions help the reader. Introduction, body, and conclusion fulfill their unique roles.

Noun/Pronoun Case is grammatically correct. Pronoun antecedents are easily identified. Placement of modifiers prevents misreading.

Effective Words: Words are used correctly in context. Precise denotative and connotative meanings are observed.

Mechanical Precision. Spelling and capitalization are correct. Spelled-out and numeric numbers, italics, apostrophes, hyphens, etc. are used correctly.

Effective Punctuation. Punctuation within the sentence as well as end punctuation is used correctly and enhances clarity.

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Portfolio Evaluation Rubric- Credit for Prior Learning				
Years of Related Experience	1pt	2pts	3pts	4pts
	0-4yrs	5-9yrs	10-14yrs	15+yrs
Writing	0-2 pts		3-4pts	
	Writing contains introduction, body, and conclusion. Written in college-level English with some grammatical errors and limited vocabulary		Contains an introduction, body, and conclusion. Uses standard college-level English with effective organization, correct grammar, spelling, punctuation, and vocabulary	
Levels of Responsibility	0-2pts		3-4pts	
	Exercises some independent judgment in narrowly defined situations, though most of work is governed by procedure.		Challenging in complexity and level of responsibility; requires significant critical thinking; problem-solving; possesses decision-making authority; position requires leadership or highly specialized knowledge	
Use of Literature and Theory	0-2pts		3-4pts	
	Some reference to outside work, but limited attempt to engage directly with ideas; references used to reassert writer's point; appropriately credits external sources		Information integrates with theory enriching the paper not overshadowing writer's discussion of learning from experience. Good citation practices.	
Knowledge Demonstrated	0-3pts	4-7pts		8-10pts
	Shows procedural knowledge specific to the subject matter with minimal depth or detail.	Shows practical level of knowledge and demonstrates growth of understanding.		Demonstrates knowledge required for the subject matter with understanding of relationship to broader fields.
Critical Thinking Demonstrated	0-3pts	4-7pts		8-10pts
	Demonstrates ability to solve problems within a limited realm of the subject matter. Draws conclusions based on procedure.	Exhibits some problem solving skills and can identify key elements, does not take into consideration counter-arguments, and does not make supported conclusions		Shows problem solving skills, understanding of analyses and syntheses of ideas. Applies knowledge to broad examples and draws well-supported conclusions. Identifies common themes among disparate issues, and provides counter-arguments with documented support.
Total points earned must exceed 27 for credit to be awarded.				

Faculty Guide

Student:			
Subject Matter Expert:			
Course Credit Sought:			
Signature/Date:			
Category	Comments		No. of points awarded
Years of Experience (0-4)			
Writing (0-4)			
Levels of Responsibility (0-4)			
Use of Literature and Theory (0-4)			
Knowledge Demonstrated (0-10)			
Critical Thinking Demonstrated (0-10)			
			Total
Course Credit earned:	Yes	No	

Credit by Portfolio

What is a Portfolio? A portfolio is an instrument used by students to petition to receive college credit. The portfolio outlines, in depth, the learning gained outside the college classroom and shows the relationship to college-level learning. Not merely a study of accumulated knowledge, but rather an examination of learned life experiences discussed in essays and presented through publicly verifiable documentation. Students should prove to a **subject matter expert** in the field that they possess the claimed learning. This learning must reflect the theory upon which the specific situation, procedure, routine, or skill is applied. Students must document the relationship between prior learning, the course objectives, and discuss the theory acquired through their knowledge and experience.

Please note that your Academic Advisor may not be the **subject matter expert** in the field for which you are applying for credit evaluation. For instance, if you are a Business Administration major, you will be assigned an advisor in the Business Administration department. However, you may wish to have a portfolio built and reviewed for your Humanities requirement. In this case your Academic Advisor would refer you to the Career Center where you will be directed to the appropriate subject matter expert on campus.

Some questions to ask yourself before you begin the portfolio process:

- Can you clearly differentiate your learning from your experiences? It is what you have learned and know that counts, not what you did.
- Can you demonstrate that your learning is college level?
- Can you demonstrate that you currently possess the knowledge regardless of when the experiences occurred?
- Are you prepared to demonstrate the learning for which you are requesting credit so that an expert in the subject area can evaluate it?
- Do you have an understanding of the theoretical and practical applications of the subject area?
- Can you equate your learning to a specific course or courses in the FTCC college catalog?
- Is there an equivalent industry certification or standardized exam available to assess my level of learning? Please refer to the Appendices in the Credit for Prior Learning Handbook for a complete list of industry certifications and standardized exams.

Student Guidelines

Overview of the Portfolio Process

Complete the admissions process as outlined on the College's [website](#).

Once you have received your Student Education Plan, contact your Academic Advisor. If your Academic Advisor is the subject matter expert in the subject for which you wish to receive credit, together you and your Academic Advisor will go over the "Inventory of Learning Worksheet" found in the Student Portfolio Packet. If he/she feels that you can build a solid portfolio, you will be instructed to fill out a "Request for Portfolio Assessment" and pay the **nonrefundable fee**.

If your Academic Advisor is **NOT a subject matter expert**, you will be directed to the Career Center to help you identify the subject matter expert in that discipline area.

Once you have met with the subject matter expert, you will proceed as follows:

Obtain a course description from the current FTCC catalog. The current FTCC College Catalog is the best source for this search. For each subject you have chosen, locate course descriptions that best reflect your knowledge. Request a copy of the course objectives from your Academic Advisor. Read the course descriptions and objectives carefully to be certain you can provide information that supports fulfillment of all course objectives. If you cannot identify an appropriate course at FTCC, discuss course options with your Academic Advisor to determine the best way to proceed.

Assemble the portfolio package as outlined in the Student Portfolio Packet adding any information or documentation that you have discussed with the subject matter expert.

You may submit your portfolio via US Mail, Fed Ex, UPS, or any reputable courier service to:

FTCC
ATTN: **Subject Matter Expert**
2201 Hull Road
Fayetteville, NC 28303

Or you may submit an electronic portfolio. Please keep a copy for your records.

Once your portfolio has been submitted, the subject matter expert has 4 weeks to review and return the results to you.

If your portfolio is judged insufficient, you will be informed by student email that credit has been denied. If the subject matter expert concludes that more information is needed to make a determination, you may be asked to submit additional evidence, take an examination, or be interviewed. You may elect to follow the recommendation with no additional charge for reassessment and complete the additional requirements within 2 weeks.

Student Guide

If you disagree with the evaluation results, you have 5 days to file a written appeal as outlined below.

Upon successful completion of the portfolio, the credits will be posted to your transcript

Additional Provisions

No grades are assigned to credits awarded by portfolio assessment. The course title, course number, and semester hours will be posted on student transcripts as noncourse credit (NC).

