

PLAR ASSESSMENT POLICY

The Process:

In exceptional circumstances, applicants without a BA are admitted using the PLAR application process. The PLAR application must include a personal readiness essay and a CV, which clearly outlines their equivalent academic training, therapy & life experience.

In order to ascertain whether The Create Institute will take the next step, which is interviewing the PLAR applicant, 2 separate faculty members review the PLAR application and evaluate, together, whether the applicant has the academic equivalency of an undergraduate degree. If not, the applicant is informed that their prior learning and qualifications are not considered as equivalent to a BA.

If the interview process proceeds, the following categories are covered.

Communication:

Written: writing skills are assessed through their personal essay, CV and application details. Written skills are assessed through the courses that the applicant has taken in the past.

Listening & Speaking Skills: are assessed during the interviews by how the applicant speaks, listens, responds and are relationally present. Speaking and listening skills are assessed through the curriculum of courses that the applicant has taken in the past.

Reading Skills: the applicant receives an academic article before meeting with the interviewers. During the interviews, a conversation is facilitated by a faculty member through a discussion around the themes of the article. In addition, the applicant's capacity for comprehension of the article is assessed. Reading skills are assessed through the curriculum of courses that the applicant has taken in the past.

Numeracy/Basic Math Skills: in interviews, applicants must demonstrate evidence of these basic skills in the form of a payment plan which indicates financial readiness to undertake the training.

Critical thinking & problem solving: applicants are expected to include, in their application, how their equivalent training and life experience shows evidence of creative and innovative thinking, problem solving capacities and organizational skills, in addition to understanding their position in terms of power and privilege. During the interview, applicants are presented with a scenario that evaluates the above skills.

Information management: in their application, applicants must demonstrate what they've learned from past trainings, work in communities, research projects. They need to show a good working knowledge of how to gather information from various sources, including navigating and

organizing Internet sources. The following skills are also assessed during the interview process: collection, storage, curation, dissemination, archiving and destruction of documents, images, drawings and other sources of information.

Interpersonal: in their application, applicants must show evidence of active interpersonal involvement through volunteer commitments, group projects and interactive facilitation skills. This includes, in the interview, an exploration of how they demonstrate respect for diverse experiences and opinions, values and belief systems and their experience of group learning. We also assess how the applicant deals with conflict and their knowledge of the impact they have and how they are impacted by others.

Personal: applicants are expected to demonstrate the ways in which they engage in self-reflective practices. This includes how they take responsibility for their own actions and their ability to make meaning from what they have learned. Applicants are expected to understand how to use this knowledge to enhance self-awareness.