



HLC Accreditation Evidence

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Kansas Credit for Prior Learning Guidelines

**A Best Practices Guide for Assessing Prior Learning at Public
Postsecondary Institutions**

Updated by Kansas Credit for Prior Learning Task Force, August 2021

★ LEADING HIGHER EDUCATION ★

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Introduction

Credit for Prior Learning (CPL) awards credit for college-level equivalent knowledge and skills and includes credit evidenced by national standardized exams, military training transcripts, industry credentials, portfolios, and other methods. Studies carried out by the Council for Adult and Experiential Learning (CAEL) show that facilitated access to CPL helps students accelerate completion. Further, these studies suggest students who earn CPL demonstrate higher graduation rates, better retention rates, and shorter time to degree¹.

In June 2014, the Board approved the first CPL Guidelines to assist colleges and universities with implementing CPL in Kansas. This guide was a result of the Kansas CPL Steering Committee's project funded by Jobs for the Future. The Board directed institutions to review their CPL policies and practices and placed the project under the direction of the Board Academic Affairs Standing Committee (BAASC). In 2016, the Board approved a formal CPL Policy recognizing the Kansas Credit for Prior Learning Task Force as responsible for CPL oversight, as directed by the BAASC.

As a result of the policy, CPL guidelines, and multi-state collaborative grants via the Midwestern Higher Education Compact (MHEC), institutions have increased the use of consistent practices and quality standards to award credits for CPL. CPL data has been officially collected from KBOR system institutions since 2017, portraying steady increases in the number of credit hours awarded for CPL as well as the number of students receiving CPL credit. A CPL report is provided to BAASC annually and included on the KBOR CPL website.

Credit for Prior Learning Purpose Statement

In recognition of the need to evaluate learning which has taken place outside the higher education classroom, the Kansas Board of Regents offers these guidelines to Kansas public universities and community/technical colleges. Each public university and college in Kansas is encouraged to use the guidelines to establish, document, and regularly update policies for evaluating prior learning and awarding appropriate postsecondary credit aligned with its institutional mission. Institutional CPL policies should protect the integrity and credibility of CPL, meet accreditation standards, and be available to students, faculty, and other stakeholders.

Goals of CPL include:

- Supporting the Board's strategic plan to increase credential attainment among Kansans
- Supporting efforts to make higher education more affordable through awarding equivalent credit for knowledge gained outside the traditional postsecondary classroom
- Aligning CPL in Kansas with Higher Learning Commission criteria and assumed practices
- Enhancing accessibility, consistency, and transparency of CPL
- Elevating the importance of and encouraging appropriate use of CPL
- Increasing student enrollment, retention, and completion through the use of CPL
- Defining measures with which to evaluate the effectiveness of CPL

¹ Klein-Collins, R. (2010, March). *Fueling the race to postsecondary success: A 48-institution study of prior learning assessment and adult student outcomes*. Chicago, IL: Council for Adult and Experiential Learning. Retrieved from http://www.cael.org/pdfs/PLA_Fueling-the-Race

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I. DEFINITIONS

- A. Credit for Prior Learning (CPL)** - A comprehensive term used to describe credit awarded for learning gained outside a traditional postsecondary academic environment. “Prior Learning Assessment” (PLA) and “Prior Learning and Recognition” (PLAR) are also used to describe CPL. CPL involves the evaluation and assessment of an individual’s learning obtained through activities such as working, participating in employer training programs, serving in the military, studying independently, completing advanced secondary level coursework, studying open source coursework, volunteering or doing community service. CPL may take the form of postsecondary credit, certification, or advanced standing toward further education or training. Postsecondary level credit is the optimal outcome.
- B. Military Articulation Portal (MAP)** – Searchable portal populated by Kansas Board of Regents military articulation database through which a prospective student with a military background can learn about college credit he/she may be awarded for specific training acquired during military service.
- C. Residence requirement** - An institutional requirement that students earn a specified number of credit hours necessary for a degree or certificate from the granting institution. Residence credits may not be earned through test-out, transfer or other CPL means.

