

System Council of Chief Academic Officers

October 14, 2015
8:30 a.m. – 9:15 a.m.
or upon adjournment
Pittsburg State University
Overman Student Center
Second Floor, Prairie Room
Pittsburg, Kansas

AGENDA

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1. Approve Minutes September 16, 2015 [Attachment 1]	2
2. Updates	
a. Transfer and Articulation Council (TAAC) – Karla Wiscombe [Attachment 2]	5
b. KBOR Four-Year Graduate Alliance to Provide Graduate Course Work – Jon Marshall	
c. Reporting on Student Learning Assessment and Board Goals – Gary Alexander	
3. Discussion	
a. Multi-State Collaborative on Military Credit – MHEC Grant	
b. Credit for Prior Learning (CPL) Guidelines (Annual Review): Further the implementation of CPL, with emphasis on military credit (Board Goal 3) [Attachment 3]	11
c. Reverse Transfer Procedures [Attachment 4]	25
4. Other Business	

SCOCAO Schedule – September 2015 – June 2016

AGENDA MATERIALS DUE	MEETING DATES
August 26, 2015	September 16, 2015
September 23, 2015	October 14, 2015 – PSU
October 28, 2015	November 18, 2015 – WSU
November 20, 2015	December 16, 2015
December 18, 2015	January 20, 2016
January 20, 2016	February 17, 2016
February 19, 2016	March 23, 2016 – KUMC
March 23, 2016	April 20, 2016 – K-State
April 20, 2016	May 18, 2016
May 25, 2016	June 15, 2016

**System Council of Chief Academic Officers
Minutes**

Wednesday, September 16, 2015

8:30 a.m.

**Kathy Rupp Conference Room
Kansas Board of Regents**

The System Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, Topeka, Kansas, at 8:30 a.m. on Wednesday, September 16, 2015.

Members Present:

Jon Marshall, Allen Community College
David Cordle, Emporia State University
Lynette Olson, Pittsburg State University
Graham Glynn, Fort Hays State University
Randy Pembroke, Washburn University

Karla Fisher, Butler Community College
Jeff Vitter, University of Kansas
Rick Muma for Tony Vizzini, Wichita State University
April Mason, Kansas State University
Peggy Forsberg, Highland Community College

Board Staff

Gary Alexander, Jean Redeker, Karla Wiscombe, Jacqueline Johnson, and Rita Johnson

Others Present:

Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Sonya Britt, Kansas State University; Peer H. Moore-Jansen, Wichita State University; Verna Fitzsimmons, Kansas State University; Fred Guzek, Kansas State University; Tim Crowley, Fort Hays State University; Regena Lance, Fort Scott Community College; Andy Anderson, Johnson County Community College; Alysia Johnston, Fort Scott Community College; Julie Samuels, Pittsburg State University; Aron Porter, Coffeyville Community College; Robin Garrett, Barton Community College; Mike Vitale, Kansas City Kansas Community College; and Danny Gillum, Dodge City Community College

Approve Minutes of June 17, 2015 Meeting

Karla Fisher moved, and Randy Pembroke seconded the motion, to approve the June 17, 2015 minutes as submitted. Motion carried unanimously.

Updates

Transfer and Articulation Council (TAAC) – Karla Wiscombe

Karla Wiscombe updated SCOCAO on the Transfer and Articulation Council:

- Annual Kansas Core Outcomes Group Project (KCOG) is Friday, September 18, 2015 on the Johnson County Community College campus
- Approximately 250-300 faculty will be participating
- Next year's KCOG meeting will be hosted by Washburn University
- Nine Courses will be reviewed
 - Biology for Majors 1
 - Engineering Physics 1

- General Chemistry for Allied Health Majors
- Introduction to Criminal Justice
- Introduction to Mass Communication
- Introduction to Social Work
- Personal and Community Health
- Personal Finance
- Physical Geology
- This year TAAC will consider policy changes as needed
 - Concerns with transfer of non-general education courses that might create problems within programs
 - Lower level courses only
 - Review these courses every five years

Informational Items

Washburn University – New Degree: BS in Anthropology with a Forensic Concentration – Randy Pembrook

Randy Pembrook briefly described Washburn University’s partnership with the Kansas Bureau of Investigation and its interdisciplinary course work.

Dr. Pembrook invited SCOCAO to the new Washburn University/KBI building on campus November 3, 2015.