If your portfolio is not approved for credit, no credit is awarded and no entry will be made on your transcript.

Portfolio credit cannot duplicate college-level course work already completed. You may not submit a portfolio for courses which testing options already exist (CLEP, DANTES, AP, etc) or for available Industry Standard Certifications. Please refer to the Appendices of this document for a list of standardized tests and Industry Standard Certifications.

Note: Certain programs will not accept standardized exams for credit, in that situation, the portfolio option would be acceptable.

If you do not pass an FTCC Proficiency Exam for a specific course you may not petition for credit through the Portfolio Evaluation process for the same course.

Awarded credits cannot be used to fulfill residency requirements.

Portfolio credit cannot be used for competitive points in the health competitive process.

College-level writing skills must be demonstrated throughout the portfolio assessment process. Correct use of standard English including grammar, spelling, punctuation, and organization in written work is essential.

Transferability of credit awarded at FTCC for prior learning is at the discretion of the receiving institution.

Official FTCC transcripts containing transfer credit of any kind will not be provided until the student has completed the first term of enrollment at the college.

Refer to the Student Portfolio Packet for a comprehensive template to guide you through the completion of your portfolio.

Credit by Portfolio Appeal Process

The student is encouraged to confer with the Academic Advisor who denied the issuance of credit. The conference must take place within 5 days of the student's denial.

If the student does not agree with the Academic Advisor's decision, he or she may file a written appeal to the dean, department, or division chair that governs the discipline. This must be completed within 10 days of the conference with the Academic Advisor.

Student Guide

If the student is still not satisfied, he or she may submit his or her portfolio with a final written appeal to the Council on Academic and Student Services (CASS) within 10 days of the conference with the dean, department, or division chair.

The CASS will review the grievance and portfolio contents and respond to the student within 10 days of their session.

Student Portfolio Packet

Dear student,

Welcome to your Portfolio Packet! At this time you should have already read the Student Guidelines. If you have not, please do so. The Student Guidelines provides a comprehensive overview of the Credit for Portfolio process whereas this Packet serves as a template for you and your Academic Advisor or subject matter expert to use when building your portfolio for review and possible credit.

The section that begins on page 36 titled “Inventory of Learning Worksheet” is your first step in compiling your packet and one that you will most likely complete with your Academic Advisor/ subject matter expert. However, your Academic Advisor / subject matter expert may require you to begin the Inventory prior to your first meeting.

Please remember that you are responsible for collecting and compiling all awards, certifications, credentials, job descriptions, projects, reports, or any other documentation that may be required to aid in the decision to award credit. You are also required to write your own resume and “Personal Learning Essay” as instructed beginning on page 40. Your Academic Advisor/ subject matter expert will not assist you in this process.

Once you have compiled all documentation, completed your resume, and written your Personal Learning Essay, you will create a Portfolio Packet of your own following the format on page 33. You will then be instructed to fill out a “Request for Portfolio Assessment” on page 68 and pay the nonrefundable fee. The subject matter expert will not review your completed packet without proof of payment.

Present your proof of payment and your Portfolio Packet to your Academic Advisor or subject matter expert. You may be asked to submit extra documentation, or verification of any previously submitted documentation. Your Academic Advisor/ subject matter expert has 4 weeks to complete your evaluation, not withstanding holidays or college closures.

Please note that your Academic Advisor may not be the **subject matter expert** in the field for which you are applying for credit evaluation. For instance, if you are a Business Administration major, you will be assigned an advisor in the Business Administration department. However, you may wish to have a portfolio built and reviewed for your Humanities requirement. In this case your Academic Advisor would refer you to the Career Center where you will be directed to the appropriate subject matter expert on campus.

Portfolio Format

Your Portfolio Packet should be arranged in the following order:

Cover Page
Resume
Documentation
Personal Learning Essay

Additional Information:

- All text should be in Arial 12-point font, double-spaced for easier reading.
- One-inch margins on both sides and top and bottom are appropriate.
- See page 47 for a sample cover page. Additionally, each page in each section should have a header that contains the title of the paper and the student's last name and Datatel ID number.

Section lengths:

- Resume: 1-2 pages
- Documentation: No limit
- Personal Learning Essay: 7-10 pages

APA or MLA style for citations and references

When referring to other publications, use the American Psychological Association (APA) or the Modern Language Association (MLA) style of documentation for both in-text citations and the reference list. Please be consistent, use only one format.

Academic Integrity

Students are upheld to high academic standards and unethical practices will not be tolerated. Unethical practices include the use, by summary, paraphrase, or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.

Additionally, submission of examinations, themes, reports, drawings, laboratory notes, undocumented quotation, computer-processed materials, or other material as one's own work when such work has been prepared by, copied, or bought from another person is considered unethical.

Student Guide

A student's unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (including electronic media) will result in disciplinary sanction.

This document should NOT be included in your portfolio.

It is your worksheet only.

INVENTORY OF LEARNING WORKSHEET

Students amass a considerable amount of knowledge during their life—from other people, work, books, hobbies, volunteer experience, and countless other sources. Most people take much of their learning for granted. Compiling a personal inventory of what has been learned is the best way to begin the portfolio process.

Getting started may be the most difficult part in assessing learning. The following exercises should be helpful.

This worksheet will be helpful for you and your Academic Advisor/ subject matter expert.

STEP 1:

Make a list of **documented courses, seminars, and workshops** you have attended either through work or on your own. For each, note the number of class time hours and skills or knowledge acquired. You may use extra pages if necessary.

No. Hours	Title of Course, Workshop, or Seminar	Skills/Knowledge

SAMPLE

STEP 2:

Make a list of **professional licenses or certifications held** or **apprenticeships completed** (Include dates of achievement and completion)

SAMPLE

Awards, professional associations, job descriptions:

STEP 3:

List all skills and areas of knowledge that come to mind, including, but not limited to, the following:

Office skills: accounting, computers, office management

Artistic talent: painting, music, photography, pottery, ceramics

Mechanical/technical ability: repair, equipment maintenance, electrical, carpentry:

SAMPLE

PERSONAL LEARNING ESSAY

The Personal Learning Essay is your chance to provide background information on the supporting documentation which you are providing for review. This essay will be used to show proof that your prior learning is college-level learning and that you understand the theoretical implications of your learning and either have, or will be able to, apply the knowledge to real-world settings.

In a 7-10 page essay provide a Personal Learning Essay that outlines:

The underlying theories (rules, laws, principles, or patterns) identified in the training experiences for which you are providing certification, awards, on-the-job training, professional membership, and/or letters of recommendation. In other words, what were the key learning outcomes achieved from this experience? What did you learn?

How you have applied or incorporated the information presented with your professional and/or personal life? If application has not yet taken place, how will you apply the learning to other aspects of your life?