II. TYPES OF CREDIT FOR PRIOR LEARNING

The list below is provided for convenience and to avoid conflicting definitions for CPL terminology. It is not intended to be exhaustive. Kansas institutions may consider adopting these common definitions for their own communications, policies, and internal purposes to simplify and improve the student-user experience.

- A. Advanced Placement (AP) Exams** - A series of standardized exams developed by the College Board. College credit is awarded based on exam score. The exams usually follow standardized high school courses generally recognized as being equivalent to undergraduate college courses.
- B. American Council on Education (ACE) and ACE Guides** – The prominent coordinating body for higher education institutions in the U.S., providing third party, unbiased credit equivalency recommendations among other services. ACE Guides are credit recommendations for formal instructional programs and examinations offered by non-collegiate agencies (including civilian employers, the military, professional associations, and other workplace related-training).

II. TYPES OF CREDIT FOR PRIOR LEARNING (continued)

- C. Cambridge International Exams** - Examinations administered by subject area as a part of Cambridge International Education programs. Cambridge International (CI) programs include Advanced Subsidiary (AS Levels), which typically are one-year programs, and Advanced Levels (A Levels), typically two-year programs, of subject-based qualifications. These usually are taken in the final two years of high school. Assessment occurs at the end of each program. College credit may be awarded for exam scores equivalent to a C or higher.
- D. Career Pathway** - Organized groupings of rigorous academic and career related courses leading from education to employment, that identify each step, skill, educational requirement and aptitude needed to be successful within any specific career.
- E. College Level Examination Program (CLEP) Exams** - Tests of college material offered by the College Board and designed to measure college-level competence achieved outside the college classroom. Course credit is given to students earning a satisfactory score on the CLEP exam indicating successful mastery of course outcomes.
- F. Council for Adult and Experiential Learning (CAEL)** – Nationally recognized body on prior learning assessment and the only body recognized by all regional accreditors for prior learning policy. Publish guidelines for quality – 10 Standards for Assessing Learning (Appendix A).
- G. Crosswalk** - A diagram illustrating various learning pathways to degree programs.
- H. Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs)** - Examinations available for civilian and military personnel that allow a student to demonstrate proficiency of college level knowledge and skills.
- I. Evaluation of Local Training** - Individual institutions’ program evaluations of non-collegiate instructional programs.
- J. Excelsior College Examination Program (ECE)** – Proficiency examinations for college credit (UEXCEL) in select subject areas and programs (ECE) offered by Excelsior College, NY. Formerly known as Regents College Exam or ACT/PEP Exams.
- K. Institutional Exam or Course Challenge Exams** - An examination offered by institutions for a particular course that an academic program or department may utilize to give students credit for a course. A student will work directly with the individual program or department to learn about the availability and cost of institutional course examinations.

II. TYPES OF CREDIT FOR PRIOR LEARNING (continued)

L. International Baccalaureate Programs (IB) - An internationally accepted qualification for entry into institutions of higher education, much like the AP program. It is a demanding two-year curriculum culminating with final examinations. Credits are awarded to students who achieve a minimum score on the exams. Graduates of the IB program must demonstrate competency in languages, social studies, the experimental sciences, and mathematics. In addition, the program includes three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. To receive a diploma, students must achieve a minimum score of 24 out of a possible 45 points, as well as satisfactorily complete the creativity, action, and service requirements.

M. Learning Counts - A resource developed by the Council on Adult and Experiential Learning (CAEL) to guide students in preparing a portfolio to demonstrate their lifelong learning and receive a transcript with college credit recommendations.

N. Locally Evaluated Industry and Workplace Credit - Individually evaluated non-collegiate instructional programs, such as those for apprenticeship, certification, professional licensure, and other local workplace training that demonstrate competency required for degree or certificate programs. CPL credit may be awarded based on evaluation by trained faculty in the student's program, awarded based on recommendations in the ACE Guide, and/or awarded as part of a student's portfolio.

- 1. Apprenticeship:** Apprenticeship is a combination of on-the-job training and related technical instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs may be sponsored by individual employers, joint employer and labor groups, and/or employer associations.
- 2. Certification:** Certification (usually by a third-party industry group) is a designation that is obtained once the student is qualified to perform a particular task or job. Certification differs from licensure in that certification is an employment qualification and not a legal requirement for practicing a profession.
- 3. Professional Licensure:** "Permission to practice" granted by a governmental entity. Licensure is a legal status. Professional licensure restricts practice of the profession to individuals who have met specific qualifications in education, professional experience, and/or have successfully passed an examination.

