

SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

AGENDA

March 14, 2018
8:30 am – 9:15 am

The System Council of Chief Academic Officers will meet in the Meadowlark Room 220 located in the Overman Student Center (302 E. Cleveland, Pittsburg, KS 66762) on the Pittsburg State University campus.

- I. Call To Order** Todd Carter, Co-Chair
 - A. *Approve Minutes*
February 14, 2018, Meeting p. 2

- II. Update**
 - A. *Transfer and Articulation Council* Steve Loewen, FHTC
 - B. *Developmental Education Working Group* Jean Redeker, KBOR p. 4
 - C. *Concurrent Enrollment Summit hosted by MHEC* Karla Wiscombe, KBOR
 - D. *Credit for Prior Learning* Karla Wiscombe, KBOR p. 5
Act on CPL Guidelines revisions
 - E. *KCIA Feb. 14th meeting* Todd Carter, Seward CC

- III. Other Matters**

- IV. Adjournment**

System Council of Chief Academic Officers Meeting Schedule

MEETING DATES	Location	TIME	AGENDA MATERIALS DUE
March 14, 2018	Pittsburg State University	8:30 am	February 26, 2018
May 16, 2018	University of Kansas Medical Center	8:30 am	April 30, 2018
June 20, 2018	Topeka	8:30 am	June 4, 2018

System Council of Chief Academic Officers

MINUTES

Wednesday, February 14, 2018

The February 14, 2018, meeting of the System Council of Chief Academic Officers was called to order by Co-Chair Todd Carter at 8:32 a.m. The meeting was held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	Todd Carter, Seward County CC	April Mason, KSU	Howard Smith, PSU
	Michael Fitzpatrick, Pratt CC	Jeff Briggs, FHSU	JuliAnn Mazacheck, Washburn
	David Cordle, ESU	Rick Muma, WSU	Neeli Bendapudi, KU
	Brenda Chatfield, NWKTC	Brad Bennett, Colby CC	
Staff:	Jean Redeker	Sam Christy-Dangermond	Tim Peterson
	Karla Wiscombe	Max Fridell	Cindy Farrier
	Judd McCormack	Susan Hancock	
Others:	Linnea GlenMaye, WSU	Erin Shaw, Highland CC	Michael McCloud, JCCC
	Adam Borth, Fort Scott CC	Brian Lindshield, KSU	Cindy Hoss, Hutchinson CC
	Amy Hite, PSU	Robert Klein, KUMC	Lori Winningham, Butler CC
	Brian Neihoff, KSU	Ed Kremer, KCKCC	Elaine Simmons, Barton CC
	Eddie Andreo, Cowley CC	Steve Loewen, FHTC	Harold Arnett, Cowley CC
	Stuart Day, KU	Rob Catlett, ESU	Aron Potter, Coffeyville CC
	Ryan Ruda, Garden City CC	Eddie Andreo, Cowley CC	Marc Malone, Cloud County CC
	Mark Smith, Cloud County CC	George McNuff, Colby CC	

ANNOUNCEMENT

Co-Chair Todd Carter welcomed everyone and started introductions around the table.

APPROVAL OF MINUTES

Brad Bennett moved that the minutes of the January 17, 2018, meeting be approved. Following the second of Brenda Chatfield, the motion carried.

UPDATES

A. Steve Loewen updated SCOCOA on the Transfer and Articulation Council (TAAC).

Discussed three items at last week's meeting.

1. Approved seven courses from three technical colleges for inclusion in Systemwide Transfer
2. Discussed marketing strategies with Matt Keith
3. Determined tentative courses for KCOG 2018
 - Courses up for review
 - Linguistic Anthropology
 - Art History I
 - Art History II
 - General Biology & Lab for Non-Majors
 - Introduction to Computers and Applications

- Macroeconomics
 - Microeconomics
 - English Composition I
 - English Composition II
 - French I
 - US History to 1877
 - US History from 1877
 - Music Theory I
 - Logic and Critical Thinking
 - Physical Science I and Lab
 - Introduction to Politics
 - Childhood Growth & Development
 - Social Problems
 - Stagecraft
 - Theatre Practicum
- New courses recommended for articulation of core outcomes
 - Principles of Leadership
 - Business Law
 - Introduction to Early Childhood
 - American Literature I
 - American Literature II
 - Comparative Politics
 - Marriage and Family
 - Music Theory II

B. Sam Christy-Dangermond informed SCOCAO of the Developmental Education Working Group meeting next week. The group will review the survey results and determine the recommended cut scores for the Next Generation Accuplacer placement exams. Question was raised about training sessions for the Next Generation Accuplacer. Any information on training will be coming from College Board.