Discussion

KBOR 4 year institution alliance to provide MS and 18 hour discipline course work for community college and high school Dual Enrollment instructors – April Mason

April Mason presented various possibilities to facilitate dual enrollment instructors in obtaining HLC qualification:

- Uniform application
- Minimum number of credit hours accepted/transferable per university
- Masters degrees most in demand
- Common website
- Code to track students
- Admissions process – degree seeking/non-degree seeking
- Certifications or no certifications
- Timeframe for offering courses – every semester
- Prerequisites for graduate courses
- Policies concerning current instructors versus newly hired instructors
- Length of time to obtain 18 graduate credit hours
- Tuition/Scholarships
- Verify with HLC the process meets its qualification requirements
- How to communicate these graduate offerings

SCOCAO agreed by consensus to provide Jon Marshall contact information for the graduate course/area from each institution and available courses by the first part of October. Jon Marshall will send an email requesting the information he needs.

Tim Crowley was present representing the graduate deans. The graduate deans will be meeting Friday, September 18, 2015 to determine if there is an interest in forming a consortium. Dr. Crowley indicated he will share the outcome of that discussion with the two-year academic officers.

Jon Marshall indicated the Kansas Council of Instructional Administrators (KCIA) meets on Thursday, October 15, 2015 at Washburn University.

Other Business

Jeff Vitter shared a Call for Applications – Visiting Regional Humanities Faculty Program, Hall Center of the Humanities, University of Kansas. The deadline is Friday, October 30, 2015 by 5:00 p.m.

There being no other business, Lynette Olson moved, and Randy Pembroke seconded the motion, to adjourn. Motion carried.

Meeting adjourned at 9:35 a.m.

2 TRANSFER AND ARTICULATION

a. Purpose

Transfer is recognized as a crucial element within a seamless educational system. The purpose of this policy is to promote seamlessness in the public postsecondary education system in Kansas. A seamless educational system offers the best resources to provide a high quality education for every ~~citizen~~ student, and empowers and encourages each ~~citizen~~ student to reach maximum potential by engaging in life-long learning. This includes:

- i Aligning high school and college expectations and standards to improve access and success;
- ii Providing access to ~~higher~~ postsecondary education;
- iii Providing high quality advising and information at every point of the journey to ensure that students understand the preparation required to succeed at the next level;
- iv Building connections and strengthening communications within and between the parts of the system; and
- v Providing a smooth transition from one level of learning to the next level, including graduate and professional education.

b. Systemwide Transfer and Articulation

To facilitate transfer and articulation across the Kansas public postsecondary education system, the Board shall provide for a Transfer and Articulation Council with oversight responsibility for implementing the Board's systemwide transfer and articulation policy. The Council's mission is to create structures and processes that facilitate student transfer and degree completion within Kansas higher education. The Council provides status reports, as appropriate, to the System Council of Chief Academic Officers.

- i The Transfer and Articulation Council shall:
 - (1) Charge the Kansas Core Outcomes Groups with developing specific course articulations;
 - (2) Adjudicate disagreement from the Kansas Core Outcomes Groups, ~~and provide final approval on system wide transfer of specific courses;~~
 - (3) Provide final recommendation on systemwide transfer of specific courses;

(The Board of Regents approves specific courses to be accepted for systemwide transfer from any public postsecondary educational institution in Kansas. Each course approved and accepted for systemwide transfer by the Board is identified by a shared course number that supports a student-first philosophy, and is designed to enhance educational planning and effortless course transfer. A Kansas Regents Shared Number (KRSN) uses a 3-letter prefix and a 4-digit course number to differentiate the KRSN number from individual institution course prefixes and numbers. Each institution retains its own unique course prefix and course number.)

- (4) Assure quality and adherence to the agreed-upon learning outcomes of courses articulated across the institutions; and

~~(4)~~ (5) Review proposed revisions to Board policies and bring forward issues and trends that affect transfer and articulation.