O. Military Training Credit - College credit for military training awarded through American Council on Education (ACE) College Credit Recommendation Service or through direct evaluation of the student's military service school transcripts or training documents.

II. TYPES OF CREDIT FOR PRIOR LEARNING (continued)

- P. National College Credit Recommendation Service (NCCRS)** - Coordinating services based on teams of college faculty evaluators and subject matter experts who conduct extensive reviews of education and training programs offered outside of the traditional college classroom and translate them into college credit equivalencies. Education and training by corporations, unions, religious organizations, and proprietary schools have been evaluated. Cooperating postsecondary institutions grant college credit based on credit recommendations and in accordance with their own transfer policies.
- Q. Portfolio Review Credit (or portfolio assessment credit)** - Credit awarded as a result of review of a portfolio prepared by the student to demonstrate learning acquired outside of the classroom and that is relevant to the student's educational program. A portfolio may include documentation such as certificates of training, work samples, awards and honors, job descriptions, performance evaluations, samples of work product, evidence of self-directed learning, and resumes to validate equivalent learning outcomes are met. A portfolio course may be offered by the institution to assist the student in preparing a quality portfolio.
- R. Prior Learning Assessment (PLA)** - See definition of CPL on page 5.
- S. Right Skills Now** - Component of National Association of Manufacturers – Manufacturing Skills Certification System, which includes nationally portable, industry-recognized certifications combined with for-credit education programs. The education pathways are directly aligned to career pathways in manufacturing.
- T. Seal of Biliteracy** – Certificate awarded by Kansas State Department of Education and a local school district to recognize students who have attained proficiency in English and one or more other world language by the time they graduate. Kansas has adopted a two-tier Seal of Biliteracy, awarding a Kansas Gold Seal for “Intermediate Mid” proficiency and Kansas Platinum Seal for “Advanced Low,” as defined in the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Individual institutions are strongly encouraged to consider proficiency levels and award credit accordingly.
- U. Standardized Exams**- Credit awarded as a result of a specific standardized test score. These tests could include ACT, SAT, GED, or any other standardized exam.
- V. Thomas Edison State College Examination Program (TECEP)** - Tests for college credit offered by Thomas Edison State College, NJ.

III. ENROLLMENT REQUIREMENTS

CPL should be awarded to students who have enrolled in an institution, in accordance with the institutional policy regarding enrollment and degree seeking status.

IV. NUMBER OF CREDITS AND CREDIT FOR PRIOR LEARNING UNITS

- A. Institutions should have clear policies outlining the maximum allowable credits for prior learning as a reasonable proportion of the credits required for degree completion. CPL policies should align with the Higher Learning Commission criteria and consider maximum CPL awards within degree requirements.
- B. In establishing maximum allowable credits, institutions should maintain structures and practices to ensure consistency with:
 1. Institution requirements
 2. Program requirements
 3. Program accrediting agency requirements

V. VALIDATION STANDARDS FOR CREDIT FOR PRIOR LEARNING

A. Validation Methods

Kansas public higher education institutions should award CPL in accordance with the Higher Learning Commission criteria for accreditation (www.hlcommission.org), recommendations of these guidelines, ACE (www.acenet.edu), CAEL standards (Appendix A), and the CPL Quality Check List (Appendix B). CPL should be awarded on a course-by-course basis when the prior learning is equivalent to the learning outcomes in the postsecondary course. Institutions should include in their policy and practice a quality assurance process, documented standard intake processes, CPL advising and guidance from trained advisors, and standard transparent policies.