The learning you claim in your essay must be documented or verified. Before you begin to write your essay, think about these possible pieces of evidence.

1. *Professional experience*: Employment records, awards, letters of commendation, letters of corroboration from supervisors and peers, client's congratulations on high performance, evidence of promotion, evidence of suggestions adopted, samples of work produced, membership in professional organizations, bills of sale, rating forms, military records, and work samples.

2. *Community service activities*: Commendations, awards, newspaper and magazine clippings, letters of corroboration from co-volunteers, clients served, and supervisors.

3. *Special accomplishments*: Books published, pictures painted, music written, patents obtained, mementos from countries lived in and traveled to, machines designed, speeches given (provide audio or video tape), programs from performances, writing samples, audio-visual presentations, proposals written.

4. *Musical abilities*: At least 30 minutes of performance on video tape demonstrating your skills.

5. *Artistic abilities*: Examples of drawings, paintings, pottery or ceramic pieces, photographs, etc. Provide actual pieces or very good photos of pieces.

**Not acceptable as documentation but useful as further insight into the learning process: a list of books read, list of countries visited, and consultation with experts.

6. *Using letters as documentation:* When you provide a letter that was written by someone else to verify learning, please ensure that the individual writing the letter has first-hand knowledge of your abilities as they pertain to the documentation that you are requesting to be evaluated. When you ask for a letter of verification, please remind the writer that it is not a letter of recommendation, nor a recommendation for college credit.

Here are some helpful points that you can give to the person from whom you are requesting a letter of verification:

- The author of the letter should state clearly the nature of the relationship with you.
- The letter should be written on official letterhead stationery of the company or organization with which the author is associated.
- The content of the letter should focus on the duties, responsibilities, tasks, or activities observed by the author. In addition, the letter should set down the context of experience—the who, what, when, where, why, for how long, etc.
- If you developed a product, have the author provide one or more letters of verification authored by persons who observed you while you were developing the product.

Classes of Documentation:

The two general classes of documentation are direct and indirect. Neither type is better than the other. Depending on the nature of the course, there may be more of one kind than the other.

Direct Documentation

Direct documentation includes anything that the student has produced as a part of the learning described in the portfolio essay.

Examples of direct documentation

- Poems, plays, articles, stories, or business correspondence written by the student.
- Audio or video recording of performances, training sessions, or presentations given by the student.
- Photographs, drawings, clothing, or other art created by the student.
- Software programs developed by the student.
- Training materials or curriculum plans produced by the student.

Student Guide

- Annotated bibliographies (useful when experience features extensive reading).

Indirect Documentation

Indirect Documentation includes anything that provides information about the student and what the student has experienced.

Examples of indirect documentation

- Certificates, awards, promotion letter, or other commendations.
- Licenses, training certificates, or other evidence of formal training.
- Published articles about the student's work.
- Business documents (sensitive information blacked or whited out) that verify the student's experience.
- Formal job descriptions and performance evaluations.
- Letters written on the student's behalf (preferably on appropriate letterhead). If letters from others are used as documentation, these must indicate the writer's first-hand relationship with the student regarding the experiences referenced. Also, letters from employees who report to the student or from family members are not considered appropriate forms of documentation

**THE FOLLOWING IS A GUIDE TO ASSIST YOU IN
DEVELOPING YOUR ESSAY**

Please review the following format and use it to write your essay. Answer all questions as clearly and thoroughly as you can. Please remember that this is for college credit; therefore, your writing must reflect college level ability. While content is important, you must also be mindful of spelling, grammar, and punctuation.

I Topic Paragraph

- What were my overall learning experiences?
- What were the situations and areas in which I acquired the learning?
- What were the general learning outcomes?

II Body of Essay

Tangible experience; remember that tangible experience includes personal, professional, social, and volunteer activities.

- Where did you work? For how long?
- What did you do?
- What/who were you responsible for?
- What resulted from your efforts?
- Learning (knowledge)

From your explanation of the tangible experiences, think about those experiences, observations, reflections, similarities, and differences, patterns, and possible trends and answer the following questions.

- What were you required to know?
- How did you learn what was needed?
- What observations did you make?
- How did you reflect upon the process, the observation, the knowledge gained?
- What extent of understanding did you develop of skills, techniques, processes, and operational theories/ principles?
- What analyses of situations/processes did you make?

Student Guide

- What comparisons did you make?
- What conclusions did you reach?
- Principles, generalizations, concepts (understanding)

Apply the observations, from your experiences and make generalizations, and formulate principles and concepts.

- What theories did you derive?
- What principles did you learn?
- What concepts (tangible) did you develop?
- What do you understand about the things that you learned?

Application

Apply the generalizations, principles, and concepts to see if they are valid. In this section you redefine your knowledge, show how you used that knowledge in your work experiences and describe how they helped you gain more knowledge in the process.

- How did you apply the principles, concepts, and generalizations?
- How did you test/verify/validate your theories?
- How did you or could you generalize the concepts from one situation to another?
- How has the understanding of this knowledge affected or changed you?
- How can you use this understanding and knowledge in the future?
- Could you teach this to others?

III Summary/Conclusion

- What is your overall conclusion?

Common Problems with Essays

As you write the essay, keep in mind the most common problems students have encountered in the evaluation of their essays.

An essay which has any of the following shortcomings should be revised.

- Inadequate preparation
- Limited in scope
- Lacks sufficient or adequate development of principles/ generalizations/concepts
- Fails to provide appropriate levels of personal involvement (reads like a term paper, editorial, etc.)
- Reads like an expanded resume or short story without any academic theory
- Includes inaccurate content
- Contains incorrect grammar usage, spelling, typographical errors, sentence structure, organization of content. Writing (organization, usage, style, spelling, and accuracy of typing)
- Does not conform to the standards of American English expected of college-level writing
- Does not correspond to the chosen course description
- Fails to prove demonstrate college level learning

Sample Portfolio Contents

The documentation listed below is only a sample list. Your Academic Advisor/ subject matter expert will discuss the appropriate and required documentation that you will be required to submit for review.

1. Supporting documentation: performance evaluations and job descriptions from past and/or present employers and/or field placement supervisors.
2. Letters of recommendation from work supervisors detailing your work duties and skills. These letters should be on official stationery from a supervisor delineating skills and competencies. The letters should contain the following information:
 - a. The length of time worked
 - b. Particular duties performed (include job description)
 - c. The learning involved in performing these tasks
 - d. Level of performance
 - e. Typical requirements of the work experience
3. Verification of relevant trainings or workshop attendance.
4. Awards, Honors and other Recognition
 - a. Professional licenses or certificates
 - b. Membership and activity in professional organizations or in labor relations
 - c. Awards, citations or other examples of achievement recognized by others
 - d. Books, papers or manuals written, edited or significant contributions made
 - e. Experiences as a lecturer, panelist, instructor, etc.
5. Bibliography of readings relevant to your professional field.