- ii In addition, the Transfer and Articulation Council shall:
 - (1) Identify courses acceptable for ~~meeting general education core requirements~~ systemwide articulation and transfer;
 - (2) Create an effective, faculty-led structure for discipline level course articulations based on learning outcomes;
 - (3) Ensure that appeals processes exist:
 - (a) for individual students at the institutional level; and
 - (b) at the system level to ensure equitable resolution of transfer concerns between institutions;
 - (4) Address barriers to inter-institutional cooperation as they arise;
 - (5) Use learning outcomes to determine course equivalency; and
 - (6) Implement a clear and ongoing transfer structure.
- iii The Transfer and Articulation Council shall have a ~~general education~~/core outcomes subcommittee and a quality ~~control~~ assurance subcommittee.
- iv Kansas Core Outcomes Groups – These groups, ~~are comprised~~ composed of faculty ~~within~~ representing specific disciplines, ~~who~~ shall carry out the work of course transfer articulation in accordance with the *Kansas Transfer and Articulation Procedures*. Each Kansas core outcomes group shall:
 - (1) Receive its charge from the Transfer and Articulation Council;
 - (2) Review specific courses within the discipline to articulate learning outcomes associated with courses and agree upon systemwide transfer of course credit as direct equivalents for transfer; and
 - (3) Report to the Transfer and Articulation Council.

One Transfer and Articulation Council member shall be appointed by the Council to serve as a non-voting ex officio member liaison to each discipline-specific core outcomes group. The Council liaison's role is to ensure that the mission of the Transfer and Articulation Council is communicated to, and carried out by, each core outcomes group and to ensure excellent communication between the Council and each core outcomes group.
- c. System Support. Board staff shall support the Board's systemwide transfer initiative by:
 - i Maintaining ~~an advising portal~~ a website for dissemination of transfer information;
 - ii Maintaining a Common ~~Course Matrix for all courses that transfer across the system, and a~~ Course Equivalency Guide including a Common Course Matrix for all courses that transfer ~~partially (across some, but not necessarily all, institutions)~~ systemwide; and
 - iii Collecting and reporting common data on transfer student success and completion as one measure of system effectiveness.
- d. ~~In accordance with K.S.A. 72-4453, the board of trustees of each Kansas community college and the governing board of each Kansas technical school and technical college shall establish transfer and articulation agreements providing for the transferability of substantially equivalent courses of study and programs in order to facilitate the articulation of students to and among those institutions.~~

- ~~i The Board of Regents shall be notified of each agreement at the time the agreement is executed.~~
- ~~ii Each agreement shall be effective only after submission to and approval by the Board of Regents. (K.S.A. 72-4453) Preliminary approval shall be given by the Board President and Chief Executive Officer, or designee, upon verification that the agreement is consistent with this policy. Final approval shall require ratification by the Board.~~
- ~~iii The Board President and Chief Executive Officer shall report to the Board on transfer and articulation agreements annually. Such report shall include a description of the agreements preliminarily approved during the last year and a request for ratification by the Board.~~
- e. ~~In accordance with K.S.A. 72-4454, Kansas technical schools, technical colleges, community colleges and public universities shall establish articulation agreements providing for the transferability of substantially equivalent courses of study and programs that are offered at those institutions in order to facilitate articulation of students in technical programs to and among the Kansas technical schools, technical colleges, community colleges and public universities.~~
- f. Institutional Transfer and Articulation. To promote seamlessness, each public postsecondary educational institution shall develop and publicize its own transfer policy.
 - i Each public university shall appoint a point person for transfer and articulation issues and shall clearly identify that individual's contact information on the university website.
 - ii An institutional transfer policy shall not conflict with the Board's systemwide transfer policy.
 - iii An institutional transfer policy shall include an appeal process.
 - iv An institutional transfer policy shall treat transfer students the same way academically as non-transfer students.
 - v An institutional transfer policy shall ensure transfer of substantially equivalent courses from any Kansas public postsecondary institution.
 - vi An institutional transfer policy shall ensure transfer of general education courses from any HLC accredited Kansas public postsecondary institution subject to conditions in paragraphs j- f.(iii) and ~~k~~ below b.
 - vii Courses not substantially equivalent to a course offered by the receiving institution may be transferred at the discretion of the receiving institution.
- e. Articulation Agreements
 - i. Between Community Colleges, Technical Colleges and the Institute of Technology

In accordance with K.S.A. 72-4453, the board of trustees of each Kansas community college, the governing board of each Kansas technical college and the board of control of the Institute of Technology shall establish transfer and articulation agreements providing for the transferability of substantially equivalent courses of study and programs in order to facilitate the articulation of students to and among those institutions.