B. National Exams for Postsecondary Credit

1. Institutions should evaluate the competencies measured in national standard exams and award appropriate credit when the competencies are equivalent to the learning outcomes of college courses and the student has met or exceeded the standards.
2. Board policy includes CLEP, Advanced Placement (AP), and International Baccalaureate (IB) scores in Chapter II, Section A, 3 (Appendix D). **Though the policy is technically restricted to state universities, all institutions are encouraged to adopt it.** Per the policy and the procedures outlined therein, state universities shall award:
 - a. Credit for all **CLEP** exam scores at or above 50 for the equivalent course or courses at their institution.
 - b. Credit for all **AP** exam scores of 3 or above for the equivalent course or courses at their institution.
 - c. Credit for all **IB** exam scores of 4 or above on SL and HL exams for the equivalent course or courses at their institution.
 - d. Any academic discipline may establish a higher systemwide AP exam

score above three (3) or a higher systemwide IB exam score above four (4) using the approved process (Appendix E). Current cut scores may be found on the Kansas Board of Regents Credit for Prior Learning website

(www.kansasregents.org/academic_affairs/credit_for_prior_learning).

Each institution shall determine the equivalent course to each exam as appropriate. In the case where an institution does not offer an equivalent course for a particular exam, and no elective credit is granted, we recommend the following wording be used: "No equivalent course."

3. Additionally, all institutions should consider the following national exams. The list is not meant to be exhaustive. If additional exams are deemed valid and appropriate by the institution, they should also be considered.
 - a. DANTES Subject Standardized Tests (DSSTs)
 - b. Excelsior College Examinations (UEXCEL & ECE)
 - c. GED College Ready + Credit
 - d. Cambridge International Exams

C. Credit Recommendation Services

1. Institutions should consider following the recommendations for credit equivalency provided by nationally recognized, reputable credit recommendation services and award credit when the learning outcomes are equivalent to those of the institution's postsecondary courses, and where applicable, approved system-wide transfer courses.
2. Recommendations from the following services should be considered:
 - a. American Council on Education (ACE) Credit Recommendation Service (CREDIT) (www.acenet.edu/higher-education/Pages/Credit-Recommendation-Services.aspx)
 - b. American Council on Education (ACE) Military Guide (www.acenet.edu/new-room/Pages/Military-Guide-Online.aspx)
 - c. National College Credit Recommendation Service (NCCRS) (www.nationalccrs.org)
 - d. Right Skills to Work by the Manufacturing Institute, National Association of Manufacturers (NAM) (www.themanufacturinginstitute.org/Skills-Certification/Right-Skills-Now/Right-Skills-Now.aspx)

D. Industry-recognized Credentials

Institutions should award appropriate CPL for industry certifications that are equivalent to learning outcomes in postsecondary courses offered.

E. Individual Portfolio Assessments

1. Institutions should provide portfolio assessment options to award credit for prior postsecondary-level learning.
2. Portfolio assessments should be evaluated by trained faculty using national standards established by CAEL or other nationally recognized sources. Postsecondary institutions should use quality portfolio checklists and/or a professional portfolio service.

3. Students should be counseled on the suitability of portfolio CPL and provided guidance or instruction on preparing quality portfolios.

F. Institutionally Prepared Exams

Institutionally prepared exams may be used to award credit when equivalent, consistent learning outcomes are met. Institutions should ensure exams developed by an individual faculty member or faculty teams are valid, reliable and objective. Institutional exams should be monitored and controlled; content protected for security and use; and proctored responsibly. The assessment criteria (passing grade, competencies measured etc.) need to be determined prior to examination. Grading, required record-keeping, and transcription methods for institutionally prepared exams should also be pre-determined and implemented consistently.

G. Resources

1. *Prior Learning Assessment Inside Out Journal* (PLAIO) *An International Journal on Theory, Research, and Practice in Prior Learning Assessment*
<https://www.plaio.org/index.php/home>

VI. QUALITY CREDITS THAT APPLY TO DEGREES

Credit awarded for prior learning should be documented, evaluated, and appropriate for the level of degree awarded and in full compliance with the criteria of the HLC. Academic credit should be awarded to students who have enrolled in an institution and:

- A. CPL shall be applied and used as course credit equivalencies.
- B. CPL should apply toward majors, minors, concentrations, general education requirements, and electives that count toward the degree or program certificate being sought in the same manner as traditional courses.
- C. CPL should satisfy prerequisite requirements in the same manner as course equivalencies at the institution.
- D. CPL should not be awarded for competencies that substantially replicate other credits earned by CPL or classroom experiences, and typically should not replace credit earned in the classroom.