Portfolio Cover Page

NAME: DATATEL ID#
ADDRESS: PHONE NUMBER:
DATE: FTCC STUDENT EMAIL:
COURSE NUMBER:
ADVISOR:
COURSE DESCRIPTION:

Please review the following list. You will need to submit all documentation as listed including but not limited to any documentation suggested by your Academic Advisor/subject matter expert.

_____ Request for Assessment with receipt of payment.

_____ Resume or curriculum vitae.

_____ Certifications, credentials, awards, completed projects, samples of work, published documents, job descriptions, performance appraisals, and any relevant documentation that provides proof of competency.

_____ Additional information as outlined by advisor.

_____ Personal Learning Essay.

Title of Portfolio Smith 111111111

Title of Portfolio

by

Student Smith

ID# 111111111

For Consideration of Credit for

BUS 115 Business Law I

January 1, 2009

SECTION III:
APPENDICES AND FORMS

Appendix A: CLEP Exams

Test Title		FTCC Equivalent	
GENERAL TESTS			
	Min Score		Hours
English Composition	420	ENG 111 & ENG 113	6
Social Science/History	420	SOC 210 & HIS 121	6
Social Science/History	420	HIS 121 & HIS 122	6
Social Science/History	420	HIS 122 & SOC 210	6
Natural Science	420	PHS 121	4
Humanities	420	ART 111 & ENG 251	6
College Mathematics	420	MATH 115 & MATH 140	6
SUBJECT TESTS			
	Min Score	FTCC Equivalent	Hours
American Government	47	POL120	3
American Literature	46	ENG231 & ENG232	6
English Literature	46	ENG241 & ENG242	6
Analyzing/Interpreting Lit	47	ENG131	3
Calculus	41	MAT 271 & MAT272	6
College Algebra	46	MAT161	3
College Algebra-Trig	45	MAT121	3
Trigonometry	50	MAT162	3
College French(L1)	39	FRE 111, FRE 112	6
College French(L2)	45	FRE 111, 112, 211 & 212	12
College German(L1)	36	GER 111, GER 112	6
College German(L2)	45	GER 111, 112, 211 & 212	12
College Spanish(L1)	45	SPA 111, SPA 112	6
College Spanish(L2)	50	SPA 111, 112, 211 & 212	12
College Freshman Comp	44	ENG 111, ENG 113	6
Biology	46	BIO 111 & BIO 112	8
Chemistry	47	CHM 151	4
Us History 1	47	HIS131	3
Us History 11	46	HIS 132	3
Human Growth & Development	45	PSY 241	3
Intro To Ed Psychology	47	PSY 263	3
Intro To Sociology	47	SOC 210	3
General Psychology	47	PSY 150	3
Prin Of Macroeconomics	44	ECO 252	3
Prin Of Microeconomics	41	ECO 251	3
Principles Of Accounting	45	ACC 120 & ACC 121	6
Principles Of Management	46	BUS 137	3
Principles Of Marketing	50	MKT 120	3
Intro Business Law	51	BUS 115	3
Info Sys And Comp App	52	CIS 110	3
Western Civ 1	46	HIS 121	3
Western Civ 2	47	HIS 122	3
Revised 04/07/09			

Appendix B: Computer CLEP Exams

Test Title		FTCC Equivalent	
GENERAL TESTS			
	Min Score		Hours
English Composition	50	ENG 111 & ENG 113	6
Social Science/History	50	SOC 210 & HIS 121	6
Social Science/History	50	HIS 121 & HIS 122	6
Social Science/History	50	HIS 122 & SOC 210	6
Natural Sciences	50	PHS 121	4
Humanities	50	ART 111 & ENG 251	6
College Mathematics	50	MATH 115 & MATH 140	6
SUBJECT TESTS			
	Min Score	FTCC Equivalent	Hours
American Government	50	POL120	3
American Literature	50	ENG231 & ENG232	6
English Literature	50	ENG241 & ENG242	6
Analyzing/Interpreting Lit	50	ENG131	3
Calculus	50	MAT 271 & MAT272	6
College Algebra	50	MAT161	3
College Algebra-Trig	50	MAT121	3
Trigonometry	50	MAT162	3
College French (L1)	50	FRE 111, FRE 112	6
College French (L2)	62	FRE 111, 112, 211 & 212	12
College German (L1)	50	GER 111, GER 112	6
College German (L2)	63	GER 111, 112, 211 & 212	12
College Spanish (L1)	50	SPA 111, SPA 112	6
College Spanish (L2)	66	SPA 111, 112, 211 & 212	12
College Freshman Comp	50	ENG 111, ENG 113	6
Biology	50	BIO 111 & BIO 112	8
Chemistry	50	CHM 151	4
US History 1	50	HIS131	3
US History 11	50	HIS 132	3
Human Growth & Development	50	PSY 241	3
Intro to Ed Psychology	50	PSY 263	3
Intro to Sociology	50	SOC 210	3
General Psychology	50	PSY 150	3
Prin of Macroeconomics	50	ECO 252	3
Prin of Microeconomics	50	ECO 251	3
Principles of Accounting	50	ACC 120 & ACC 121	6
Principles of Management	50	BUS 137	3
Principles of Marketing	50	MKT 120	3
Intro Business Law	50	BUS 115	3
Info Sys and Comp App	50	CIS 110	3
Western Civ 1	50	HIS 121	3
Western Civ 2	50	HIS 122	3
Revised 04/07/09			

Appendix C: DANTES Exams

Test Title	Score	FTCC Equivalent		Hours
Art of the Western World	48	ART 111	Art Appreciation	3
Astronomy	48	AST 151	General Astronomy I	3
Business Law II	44	BUS 116	Business Law II	3
Business Mathematics	48	BUS 121	Business Math	3
Civil War & Reconstruction	47	HIS 226	The Civil War	3
Criminal Justice	49	CJC 111	Introduction to Criminal Justice	3
Drug & Alcohol Abuse	49	CJC 213	Substance Abuse	3
Environment & Humanity	46	BIO 140	Environmental Biology	3
Ethics in America	46	PHI 240	Introduction to Ethics	3
Foundations of Education	46	EDU 116	Introduction to Education	3
Fundamentals of College Algebra	47	MAT 161	College Algebra	3
Fundamentals of Counseling	45	CJC 211	Counseling	3
General Anthropology	47	ANT 210	General Anthropology	3
Here's to Your Health	48	PED 110	Fit and Well for Life	3
History of the Vietnam War	44	HIS 167	The Vietnam War	3
Human Resource Management	46	BUS 153	Human Resource Management	3
Human/Cultural Geography	48	GEO 112	Cultural Geography	3
Intro to Law Enforcement	45	CJC 111	Introduction to Criminal Justice	3
Intro to World Religions	49	REL 110	World Religions	3
Introduction to Business	46	BUS 110	Introduction to Business	3
Introduction to Computers	45	CIS 110	Introduction to Computers	3
Lifespan Developmental Psychology	46	PSY 110	Life Span Development	3
Management Information Systems	46	NOS 240	Novell Admin I	3
Money and Banking	48	BAF 222	Money and Banking	3
Organizational Behavior	48	BUS 225	Org Behavior in Business	3
Personal Finance	46	BUS 125	Personal Finance	3
Physical Geology	46	GEL 120	Physical Geology	3
Principles of Finance	46	BUS 225	Business Finance	3
Principles of Financial Accounting	47	ACC 111	Financial Accounting	3
Principles of Financial Accounting	47	ACC 111	Financial Accounting	3
Principles of Public Speaking	47	ENG 115	Oral Communication	3
Principles of Statistics	48	MAT 151	Statistics I	3
Principles of Supervision	46	BUS 135	Principles of Supervision	3
Principles Physical Science I	47	PHS 110	Basic Physical Science	3
Western Europe Since 1945	45	HIS 116	Current World Problems	3
Revised 11/02/09				