 - (1) The Board of Regents shall be notified of each agreement at the time the agreement is executed.
 - (2) Each agreement shall be effective only after submission to and approval by the Board of Regents. (K.S.A. 72-4453). Preliminary approval shall be given by the Board President and Chief Executive Officer, or designee, upon verification that the agreement is consistent with this policy. Final approval shall require ratification by the Board.

(3) The Board President and Chief Executive Officer shall report to the Board on transfer and articulation agreements annually. Such report shall include a description of the agreements preliminarily approved during the last year and a request for ratification by the Board.

- ii Between Community Colleges, Technical Colleges, the Institute of Technology, State Universities, and Washburn University

In accordance with K.S.A. 72-4454, Kansas technical colleges, community colleges, the Institute of Technology, state universities and Washburn University shall establish articulation agreements providing for the transferability of substantially equivalent courses of study and programs that are offered at those institutions in order to facilitate articulation of students in technical programs to and among the Kansas technical colleges, community colleges, Institute of Technology, state universities and Washburn University.

iii Institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.

~~g.~~ f. General Transfer Provisions.

- i. Each Kansas public postsecondary educational institution shall establish its residency requirements, graduation requirements, and any admission requirements to professional or specific programs.
 - ~~i.~~ (1) Admission to an institution shall not equate with admission to a professional school or a specific program.
 - ~~ii.~~ (2) Except as provided in paragraph ~~j.~~ f.iii., students must complete all graduation requirements of the receiving institution.
 - ~~iii.~~ (3) Students with a completed associate degree who transfer into a professional school or specialty program may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
- ~~h.~~ ~~Institutions are strongly encouraged to develop program to program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.~~
- ~~i.~~ ii. ~~General~~ Requirements for transfer of credits between and among Kansas public postsecondary educational institutions include the following:
 - ~~i.~~ (1) Transfer coursework must be transcribed in credit hours.
 - ~~ii.~~ (2) Students transferring to Kansas public universities with a completed AA or AS degree shall be given junior standing.
- ~~j.~~ iii. Transfer of general education credit to and among Kansas public universities, including state universities and Washburn University, shall follow the requirements below.

Although the following distribution of courses does not necessarily correspond to the general education requirements for the bachelor degree at any Kansas public university, it shall be accepted as having satisfied the general education requirements for the bachelor degree of all Kansas public universities.

A minimum of 45 credit hours of general education with distribution in the following fields shall be required. General education hours totaling less than 45 shall be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

~~ii.~~ (2) On a course-by-course basis

~~(1)~~ (i) General education courses may be transferred according to paragraphs ~~f.vi., j. and m.~~ d.vi, f.iii. and f.v. above.

~~(2)~~ (ii) Substantially equivalent courses may be transferred on a course-by-course basis according to paragraph ~~f.v.~~ d.v. above.

~~(3)~~ (iii) Other courses may be transferred as electives according to paragraph ~~f.vii.~~ d.vii. above.

P.g. Students who intend to transfer are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.



Credit for Prior Learning: Best Practices for Kansas Public Institutions

A Guide to Prior Learning Assessment in Kansas

June 2014

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

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. Such credits are awarded based on an assessment of students' prior learning. A formal Credit for Prior Learning (CPL) policy provides consistent quality, accessibility and standard methods for earning credits for prior learning and a structure for awarding those credits.

In recognition of the need to evaluate learning which has taken place outside the higher education classroom, the Kansas Board of Regents offers this guidebook to Kansas public universities and community/technical colleges. The purpose of the recommended standards and policies in the guidebook is to ensure that students in Kansas seeking postsecondary CPL have a consistent and transparent means by which to advance towards a credential or degree regardless where they obtain their education. Each public university and college in Kansas is encouraged to review the guidebook and establish policies for evaluating prior learning and awarding appropriate postsecondary credit aligned with its institutional mission. Institutional CPL policies should adhere to principles of good educational practice and be documented and available to students, faculty and other stakeholders through publications that accurately describe the CPL policies and services. Institutions should also ensure they regularly evaluate their CPL processes to protect the integrity and credibility of CPL and meet their regional accreditation standards.