VII. TRANSFERABILITY OF CREDITS FOR PRIOR LEARNING

It is recommended that CPL awarded and documented in a student transcript at any accredited institution whose policies follows the Kansas CPL Guidelines and complies with the Higher Learning Commission criteria and Kansas State Statutes should be accepted as credit toward a degree or program certificate at all Kansas public postsecondary institutions.

VIII. FEES ASSESSED TO STUDENTS

- A.** Costs to students for establishment of credit should be comparable throughout the state system and should reflect the actual costs for institutional administration of the CPL evaluation (e.g., actual test fee for a standardized national test plus an administrative fee that covers the actual costs for test proctoring; actual costs for faculty time in portfolio evaluation, etc.).
- B.** Fees should be based on the assessment service performed and not determined by the number of credits awarded. Tuition should not be assessed for CPL.

IX. DATA TRACKING AND EVALUATION

- A.** Institutions should ensure that credits awarded for prior learning are recorded in the student information system. The type of credit for prior learning should be denoted in the institutional student database. The data associated with the credit should include the course identifiers and description of the articulated course, semester (term) for which the credit is applied, credit hours awarded, and the actual date awarded by the institution.
- B.** Institutional CPL data will be tracked and reported in Kansas Higher Education Data System.

X. INFORMATION DISSEMINATION

- A.** Institutions should publish on their websites full information regarding their CPL policies, including specific information related to credit granted for military service, and fees to students for evaluation. Institutions may use additional methods to make consistent information accessible to students regarding CPL credits, policies and the number of students receiving CPL credits. Information should be updated at least annually.
- B.** The KBOR website should include links to all institutions' CPL web pages.
- C.** CPL information on the web from each institution should include:
 - 1.** General Institutional Policies (including CPL policies) and link to CPL
 - 2.** Types of CPL offered (with specific information regarding the awarding of CPL for military training/service)
 - 3.** Credit limits for CPL, including for specific types of CPL and how overlaps may be handled, such as military, AP, CLEP, DSST, and others
 - 4.** Fees associated with the assessment of CPL
 - 5.** How CPL credit appears on transcript
 - 6.** Acceptance of transfer CPL credits
 - 7.** Point of contact, phone number, and email for CPL
 - 8.** Course credit awarded for AP, CLEP, IB, and any other standardized exam for which the institution awards CPL.

9. For CLEP and AP, list all exams in alphabetical order, even those for which the institution does not award credit. For those, indicate “No equivalent course.”

XI. CREDIT FOR MILITARY SERVICE

Each institution granting credit for military service and who wishes to be a part of the KBOR Military Articulation Portal (MAP) for military service members shall follow the additional guidelines below.

- A. Institutions shall establish an internal approval process at all appropriate levels for evaluation of military training courses and/or military occupational specialties and skill levels.
- B. Institutions shall designate an appropriate person to enter articulations for specific military training courses and/or occupations and skill levels into the MAP. The following guidelines should be followed
 1. Only those articulations that have been approved by the appropriate entities on campus should be entered. (Documentation of approval is not necessary for inclusion in MAP, but should be submitted to KBOR upon request.)
 2. Articulations entered for an institution should adhere to all institutional policies on CPL and Military CPL.
 3. Articulations should be reviewed on a regular schedule as determined by the institution.

XII. CREDIT FOR PRIOR LEARNING TASK FORCE REPRESENTATION

As stated in Board policy, the Credit for Prior Learning (CPL) Task Force consists of representation from each university and from the community college and technical college sectors, appointed by the Vice President for Academic Affairs in consultation with the Vice President for Workforce Development.

The Credit for Prior Learning (CPL) Task Force shall have a maximum of 22 members:

- A. The four-year sector shall have members from each institution, including Washburn University, with a limit of two members per institution, not to exceed eleven members.
- B. Collectively, the community colleges and technical colleges shall not exceed eleven members with no more than eight members representing community colleges and no more than three representing technical colleges.