Appendix D: Advanced Placement Exams

AP Exam Title	Score	FTCC Equivalent	Hours
Art History	3	ART 114	3
	4	ART 114	3
	5	ART 114 & ART 115	6
Biology	3	BIO 111	4
	4	BIO 111	4
	5	BIO 111 & BIO 112	8
Calculus AB - Transfer	3	MAT 271	4
	4	MAT 271	4
	5	MAT 271	4
Calculus AB - Tech	3	MAT 121	3
	4	MAT 121	3
	5	MAT 121	3
Calculus BC - Transfer	3	MAT 271	4
	4	MAT 271	4
	5	MAT 271 & MAT 272	8
Calculus BC - Engineering Tech	3	MAT 121 & MAT 122	6
	4	MAT 121 & MAT 122	6
	5	MAT 121 & MAT 122	6
Chemistry	3	CHM 151	4
	4	CHM 151	4
	5	CHM 151 & CHM 152	8
Comperative Gov/Politics	3	POL 210	3
	4	POL 210	3
	5	POL 210	3
Computer Science A	3	CIS 110	3
	4	CIS 110	3
	5	CIS 110 & CSC 151	3
Computer Science AB	3	CIS 110 & CSC 151	6
	4	CIS 110 & CSC 151	6
	5	CIS 110 & CSC 151	6
English Language	3	ENG 111	3
	4	ENG 111	3
	5	ENG 111 & ENG 113	6
English Literature	3	ENG 111	3
	4	ENG 111	3
	5	ENG 111 & ENG 113	6
Environmental Science	3	BIO 140	3
	4	BIO 140	3
	5	BIO 140	3
European History	3	HIS 121	3
	4	HIS 121	3
	5	HIS 121 & HIS 122	6
French Language	3	FRE 111	3
	4	FRE 111	3
	5	FRE 111 & FRE 112	6
French Literature	3	FRE 211	3
	4	FRE 211	3
	5	FRE 211 & FRE 212	6

AP Exam Title	Score	FTCC Equivalent	Hours
German Language	3	GER 111	3
	4	GER 111	3
	5	GER 111 & GER 112	6
Human Geography	3	GEO 112	3
	4	GEO 112	3
	5	GEO 112	3
Italian Language	3	ITA 111	3
	4	ITA 111	3
	5	ITA 111 & ITA 112	6
Latin Literature	3	LAT 111	3
	4	LAT 111	3
	5	LAT 111 & LAT 112	6
Latin Virgil	3	LAT 111	3
	4	LAT 111	3
	5	LAT 111 & LAT 112	6
Macroeconomics	3	ECO 252	3
	4	ECO 252	3
	5	ECO 252	3
Microeconomics	3	ECO 251	3
	4	ECO 251	3
	5	ECO 251	3
Music Theory	3	MUS 121	3
	4	MUS 121	3
	5	MUS 121	3
Physics B	3	PHY 151	4
	4	PHY 151	4
	5	PHY 151 & PHY 152	8
Physics B (Civ Engin Tech)	3	PHY 131 & PHY 132	8
	4	PHY 131 & PHY 132	8
	5	PHY 131 & PHY 132	8
Physics B (Elec Engin Tech)	3	PHY 131 & PHY 133	8
	4	PHY 131 & PHY 133	8
	5	PHY 131 & PHY 133	8
Physics C (Mechanics) Transfer	3	PHY 251	4
	4	PHY 251	4
	5	PHY 251	4
Physics C (Mechanics) Tech	3	PHY 131	4
	4	PHY 131	4
	5	PHY 131	4
Physics C (Elec & Mag) Transfer	3	PHY 252	4
	4	PHY 252	4
	5	PHY 252	4
Physics C (Elec & Mag) Tech	3	PHY 132	4
	4	PHY 132	4
	5	PHY 132	4
Psychology	3	PSY 150	3
	4	PSY 150	3
	5	PSY 150	3
Spanish Language	3	SPA 111	3
	4	SPA 111	3
	5	SPA 111 & SPA 112	6

AP Exam Title	Score	FTCC Equivalent	Hours
Spanish Literature	3	SPA 211	3
	4	SPA 211	3
	5	SPA 211 & SPA 212	6
Statistics	3	N/A	0
	4	N/A	0
	5	MAT 151	3
U.S. Gov/Politics	3	POL 120	3
	4	POL 120	3
	5	POL 120	3
Us History	3	HIS 131	3
	4	HIS 131	3
	5	HIS 131 & HIS 132	6
World History	3	HIS 111	3
	4	HIS 111	3
	5	HIS 111 & HIS 112	6
Note: The acceptance of transfer credit is ultimately up to the receiving institution.			
Revised 10/16/08			

Appendix E: International Baccalaureate (IB) Credit

IB Exam Title	Score	FTCC Equivalent	Hours
Anthropology - Social (HL)	4		
	5		
	6		
	7		
Art (HL)	4		
	5		
	6	ART 131	3
	7	ART 131	3
Biology (HL)	4		
	5	BIO 111 & 112	8
	6	BIO 111 & 112	8
	7	BIO 111 & 112	8
Chemistry (HL)	4		
	5	CHEM 151 & 152	8
	6	CHEM 151 & 152	8
	7	CHEM 151 & 152	8
Computer Science (SL)	4		
	5		
	6		
	7		
Computer Science (HL)	4		
	5		
	6		
	7		
Economics (HL)	4		
	5	ECO 251 & 252	6
	6	ECO 251 & 252	6
	7	ECO 251 & 252	6
English A1 (HL)	4		
	5	ENG 111	3
	6	ENG 111 & 113	6
	7	ENG 111 & 113	6
Environmental Systems(HL)	4		
	5		
	6		
	7		
French B (HL)	4		
	5	FRE 211 & 212	6
	6	FRE 211 & 212	6
	7	FRE 211 & 212	6
French B (SL)	4		
	5		
	6	FRE 211 & 212	6
	7	FRE 211 & 212	6
French A1 (HL)	4	FRE 211 & 212	6
	5	FRE 211 & 212	6
	6	FRE 211 & 212	6
	7	FRE 211 & 212	6