Goals of CPL include:

- Supporting *Foresight 2020* to increase the credential attainment rate among Kansans
- Aligning CPL in Kansas with Higher Learning Commission standards
- Enhancing the student experience with CPL in terms of accessibility, consistency and transparency
- Elevating the importance of and encouraging appropriate use of CPL
- Increasing student enrollment through the use of CPL
- Defining measures with which to evaluate the effectiveness of CPL

The Board was awarded a grant from *Jobs for the Future* (JFF) in March 2013 for the purpose of assisting more adults to complete college. The grant was part of the Adult Completion Policy Project funded by the Lumina Foundation. This guidebook is the outgrowth of work supported by that grant and completed by the Kansas Credit for Prior Learning College Steering Committee (See Appendix A) with technical assistance and guidance from JFF.

Credit for Prior Learning Purpose Statement

The Kansas Board of Regents is committed to fostering an educated and skilled workforce, an essential component for economic prosperity for the state, its communities and individuals. Increased enrollment in – and successful completion of – postsecondary education is critical to achieving that goal. Credit for Prior Learning (CPL), also referred to as Prior Learning Assessment (PLA), can expedite adults’ completion of postsecondary education programs by evaluating an individual’s existing knowledge and competencies and awarding college credit as appropriate.

For the purpose of this guidebook, “prior learning” includes the postsecondary-level knowledge and skills gained through work and life experiences, such as employer and military training programs, industry certifications, non-credit postsecondary-level courses, and civic or volunteer experiences. CPL encompasses both credit for prior learning and advanced standing for prior learning. Obtaining credit for prior learning is the optimal outcome of a prior learning assessment.

The Board of Regents advocates appropriate use of CPL for its benefits to students, institutions, and the state. As employers continue to increase requirements for higher-order technical, problem-solving and critical thinking skills, it is important for the workforce to be educated at the postsecondary level. A CPL program recognizes the credit-worthy education and training that takes place outside of traditional educational pathways and offers students the opportunity to apply that training and education toward obtaining a postsecondary credential. Having that credential, in turn, positions the student for career promotion, may contribute to job security and may enable the student to compete more effectively in the global economy. Postsecondary education institutions also benefit from CPL as students complete degrees in less time thus increasing efficient use of resources. In addition, colleges and universities can utilize CPL as a recruitment tool and as a means of meeting the needs of adult students. Communities benefit by having residents with postsecondary credentials who form a highly-skilled, qualified workforce.

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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.

- A. **Credit for Prior Learning (CPL)** – A comprehensive term used to describe learning gained outside a traditional academic environment. “Prior Learning Assessment” (PLA) is also used to describe CPL. CPL is learning and knowledge students acquire while working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, or studying open source courseware. CPL is the evaluation and assessment of an individual’s learning obtained outside a formal academic setting. CPL may take the form of college credit, certification, or advanced standing toward further education or training. Obtaining college-level credit is the optimal outcome. CPL is *not* confined to **portfolio assessment**, which is simply one type of CPL (as are CLEP tests, ACE evaluations, challenge exams, etc., defined below).
- B. **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.
- C. **American Council on Education (ACE) and ACE Guides** –Major coordinating body for higher education institutions in the U.S., providing leadership on 3rd 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).
- D. **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 material.
- E. **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 B).
- F. **Crosswalk** – A diagram illustrating various learning pathways to degree programs.
- G. **Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs)** – Examinations developed by the Chauncy Group International and administered by Prometric that allow a student to demonstrate proficiency of college level knowledge and skills. Now available for civilian and military personnel.
- H. **Evaluation of Local Training** — Individual colleges’ program evaluations of non-collegiate instructional programs.

- I. **Excelsior College Examination Program (ECE)** – Examinations for college credit offered by Excelsior College, NY. These were formerly known as “Regents College Exams” or “ACT/PEP Exams.”
- J. **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.
- K. **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, service requirement.
- L. **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.
- M. **Locally Evaluated Industry and Workplace Credit** – Individually evaluated non-collegiate instructional programs, such as those for industry certification, professional licensure, apprenticeship, and other local workplace training that demonstrate competency required for completion of 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 3rd 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.
- N. **National College Credit Recommendation Service (NCCRS)** – Coordinates teams of college faculty evaluators and subject matter experts to conduct extensive reviews of education and training programs offered outside of the traditional college classroom and translates them into college credit equivalencies. Education and

training by corporations, unions, religious organizations and proprietary schools has been evaluated and cooperating postsecondary institutions grant college credit based on credit recommendations and in accordance with their own transfer policies.