XIII. CREDIT FOR PRIOR LEARNING GUIDELINES REVIEW

The Kansas CPL Guidelines should be reviewed by the Council of Faculty Senate Presidents and the System Council of Chief Academic Officers on an annual basis or as needed, and updated or revised as needed by the Kansas CPL Task Force. KBOR will align CPL Guidelines to Board policies as necessary.

Appendix A

THE 10 CAEL STANDARDS FOR ASSESSING LEARNING

As the nationally recognized body on prior learning assessment and the only body recognized by all regional accreditors for PLA, the Council for Adult and Experiential Learning's (CAEL) Standards for Assessing Learning have become the foundation for most PLA programs. Kansas colleges and universities may use these standards as a guide.

1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
2. Assessment is integral to learning because it leads to and enables future learning.
3. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
4. The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
5. Assessment advances the broader purpose of equity and access for diverse individuals and groups.
6. Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
7. Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
8. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
9. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.

Marienau, C., Younger, Donna. *Assessing Learning: Standards, Principles, and Procedures 3rd*. Dubuque, IA: Kendall Hunt Publishing Company, 2017.

Appendix B

CREDIT FOR PRIOR LEARNING QUALITY CHECKLIST

1. CPL is awarded in compliance with the criteria for accreditation of the Higher Learning Commission, Kansas Board of Regents policy manual, state statutes, and the Kansas CPL Guidelines.
2. CPL is awarded for college level learning that is equivalent to learning objectives or outcomes in college courses and is not based on time or experience.
3. Enrollment procedures are structured to benefit students, encourage appropriate application of CPL, and avoid artificial barriers.
4. The number of CPL credits accepted for degree or program completion is a reasonable portion of credits and the maximum allowable is established with thoughtful evaluation of program requirements.
5. CPL awards in a college or department are consistent with policy across the institution.
6. Where possible and appropriate, standardized national exams are used for CPL.
7. CPL awards advance the student towards degree or program completion.
8. CPL should not be awarded for competencies that substantially replicate other credits earned by CPL or classroom experiences, and typically should not replace credit earned in the classroom.
9. The institution accepts CPL awarded at other accredited Kansas institutions when applicable.
10. CPL fees are reasonable and aligned with actual costs incurred by an institution to deliver the service.
11. CPL fees are based on assessment services performed and not on number of credits awarded.
12. Fees assessed to transcript CPL credits are consistent with fees to transcript other transfer courses.
13. CPL is transcribed in accordance with state guidelines and allows for institutional analysis of success and statewide data collections.
14. Professional development and training are provided to all personnel associated with CPL including intake counselors, advisors, faculty, and other student services personnel.
15. CPL policies, types, programs, fees, etc., are published and widely available to students.
16. All policies and procedures for CPL are transparent and consistent.
17. Continuous improvement processes are in place to improve the students' experience.

Appendix C

KANSAS BOARD OF REGENTS CREDIT FOR PRIOR LEARNING POLICY

(Board Policy Manual, Chapter III, Section A.4.)

CHAPTER III: COORDINATION – STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR WASHBURN INSTITUTE OF TECHNOLOGY

A. ACADEMIC AFFAIRS

4. CREDIT FOR PRIOR LEARNING

- a. Each Kansas public postsecondary educational institution shall award credit for prior learning in accordance with this policy and in a manner that is appropriate to the institution's nature and mission.
- b. The Kansas Credit for Prior Learning Task Force consists of representation from each university and representation from the community college and technical college sectors. These representatives shall be appointed by the Vice President for Academic Affairs, in consultation with the Vice President of Workforce Development. The role of the Kansas Credit for Prior Learning Task Force shall be to provide oversight, as directed by the Board, for implementation of this policy and the Kansas Credit for Prior Learning Guidelines. These Guidelines were approved by the Kansas Board of Regents in June 2014.
- c. The Kansas Credit for Prior Learning Task Force shall be coordinated by a Board staff member under the oversight of the Board Academic Affairs Standing Committee.
- d. The Kansas Credit for Prior Learning Task Force shall work to ensure standardized recognition of credit for prior learning from all Kansas public postsecondary institutions.
- e. The Kansas Credit for Prior Learning Task Force shall receive and consider recommendations from the Kansas Collaborative on Military Credit Advisory Committee regarding the evaluation of military training for credentials and awarding of college credit.
- f. Each Kansas public postsecondary educational institution shall follow the requirements set forth in the Kansas Credit for Prior Learning Guidelines when evaluating and awarding credit for prior learning. These Guidelines shall provide for:
 - i. specifications for awarding credit for learning gained outside a traditional academic environment for the state universities, community colleges, technical colleges, Washburn University and Washburn Institute of Technology;

- ii. consistency with state and federal law, Board policies, applicable accreditation standards;
- iii. a consistent and transparent means for students to advance toward a degree or credential;
- iv. annual review for updates by the Kansas Credit for Prior Learning Task Force.