IB Exam Title	Score	FTCC Equivalent	Hours
French A1 (SL)	4		
	5	FRE 211 & 212	6
	6	FRE 211 & 212	6
	7	FRE 211 & 212	6
French A2 (HL)	4		
	5	FRE 211 & 212	6
	6	FRE 211 & 212	6
	7	FRE 211 & 212	6
German B (HL)	4		
	5	GER 211 & 212	6
	6	GER 211 & 212	6
	7	GER 211 & 212	6
German B (SL)	4		
	5		
	6	GER 211 & 212	6
	7	GER 211 & 212	6
German A1 (HL)	4		
	5	GER 211 & 212	6
	6	GER 211 & 212	6
	7	GER 211 & 212	6
German A2 (HL)	4		
	5	GER 211 & 212	6
	6	GER 211 & 212	6
	7	GER 211 & 212	6
History of Islamic World	4		
	5		
	6		
	7		
Info. Tech, in a Global Society	4		
	5	HUM 110	3
	6	HUM 110	3
	7	HUM 110	3
Latin	4	LAT 211 & 212	6
	5	LAT 211 & 212	6
	6	LAT 211 & 212	6
	7	LAT 211 & 212	6
Spanish B (HL)	4	SPA 211 & 212	6
	5	SPA 211 & 212	6
	6	SPA 211 & 212	6
	7	SPA 211 & 212	6
Spanish B (SL)	4		
	5	SPA 211 & 212	6
	6	SPA 211 & 212	6
	7	SPA 211 & 212	6
Spanish A1 (SL)	4		
	5	SPA 211 & 212	6
	6	SPA 211 & 212	6
	7	SPA 211 & 212	6

IB Exam Title	Score	FTCC Equivalent	Hours
Spanish A1 (HL)	4	SPA 211 & 212	6
	5	SPA 211 & 212	6
	6	SPA 211 & 212	6
	7	SPA 211 & 212	6
Spanish A2 (HL)	4		
	5	SPA 211 & 212	6
	6	SPA 211 & 212	6
	7	SPA 211 & 212	6
Geography (HL)	4		
	5	GEO 113	3
	6	GEO 113	3
	7	GEO 113	3
History - Africa (HL)	4		
	5	HIS 260	3
	6	HIS 260	3
	7	HIS 260	3
History - Americas (HL)	4		
	5	HIS 132	3
	6	HIS 132	3
	7	HIS 132	3
History - Europe (HL)	4		
	5	HIS 122	3
	6	HIS 122	3
	7	HIS 122	3
History - E/SE Asia + Australia (HL)	4		
	5		
	6		
	7		
History - West + South Asia (HL)	4		
	5		
	6		
	7		
Management (HL)	4		
	5	BUS 110	3
	6	BUS 110	3
	7	BUS 110	3
Math (HL)	4		
	5	MAT 271	3
	6	MAT 271	3
	7	MAT 271	3
Advanced Mathematics	4		
	5		
	6		
	7		
Mathematical Methods	4		
	5	MAT 271	3
	6	MAT 271	3
	7	MAT 271	3

IB Exam Title	Score	FTCC Equivalent	Hours
Mathematical Studies	4		
	5		
	6		
	7		
Music (HL)	4		
	5	MUS 110	3
	6	MUS 110	3
	7	MUS 110	3
Music (SL)	4		
	5	MUS 110	3
	6	MUS 110	3
	7	MUS 110	3
Philosophy (HL)	4		
	5	PHI 115	3
	6	PHI 115	3
	7	PHI 115	3
Physics (HL)	4		
	5	PHY 151 & 152	8
	6	PHY 151 & 152	8
	7	PHY 151 & 152	8
Physics (SL)	4		
	5	PHY 110 & 110A	4
	6	PHY 110 & 110A	4
	7	PHY 110 & 110A	4
Psychology (HL)	4		
	5	PSY 150	3
	6	PSY 150	3
	7	PSY 150	3
Design Technology (HL)	4		
	5		
	6		
	7		
Theatre Arts (HL + SL)	4		
	5	DRA 111	3
	6	DRA 111	3
	7	DRA 111	3
Revised 05/12/09			

Appendix F: Excelsior Exams

Test Title	Score	FTCC Equivalent	Hours
Abnormal Psychology	C	PSY 281	3
American History	C	HIS 131, 132	6
English Composition	C	Eng 111, 112	6
Human Resource Management	C	BUS 153	3
Labor Relations	C	BUS 252	3
Life Span Dev Psych*	C	PSY 110	3
Organizational Behavior	C	PSY 118	3
Production Operations Mgmt	C	OMT 110	3
Psych Adulthood/Aging	C	PSY 249	3
Literacy Instr in the Elem School	C	EDU 282	3
Religions of the World	C	REL 110	3
Statistics	C	Mat 151, 151A	4
Vietnam War (1945-1975)	C	HIS 167	3
Anatomy and Physiology*	C	BIO 168,169	8
Ethics Theology and Practice	C	PHI 240	3
Pathophysiology*	C	PTA 170	3
Organizational Behavior	C	CJC 113	3
World Conflicts Since 1900	C	POL 220	3
Introduction to Music	C	MUS 110	3
Social Psychology	C	SOC 237	3
Foundations of Gerontology	C	SOC 232	3
Cultural Diversity	C	SOC 230	3
*Not applicable for health programs			
Revised 10/05/09			

Appendix G: CTE Exams (formerly Vocats)

TEST TITLE	SCORE	FTCC COURSE	Hours
Automotive Service Tech II and Automotive Service Tech III	3	AUT 151 & AUT 151A*	4
Automotive Service Technology I and Automotive Service Tech II	3	AUT 161*	5
Collision Repair Technology I and Collision Repair Technology II	3	AUB 121	3
Computer Applications I	3	CIS 111	2
Computer Applications I	3	CIS 113	1
Computer Applications I	3	OST 136	3
Computer Applications II	2	OST 137	3
Computer Applications II	3	WEB 110	3
Computer Applications II	3	CIS 162	3
Computer Applications II	3	OST 233	3
Computerized Accounting I	3	ACC 111	3
Construction Technology I and Construction Technology II	3	CAR 110	2
Culinary Arts/Hospitality I and Culinary Arts/Hospitality II	3	CUL 110	2
Drafting I & Drafting II-Architectural	3	DFT 151*	3
Drafting I & Drafting II-Architectural	3	ARC 114*	3
Drafting I & Drafting II-Engineering	3	DFT 151*	3
Early Childhood Education I and Early Childhood Education II	80	EDU 119*	4
e-Commerce I	3	WEB 110	3
e-Commerce II	3	ITN 160 (not taught at FTCC)	
Foods II Advanced	3	CUL 110	2
Horticulture I and Horticulture II	3	HOR 150	2
Horticulture I and Horticulture II-Landscape Construction	3	LSG 111	2
Marketing & Marketing Management or Strategic Marketing	3	MKT 120	3
Principles of Business and Personal Finance	3	BUS 125	3
Small Business Entrepreneurship (Business or Marketing)	3	BUS 230	3
See articulation agreement for further requirements before awarding credit.			
Revised 09/04/09			