- O. **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 that equivalent learning outcomes are met. A portfolio course may be offered by the institution to assist the student in preparing a quality portfolio.
- P. **Prior Learning Assessment (PLA)** – See definition of CPL above.
- Q. **Prior Military Training Credit** – College credit for military training awarded through the American Council on Education (ACE) College Credit Recommendation Service or through direct evaluation of the student’s military service school transcripts.
- R. **Residency requirement** – A requirement that students earn a specified number of the final credit hours necessary for a degree or certificate from the granting institution. Usually residence credits may not be earned through test-out, transfer or other CPL means.
- 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. **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.

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 program completion. CPL policies should align with the Higher Learning Commission criteria and consider maximum CPL awards up to residency requirements (75 percent of total program credits).
- 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 standards (www.ncahl.org), the recommendations of this Guidebook, CAEL standards (Appendix B), and the CPL Quality Check List (Appendix C). 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. 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.
 - College Board College Level Examination Program (CLEP)
 - Advanced Placement (AP)
 - International Baccalaureate Diploma Program advanced courses (IB)
 - DANTES Subject Standardized Tests (DSSTs)
 - Uexcel Exams
 - Excelsior College Examinations

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. If additional credit recommendation services are deemed valid and appropriate by the institution, they may also be considered.
 - American Council on Education (ACE) National Guide to College Credit for Workforce Training
 - American Council on Education (ACE) Military Guide
 - National College Credit Recommendation Service (NCCRS)

- Right Skills to Work by the Manufacturing Institute, National Association of Manufacturers (NAM)

D. Industry-recognized Credentials

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

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 and standards of the HLC. Academic credit will be awarded only for degree seeking students who have enrolled in an institution and:

- A. For courses directly applicable to curriculum requirements. Changing majors should not result in reassessment of previously awarded CPL.
- B. CPL shall be applied and used as the course credit equivalencies.
- C. 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.
- D. CPL should satisfy prerequisite requirements in the same manner as course equivalencies at the institution.

VI. Transferability of Credits for Prior Learning

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 should be accepted as transfer 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 fees should not be assessed for CPL.
- C. Fees for recording CPL in student transcripts should be consistent with fees for other transfer credits.

VIII. Data Tracking and Evaluation

- A. Institutions should ensure that credits awarded for prior learning are recorded in the student information system and on the transcript as transfer credit. The type of credit for prior learning should be denoted in the institutional student data base. 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. Data definitions and metrics used to evaluate CPL should be consistent statewide and aligned with the metrics for approved system-wide transfer course articulations among all institutions. Evaluation metrics shall include measures for quality and effectiveness of CPL.

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:

1. General Institutional Policies and link to CPL
2. Policy differences in departments
3. Use of CPL (general, major, elective)
4. Programs accepting CPL
5. Types of CPL offered
6. Credit limits for CPL
7. Fees and other costs
8. Portfolio assessment policies
9. Student facts – number of CPL earners, number of CPL hours earned
10. Transfer of CPL credits within institution
11. Appearance of CPL credits on transcript
12. Acceptance of CPL credits from other institutions
13. Institution contact information 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. 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–Kansas Credit for Prior Learning Steering Committee

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Appendix B

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.

15. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

Fiddler, M., Marienau, C., Whitaker, U. *Assessing Learning: Standards, Principles, and Procedures 2nd*. Chicago: Kendall Hunt Publishing Company, 2006.

Appendix C

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.
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 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, and other student services personnel.
14. Faculty and deans are provided professional development for quality practices in evaluating equivalent learning outcomes for national standard exams, institutional exams, portfolios and all assessment methods.
15. CPL policies, types, programs, fees etc. are published and widely available to students. All policies and procedures for CPL are transparent and consistent. Continuous improvement processes are in place to improve the students' experience.



Systemwide Reverse Transfer Procedure

11/19/14

This document describes the procedures for systemwide reverse transfer between Kansas Regents Universities and Kansas two-year institutions including community colleges and technical colleges. For the purposes of this procedure, Washburn is both a university and a college.

The systemwide reverse transfer agreement has been signed by all community college, technical college, and university presidents. Individual agreements between institutions are not needed. Institutions are required to follow the basic procedures outlined in this document. Individual procedures may vary among institutions to facilitate systemwide reverse transfer in support of the goal to increase the number of credential holders in Kansas as part of *Foresight 2020*.