C. Concurrent Enrollment Partnership (CEP) Taskforce update was provided by Tim Peterson. Thank you to all individuals who participated in the working groups. The recommendations have been distributed and feedback received. CEP Taskforce will review the feedback and present the findings to the Board.

OTHER MATTERS

Judd McCormack presented Kansas Higher Education Reporting System (KHERS) to SCOCAO. He demonstrated how to retrieve generalized data and specific institutional information from the website.

ADJOURNMENT

Brad Bennett moved to adjourn the meeting. Michael Fitzpatrick seconded, and the motion carried. Meeting adjourned at 8:50 a.m.

Update on Potential Cut Scores for Next-Generation ACCUPLACER

Jean Redeker
VP, Academic Affairs

Background

At the February 14th, 2018 meeting of the System Council of Chief Academic Officers (SCOCAO) meeting, the Council was briefed on the progress of the Developmental Education Working Group's work. As many of you know, ACCUPLACER Classic is being retired January 2019, and the Group's work centers around recommending to the Board of Regents (Board) common cut scores for Next-Generation ACCUPLACER.

SCOCAO was informed the Group reviewed information from other institutions in the nation that have established cut scores for Next-Generation ACCUPLACER tests in the areas of Intermediate Algebra, College Algebra, English Composition I, and College-Level Reading; the ACCUPLACER Program Manual with information on student skills and knowledge within score ranges; and the common learning outcomes for the systemwide transfer courses of College Algebra and English Composition I.

Since February 14th, the Group met and analyzed feedback from institutions regarding draft cut scores, and made changes to some draft cut scores based on that feedback. The Group also received news from the College Board that concordance tables for Next-Generation Reading and Next-Generation Quantitative Reasoning, Algebra and Statistics will be published later this spring.

The Group tentatively agreed to recommend for Board approval the following cut scores for the Next-Generation ACCUPLACER Reading, Writing, and Quantitative Reasoning, Algebra & Statistics exams. However, the Group is waiting for the release of the concordance tables before finalizing recommendations for Board approval. As such, the tentative, recommended scores below could change based on the soon-to-be-published concordance tables.

We are sharing this information because we know it is important for planning purposes; however, institutions must understand the tentative scores below may change based on information in the concordance tables and that all recommended scores must be approved by the Board.

Tentative, Draft Cut Scores		
ACCUPLACER Next-Generation Exam	College Course	Score Range
Quantitative Reasoning, Algebra & Statistics	Intermediate Algebra	250-262
Quantitative Reasoning, Algebra & Statistics	College Algebra	263+
Reading	College-level Reading	255+
Writing	College Composition I	255+



Kansas Credit for Prior Learning Guidelines

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

Prepared by the Kansas Credit for Prior Learning College Steering Committee
In partnership with Jobs for the Future, June 2014

Updated by Kansas Credit for Prior Learning Task Force, February 2018

★ LEADING HIGHER EDUCATION ★

Introduction

The Kansas Board of Regents is committed to a 10-year strategic agenda for the state's public postsecondary education system. Entitled *Foresight 2020*, the plan sets long-range achievement goals that are measurable, reportable, and ensure the State's postsecondary education system meets Kansans' expectations. The three strategic goals for *Foresight 2020* are:

1. Increase higher education attainment among Kansans
2. Improve alignment of the State's higher education system with the needs of the economy
3. Ensure state university excellence

One means by which to increase the attainment of postsecondary credentials, especially among adult students, is to award postsecondary course credit for demonstrated knowledge and skill equivalent to the learning outcomes established for postsecondary-level courses.

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 *Foresight 2020* to increase the credential attainment rate among Kansans
- 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

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- I. Definitions and Forms of Credit for Prior Learning
- II. Enrollment Requirements
- III. Number of Credits and Credit for Prior Learning Limits
- IV. Validation Standards for Credit for Prior Learning
- V. Quality Credits that Apply to Degrees
- VI. Transferability of Credits for Prior Learning
- VII. Fees Assessed to Students
- VIII. Data Tracking and Evaluation
- IX. Information Dissemination
- X. Credit for Prior Learning Guidebook Review
- XI. Appendices
 - A. The 10 CAEL Standards for Assessing Learning
 - B. Credit for Prior Learning Quality Checklist
 - C. Kansas Board of Regents Credit by Examination Policy

I. DEFINITIONS AND FORMS 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.

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) is 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.