Appendix H: DLPT

Test Title	Score	FTCC Courses	Hours
DLPT Spanish	25-29	SPA 111	3
DLPT Spanish	30-35	SPA 111 & SPA 112	6
DLPT Spanish	36-39	SPA 111, SPA 112 & SPA 211	9
DLPT Spanish	40 or above	SPA 111, SPA 112, SPA 211 & SPA 212	12
DLPT French	25-29	FRE 111	3
DLPT French	30-35	FRE 111 & FRE 112	6
DLPT French	36-39	FRE 111, FRE 112 & FRE 211	9
DLPT French	40 or above	FRE 111, FRE 112, FRE 211 & FRE 212	12
DLPT Italian	25-29	ITA 111	3
DLPT Italian	30-35	ITA 111 & ITA 112	6
DLPT Italian	36-39	ITA 111, ITA 112 & ITA 211	9
DLPT Italian	40 or above	ITA 111, ITA 112, ITA 211 & ITA 212	12
DLPT German	25-29	GER 111	3
DLPT German	30-35	GER 111 & GER 112 & GER 211	9
DLPT German	40 or above	GER 111, GER 112, GER 211 & GER 212	12
DLPT Russian	25-29	RUS 111 & RUS 112	6
DLPT, Russian	30-35	RUS 111, RUS 112, RUS 211 & RUS 212	12
Revised 04/07/09			

Appendix I: Industry Standard Certifications

Certification	FTCC Equivalent	Hours
Basic First Aid & CPR	HEA 112	2
Basic Law Enforcement Training	CJC 131, 132, 221, 225, 231	16
Correctional Officer Training	CJC 233	3
Jailer Certification	CJC 233	3
NC Highway Patrol Basic Training	CJC 131, 132, 221, 225, 231	16
Career & Technical Ed w/CC Schools	EDU 119	4
A+	CIS 110, CTS 120, NOS 110, NET 110, SEC 110 & NOS 220	18
A+ (Hands-on proficiency required)	CTS 220	3
AWLANSE OR AWLANFE	NET 175	3
CCNA or CCNP (Hands-on Proficiency Required)	NET 125, 126, 225, 226	12
Certified Novell Administrator (CNA)	CIS 110, NET 110, NOS 110, 120, 220 & 240	18
CNA (Hands-on proficiency required)	NOS 240	3
Linux+, RHCT OR RHCE	NOS 120 & 220	6
MCSE or MCSA	CIS 110, NOS 130, 230 & NET 110	12
C++		
Security +	SEC 110	3
Emergency Medical Tech Basic	EMS 110	7
Emergency Medical Tech Intermediate	EMS 110, 120, 121	12
Hazardous Materials & Rescue Management	EMS 140	2
Emergency Vehicle Operators Course	EMS 150	2
EMT Bridging	EMS 110, 120, 121, 130, 131, 150, 210, 220, 221, 230, 231, 240, 241, 250, 260, 270	45
Fire & Life Safety Educator I, II, III	FIP 124	3
Fire/Arson Investigation	FIP 128	3
Fire Officer II	FIP 136	3
Fire Inspection I and II	FIP 152	3
Wild Land Suppression	FIP 180, 184	6
Fire/Rescue Instructor Certification	FIP 224	4
Fire Service Financial Management	FIP 228	3
Hazardous Materials Incident Management	FIP 230	5
Industrial Electrician Repairer	ELC 115, ELC 117	8
Principles of Emergency Management	FIP 236	3
Executive Fire Officer	FIP 248, 256, 276	9
Surgical Technology Associate Degree	SUR 110, 111, 122, 123, 134, 135, 137 Student must have completed a Surgical Technology Diploma	33
Surgical Technology(AAD) Program	Clinicals waived only by Dept Chair	
Bridging Program	With Dept Chair Approval Only Student must be a working Surgical Technologist Must provide documentation of 1,000 hrs as Surgical Technologist	

Appendix I: Industry Standard Certifications (cont.)

The National Center for Construction Education and Research (NCCER) is a not-for-profit education foundation created to develop industry-driven standardized craft training programs with portable credentials and help address the critical workforce shortage facing the construction industry. Fayetteville Technical Community College also recognized National Center for Construction Education and Research training.

<http://www.nccer.org/default.aspx>

Appendix J: Military Training Information

The American Council on Education (ACE) provides a collaborative link between the Department of Defense and higher education through the review of military training and experience for the award of equivalent college credit for members of the Armed Forces. The evaluation process is founded on high quality standards of practices including a rigorous review and selection of subject matter experts and academic faculty, a site visit to analyze the content, and an evaluator consensus in determining the learning outcome and appropriate academic credit recommended.

The Army/American Council on Education Registry Transcript (AARTS) is a computerized transcript that is produced, free of charge, for eligible soldiers upon request. It combines a soldier's military education and job experience with course descriptions and college credit recommendations developed by the American Council on Education.

The Sailor/Marine American Council on Education Registry (SMART) transcript presents a record of military coursework and training experiences for Sailors and Marines, with college credit recommendations for the American Council on Education. It is available to active duty and reserve Sailors and Marines.

The AARTS and SMART are the primary source documents used by FTCC to award college credit for military training and experience. However, other records and documentations may be used for verifying military occupational experience. These documents vary among the service branches.

The following section outlines the various branches of service and the documents applicable to each that can be submitted during the Admissions process for possible college credit.

Army Military Occupational Specialty (MOS) Verification.

The applicant may submit one or more of the following forms of documentation.

- Transcript from the Army/American Council on Education Registry System (AARTS)
- DD Form 295, Application for the Evaluation of Learning Experience During Military Service
- DD Form 214, Armed Forces of the United States Report of Transfer or Discharge, member copy number 4
- DA Form 2166-1, Noncommissioned Officer Evaluation Report (NCOER)
- USAEREC Form 10A and EREC Form 10, Enlisted Evaluation Data Report
- DA Form 2-1, Personnel Qualification Report
- DA Form 20, Enlisted Qualification Report
- Individual Soldier's Report (ISR)
- Course Completion Certificate
- DA Form 1059 Verification of service school attendance

Army Warrant Officer Military Occupational Specialty (MOS) Verification.