Transfers from university to university or from college to college should continue under current practice and are not included in this reverse transfer procedure.

ALL INSTITUTIONS:

All institutions will acknowledge and recognize the reverse transfer program on each institution's website and via other marketing and publicity methods. Kansas Board of Regents staff have developed a page all institutions can link to http://www.kansasregents.org/transfer_articulation. This "Reverse Transfer" graphic file will be provided to institutions to be posted on their websites.

Reverse Transfer transcripts and posting degrees will be at no cost to the student. Individual institutions may choose to charge for mailed diplomas.

Each institution will submit contact information for a Systemwide Reverse Transfer contact list. Information needed for this list is person in charge of Reverse Transfer program, email address, telephone number, and contact information for person sending/receiving transcripts. This list will be posted to the KBOR Articulation and Transfer website. It is the responsibility of each institution to maintain current contact information. Preferred systems for transcript transfers are also provided in this document.

Students should be informed about reverse transfer during their first year at the university or upon eligibility for reverse transfer. This notification must contain a FERPA statement.

CONTINUED

UNIVERSITIES:

1. Identify transfer students with 45 credit hours completed at one or more colleges. Identify the college transcript with the most hours with a minimum of 15 credit hours.

NOTE: Individual pairs of institutions may agree on different credit hour requirements in compliance with Higher Learning Commission requirements.

2. Assign students a reverse transfer group or attribute code in the student information system.

The code will indicate the college from which the student has the most credits and will eventually graduate via reverse transfer process. In the case of equal numbers of credits from more than one college, the transcript will be sent to the most recent college attended.

3. After the completion of each Fall and Spring semester, the university will send transcripts for those students meeting reverse transfer criteria. (Example: students transferring in the Fall will not have a transcript to send until after the Fall semester is completed; these students' transcripts should be sent early in the Spring semester.) Transcripts will be sent to the college (including Washburn) along with a list of students' names, current address information as well as date of birth and/or last four digits of each student's SSN, if available. Transcripts should be in electronic form if at all possible.

4. Notify the contact person at the college that the reverse transfer transcripts and student list have been delivered.

COMMUNITY AND TECHNICAL COLLEGES:

Community colleges should have reverse transfer transcripts evaluated, degrees awarded, and updated college transcripts sent to the universities by the end of the term in which transcripts are received.

1. Print transcripts and student list. The student list is used to match students to the community college student information system. Transcripts are logged as received and evaluated.

2. Enter transcript into student's academic record.

3. Perform final degree check.

4. Use coding to indicate eligible student is a reverse transfer student. Also indicate which university the student is currently attending.

5. Evaluate each audit for degree completion. Students not meeting requirements for the degree/major they had when they left should be evaluated for the Associate in Science-Liberal Arts, Associate in Arts-Liberal Arts, and/or Associate of General Studies degrees.

6. Post degrees for students meeting graduation requirements per college policies. Degrees are posted in the current semester (not back dated) to allow adequate time for Financial Aid reporting. Students not meeting requirements are given that notation in the degree record. *NOTE: Individual colleges determine under which catalog the student's transcript is evaluated, as well as the age of credits they will accept toward the degree.*

7. Key current addresses from student list into the student information system.

8. Send university contact person a list of those students who graduated along with official transcripts that have the degree posted.

9. Once degrees are awarded, send students a letter letting them know that as part of the reverse transfer program, their degree has been posted and their transcript has been sent to the university. Colleges may choose to send the diploma along with the letter free of charge. Colleges that choose to charge for diplomas should explain process for obtaining the diploma including the fee amount in the notification letter.
10. Students with prior financial holds at the college are not mailed their diploma or provided their official transcript. Inform student about the hold in the letter.
11. Students not earning a degree are sent a different letter letting them know which degree requirements have not yet been met. They are also told to contact the community college if they have questions or need to enroll.
NOTE: This step is recommended to save confusion and possible phone calls and so students know they can still take hours at the college level if needed for an Associate degree.
12. File/scan degree checks and transcripts under individual student records.

UNIVERSITIES:

1. Receive and print transcripts and student list from the colleges.
2. Review and log transcripts as received.
3. Add additional coursework taken to student academic record.
4. Post associate degree notation to student record. Update reverse transfer group or attribute code if necessary to ensure the university ceases sending reverse transfer transcripts for the graduated student.
5. File/scan transcripts under individual student records.