Appendix D

KANSAS BOARD OF REGENTS CREDIT BY EXAMINATION POLICY

(Board Policy Manual, Chapter II, Section A.3.)

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

3. CREDIT BY EXAMINATION

- a. Credit awarded by any state university in conformity with this policy shall be accepted by all other state universities.
- b. Except for exams with alternative scores set under paragraph c, each state university shall award:
 - i. Credit for all Advanced Placement (AP) examination scores of three (3) or above for the equivalent course or courses at their institution.
 - ii. Credit for all College-Level Examination Program (CLEP) examination scores at or above the American Council of Education’s (ACE) credit-granting recommended score of 50 for the equivalent course or courses at their institution.
 - iii. Credit for all International Baccalaureate (IB) examination scores of four (4) or above on Higher Level (HL) exams and Standard Level (SL) exams for the equivalent course or courses at their institutions.
- c. Any academic discipline may establish higher systemwide AP exam scores above three (3) and IB exam scores above four (4) using the process for establishing a higher systemwide score proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on May 18, 2016 and amended by the Council of Chief Academic Officers on February 20, 2019. Any academic discipline may review and change a higher systemwide AP exam score above (3) and a higher systemwide IB exam score above (4) using the process for reviewing and changing systemwide scores proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on January 17, 2018 and amended by the Council of Chief Academic Officers on February 20, 2019.
- d. All other Kansas public postsecondary educational institutions are encouraged to adopt this state university policy.
- e. Institutions shall have discretion on awarding additional credit for scores above three (3) on AP exams, and above four (4) on Higher Level or Standard Level IB exams, and scores above the ACE credit-granting recommended score of 50 for CLEP exams.

Appendix E

Process for establishing higher system-wide credit by exam scores [proposed by the Council of Faculty Senate Presidents and approved by COCAO on May 18, 2016 and amended on February 20, 2019]:

- 1- Charge the members of CoFSP to distribute the default system-wide cut scores in draft form, to the department heads whose faculty members are responsible for each of those equivalent courses at each of the applicable universities.
- 2- If no university's department objects to the default cut score for a given exam, let that default cut score be established as the system-wide cut score for the equivalent course.
- 3- If one or more departments object to a particular default cut score, let all of the university department heads responsible for that particular exam discuss the issue by email or conference call, facilitated by the chair of the CoFSP, with the objective of reaching consensus on a different score. If a consensus cannot be reached, convene a meeting of the university department heads. If consensus still cannot be reached, let the Council of Chief Academic Officers set the system-wide cut score for that particular exam.

Process of reviewing and changing system-wide scores [recommended by the Council of Faculty Senate Presidents and approved by COCAO on January 17, 2018 and amended on February 20, 2019]:

System-wide credit by exam scores will be reviewed every five years unless an interim review is triggered at the request of at least two state universities. If the five-year, or interim review, reveals that at least two state universities would like to change a system-wide cut score, the CoFSP chair will facilitate an email, or conference call, of the university department heads responsible for that particular exam with the objective of reaching consensus on a score. If consensus is not reached, the Council of Faculty Senate of Presidents will vote and make a system-wide cut score recommendation to the Council of Chief Academic Officers for that particular exam.

Cut scores are announced to high schools and high school students at the beginning of each academic year. To allow adequate time for proper updates and communication to relevant constituents, all cut score changes should have a future effective date. For example, if the decision is made in academic year 2017-2018 to change a cut score, then the cut score will be effective for the next academic year 2018-2019. This will allow students who have made decisions based on the current cut scores to have that score honored.