The applicant may submit one or more of the following forms of documentation.

- DA Form 67-8, Officer Evaluation Report (OER)
- DA Form 67-8-1, Officer Evaluation Support Form
- DA Form 2-1, Personnel Qualification Record
- DA Form 66, Officer Qualification Record
- DA FORM 4037, Officer Record Brief
- DD Form 214, Armed Forces of the United States Report of Transfer or Discharge, Member Copy Number 4
- Course Completion Certificate

Navy Occupation Verification.

The applicant may submit one or more of the following forms of documentation.

- Sailor/Marine American Council on Education Registry Transcript
- NAVPERS 1070/604, Navy Occupation/Training Awards History
- DD Form 295, Application for the Evaluation of Learning Experience During Military Service
- DD Form 214, Armed Forces of the United States Report of Transfer or Discharge, Member Copy Number 4
- Course Completion Certificate

Navy Enlisted Classification (NEC) Verification.

The applicant may submit one or more of the following forms of documentation.

- Sailor/Marine American Council on Education Registry Transcript
- NAVPERS 1070/604, Navy Occupation/Training Awards History
- NAVPERS 1616/24, Enlisted Performance Evaluation Report
- NAVPERS 1070/613, Administrative Remarks
- DD Form 295, Application for the evaluation of learning Experience During Military Service
- DD Form 214, Armed Forces of the United States Report of Transfer or Discharge, Member Copy Number 4
- Course Completion Certificate

Coast Guard Occupation Verification.

The applicant may submit one or more of the following forms of documentation.

- DD Form 295, Applicant for the Evaluation of Learning Experiences During Military Service
- DD Form 214, Armed Forces of the United States Report of Transfer or Discharge, Member Copy Number 4
- Achievement Sheet
- Course Completion Certificate

Coast Guard Warrant Officer Verification.

The applicant may submit one or more of the following forms of documentation

- Form CG-5311, Officer Evaluation Report (OER)
- DD Form 295, Application for the Evaluation of Learning Experience During Military Service
- DD Form 214, Armed Forces of the United States Report of Transfer or Discharge, Member Copy Number 4
- Course Completion Certificate

Marine Corps Military Occupational Specialty (MOS) Verification.

The applicant may submit one or more of the following forms of documentation

- Sailor/Marine American Council on Education Registry Transcript (SMART)
- Individual Training Standards System (ITSS) Maintenance Training Management and Evaluation Program (MATMEP) Summary Sheet
- DD Form 295, Application for the Evaluation of Learning Experience During Military Service
- DD Form 214, Armed Forces of the United States Report of Transfer or Discharge, Member Copy Number 4
- Course Completion Certificate

Air Force Enlisted Air Force Specialty Code (AFSC) Verification.

The applicant may submit one or more of the following forms of documentation

- Community College of the Air Force Transcript (CCAF)
- DD Form 295, Application for the Evaluation of Learning Experience During Military Service
- DD Form 214, Armed Forces of the United States Report of Transfer or Discharge, Member Copy Number 4
- Course Completion Certificate

**REQUEST FOR PORTFOLIO
ASSESSMENT**

Name _____

Street Address _____

City, State, Zip _____

Work Phone () _____ Home Ph () _____ Cell () _____

Email Address _____

FTCC Student Email Address _____

Student ID# _____

I am requesting that my portfolio be evaluated for credit. By signing this form, I am indicating that I understand:

- The subject matter expert has reviewed my documentation and made no promises regarding the awarding of credit.
- This form serves as an official release enabling FTCC staff and faculty to review my material for evaluation of portfolio credit.
- There is a nonrefundable fee of two-thirds the cost of the tuition for the course for which I am requesting credit.
- It is my responsibility to submit the portfolio as outlined in the student portfolio packet.
- My advisor/ subject matter expert has the right to request verification of any or all documentation presented in my portfolio.

Student's Signature

Date

Fayetteville Technical Community College Transfer Credit Appeal Form

Student Name: _____ Student ID#: _____
 Address: _____
 Phone: _____ Student E-mail Address: _____

Please submit one form **per** course request.

An initial review of Appeal will be conducted. You will be notified within 15 business days of result via your student e-mail account. Notification may include final result or requests for supporting documentation for further review.

College Name _____ Standardized Test Certification Military Training Other _____

Credit to be re-considered			FTCC course seeking credit for:		
Course Prefix & number	Title <small>(Please specify Standardized Test name & exam, certification, Military training or other credit)</small>	Credit Hours	Course Prefix & number	Title	Credit Hours

Student's Signature: _____ Date: _____

Submit completed form to the Testing/Evaluation Office, Tony Rand Student Center Rm. 217

Official Use Only

Department Chair

Date Appeal Received	Signature	Decision (x)		Explanation/Alternate credit
		Ye s	No	
				If no:

Processed _____ Evaluator _____

GLOSSARY

Academic Advisor: A faculty member assigned to the student's chosen program of study, to assist the student with registration and provide guidance through graduation.

Academic Integrity: Unethical practices to include the use, by summary, paraphrase, or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.

Admissions Evaluator: Staff member who reviews all documentation pertaining to student credit.

Counselor: Assists new and returning students with career decisions, reviews student's admissions documentation, and assigns student academic advisor.

Council for Academic and Student Services (CASS): Executive committee who oversees the betterment of academic and student services.

Credit for Prior Learning: Experience-based learning attained outside the auspices of standard institutions of higher learning. Not awarded for experience per se but for college-level learning gained through a comprehensive combination of measurable training, skills, and knowledge obtained through work, volunteer service, and hobbies are considered during the evaluation for credit for prior learning.

Non-course credit: Credit assigned to students who are receiving credit for non college level learning. For example, active duty Army students who attended Basic Noncommissioned Officers Courses are generally awarded PSY 118 or the equivalent.

Residency Requirements: In order to receive a degree, diploma, or certificate from FTCC, students must complete 75% of the course work for the degree, diploma, or certificate at FTCC.

Rubric: Is a scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's performance on papers, projects, essays, and other assignments. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent.

Subject Matter Expert: Someone who has in depth professional knowledge of a certain academic area.

Syllabus: An outline and summary of topics to be covered in an education or training course.

Technical skill: Skill that is from a field, such as computer science, that is ever changing and therefore must be current and maintained either by education or experience.

Transferability: The ability of a course taken at one institution to be used for the purpose of potentially meeting other institutions credit requirements.

Verifiable Documentation: Official document that can be authenticated by a third party.

WebAdvisor: Secure website to which each FTCC student has access for registration, financial aid information, grades, and degree information.