- 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** - Major 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).
- C. **Cambridge International Exams** - Examinations administered by subject area as a part of Cambridge International Education programs.
- 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)** - Expert in the field of prior learning policy and practice. 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 colleges' 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 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.
- 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. **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.
- P. **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.
- Q. **Prior Learning Assessment (PLA)** - See definition of CPL above.
- R. **Prior 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.
- S. **Residency requirement** - An institutional requirement that students earn a specified number of the final 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.
- T. **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.

- U. **Thomas Edison State College Examination Program (TECEP)** - Tests for college credit offered by Thomas Edison State College, NJ.

II. ENROLLMENT REQUIREMENTS

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

III. NUMBER OF CREDITS AND CREDIT FOR PRIOR LEARNING LIMITS

- 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

IV. 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 this Guidebook, 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. The Board enacted a policy for both CLEP and Advanced Placement (AP) scores, effective July 1, 2017. The policy is in the Board Policy Manual,

Chapter II, Section A, 3 (Appendix C). **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. Any academic discipline may establish a higher systemwide AP exam score above three (3) using the approved process. 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).
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. International Baccalaureate Diploma Program advanced courses (IB)
 - b. DANTES Subject Standardized Tests (DSSTs)
 - c. Excelsior College Examinations (UEXCEL & ECE)
 - d. General Education Development (GED)

C. Credit Recommendation Services

1. Institutions should follow 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.

V. QUALITY CREDITS THAT APPLY TO DEGREE

Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded and in full compliance with the criteria of the HLC. Academic credit will be awarded only for degree seeking 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.

VI. TRANSFERABILITY OF CREDITS FOR PRIOR LEARNING

It is recommended CPL awarded and documented in a student transcript at any regionally accredited institution whose policy 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.

VII. 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 cannot be assessed for CPL.

VIII. 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.

IX. INFORMATION DISSEMINATION

- A. Institutions should publish on their websites full information regarding their CPL policies and fees to students. 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. A CPL Fact Sheet on the web from each institution should include:
 - a. General Institutional Policies and link to CPL
 - b. Types of CPL offered
 - c. Credit limits for CPL
 - d. Fees
 - e. How CPL credit appears on transcript
 - f. Acceptance of transfer CPL credits
 - g. Point of contact, phone number, and email for CPL

X. CREDIT FOR PRIOR LEARNING GUIDEBOOK REVIEW

The Kansas CPL Guidebook should be reviewed by the System Council of Chief Academic Officers on an annual basis and updated or revised as needed by the Kansas CPL Task Force. The Board Academic Affairs Standing Committee should review and approve the CPL Guidebook in preparation for the Board of Regents. KBOR will annually audit adherence of CPL Guidebook to Board policies.

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.

Marienu, 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 Guidebook.
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. The institution accepts CPL awarded at other accredited Kansas institutions when applicable.
9. CPL fees are reasonable and aligned with actual costs incurred by an institution to deliver the service.
10. CPL fees are based on assessment services performed and not on number of credits awarded.
11. Fees assessed to transcript CPL credits are consistent with fees to transcript other transfer courses.
12. CPL is transcribed in accordance with state guidelines and allows for institutional analysis of success and statewide data collections.
13. Professional development and training are provided to all personnel associated with CPL including intake counselors, advisors, faculty, and other student services personnel.
14. CPL policies, types, programs, fees, etc., are published and widely available to students.
15. All policies and procedures for CPL are transparent and consistent.
16. Continuous improvement processes are in place to improve the students' experience.

Appendix C

KANSAS BOARD OF REGENTS CREDIT BY EXAMINATION POLICY

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

https://www.kansasregents.org/about/policies-by-laws-missions-board_policy_manual_2)

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

3. CREDIT BY EXAMINATION

- a. College-Level Examination Program (CLEP) and Advanced Placement (AP) credit awarded by any state university in conformity with this policy shall be accepted by all other state universities.
- b. Beginning July 1, 2017, 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.
- c. Any academic discipline may establish a higher systemwide AP exam score above three (3) using the process for establishing a higher AP exam score that was proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on May 18, 2016.
- 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 scores above the ACE credit-granting recommended score of 50 for CLEP exams.