KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

VIRTUAL MEETING AGENDA
Wednesday, November 20, 2024
8:30 – 9:00 a.m.

The System Council of Chief Academic Officers (SCOCAO) will meet in the Flint Hills Room on the Kansas State University Campus., Student Union 918 N. MLK Jr. Drive, Manhattan, KS 66506. To the extent possible, a virtual option will be provided to accommodate those who cannot attend in person.

I.	**Call to Order**	Mickey McCloud	
	A. Roll Call and Introductions		
	B. Approve Minutes from September 18, 2024		p. 3
II.	**Systemwide Updates**		
	A. Revise Credit for Prior Learning Guidelines	Mistie Knox	P. 6
	B. TAAC updates	Jennifer Seymour	
	C. Math Pathways & English Initiative Updates	Sam Christy-Dangermond	
	D. "First 15"	Rusty Monhollon	
III.	**Other Matters**		
	A. Apply Kansas and Apply Free Days Update	Mistie Knox	
	B. Other Academic Affairs Updates	Academic Affairs Staff	
	C. Ad Astra Presentation	Sarah Collins	
IV.	**Announcements**		
	A. CCA Launch February 11, 2025		
	B. Next SCOCAO Meeting – December 18, 2024		
V.	**Adjournment**		

SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

The System Council of Chief Academic Officers (SCOCAO), established in 2002, is composed of the six chief academic officers of the state universities, four chief academic officers selected by the nineteen community colleges, one chief academic officer selected by the six technical colleges, and the chief academic officer of Washburn University. The Board's Vice-President for Academic Affairs serves as an ex officio member. The Committee meets in person on the morning of the first day of the monthly Board meeting. Membership includes:

Brandon Galm	Cloud County CC
Mickey McCloud, Co-Chair	JCCC
Brent Thomas	ESU
Jill Arensdorf	FHSU
Jesse Mendez	KSU
Barbara Bichelmeyer	KU
Jason Sharp	Labette CC
Susan Bon, Co-Chair	PSU
Luke Dowell	Seward CCC
John Fritch	Washburn
Shirley Lefever	WSU
Jennifer Seymour	WSU Tech
Rusty Monhollon	KBOR

System Council of Chief Academic Officers
AY 2025 Meeting Schedule

SCOCAO Academic Year 2024- 2025 Meeting Dates		
Meeting Dates	**Location (virtual or in-person)**	**Institutional Materials Due**
September 18, 2024	Virtual	August 28, 2024
November 20, 2024	Kansas State University	October 30, 2024
December 18, 2024	Virtual	November 25, 2024
January 15, 2025	Virtual	December 24, 2024
February 12, 2025	Virtual	January 22, 2025
March 12, 2025	Virtual	February 19, 2025
April 16, 2025	Pittsburg State University	March 26, 2025
May 14, 2025	Virtual	April 23, 2025
June 11, 2025	Virtual	May 21, 2025

SCOCAO meets at 8:30 a.m. unless otherwise noted.

KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS
MINUTES
SEPTEMBER 18, 2024

The September 18, 2024, meeting of System Council of Chief Academic Officers was called to order by Luke Dowell at 8:30 a.m. The meeting was held virtually through Zoom with an in-person option held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS 66612.

MEMBERS PRESENT:

Brandon Galm, Cloud County CC	Barbara Bichelmeyer, KU	John Fritch, Washburn
Brent Thomas, ESU	Jason Sharp, Labette CC	Shirley Lefever, WSU
Jill Arensdorf, FHSU	Susan Bon, PSU	Jennifer Seymour, WSU Tech
Jesse Mendez, KSU	Luke Dowell, Seward CC	

INTRODUCTIONS
Luke Dowell introduced himself as filling in for co-chair Mickey McCloud and introduced the new co-chair Susan Bon from Pittsburg State University.

APPROVAL OF MINUTES
Brandon Galm moved that the minutes of the June 18th, 2024, meeting be approved. Following the second of Jill Arensdorf, the motion carried.

SYSTEMWIDE UPDATES

TAAC UPDATE
Jennifer Seymour provided an update on the Transfer and Articulation Council (TAAC.) The council met last week on September 11th in preparation for KCOG, which is scheduled for October 11th held virtually. The registration information was sent to CAO's on September 17th and is available on the WSU website at https://Wichita.edu/KCOG. Twenty courses will be reviewed and there are six new courses on the docket this year.

REVERSE TRANSFER PROCEDURES
Mistie Knox reviewed the edits for the Reverse Transfer Procedures. The Reverse Transfer Working group convened multiple times over the summer to make updates. These procedures were last updated in 2018. Once the changes are approved by SCOCAO, they will be sent to SCOPS for approval. Susan Bon moved to approve the changes as presented. Following the second of Brandon Galm, the motion carried.

AY 2023 HIGH SCHOOL POSTSECONDARY ENROLLMENTS
Karla Wiscombe presented the report on Kansas high school enrollment in public postsecondary institutions. The presentation covered information on all students who took Excel in CTE, dual, and/or concurrent courses in the academic years 2018 through 2023. The information provided in this report is available in the KHEStats section of the KBOR website and is also available on the Dual Credit website under Academic Affairs.

AY 2023 CONCURRENT/DUAL/CTE ENROLLMENT REPORT BY INSTITUTION
Mistie Knox presented the report on Kansas high school enrollment in concurrent, dual, and Excel in CTE courses by institution. This presentation covered information on the enrollments for academic years 2018 through 2023. The information provided in this report is available in the KHEStats section and the high school enrollments for dual credit cooperative agreements section of the KBOR website.

CREDIT FOR PRIOR LEARNING AWARDED BY KBOR INSTITUTIONS AY 2023
Mistie Knox presented the report on credit for prior learning awarded in academic year 2023. This report was provided to Chief Academic Officers in May 2024 and is available on the KBOR website under the Credit for Prior Learning section.

ACADEMIC AFFAIRS UPDATE
Samantha Christy-Dangermond provided updates on Academic Affairs matters. All programs have selected a gateway math course, and these decisions are available on the KBOR website under the Academic Affairs section. A communication went out to CAO's on September 4 about the multiple placement measures for entry into gateway math courses without corequisite support that were approved. The English Course Placement Measures Committee meetings are underway and should be complete by the end of the fall semester. She also provided updates on the professional development series KBOR is providing for Math Pathways initiatives. The trainings range from one-time events to monthly meetings, such as the Executive Implementation Team meetings. All thirty-two institutions attended the August Executive Implementation Team meeting and 90 percent of institutions were represented at the first Math Faculty Professional Development session on September 6th. There are resources available on the website for those who were unable to attend the meetings, such as meeting agendas, notes, and chat questions. Recordings will be posted to the website soon. Two upcoming trainings were mentioned. The first was an introduction to Math Pathways, which is a general session available to all higher education professionals. This training will be offered as a zoom webinar on October 8th. A "Lunch & Learn" training for Advisors will also be offered on October 15th.

Information for the English initiatives is now available on the website as well. The English course placement measures committee is developing systemwide criteria for placement into English Composition I without corequisite support. Once the criteria are decided they will go to BAASC for approval. Professional development resources are being developed to aid English faculty in creating corequisite support for English Composition I for students who need it. These resources will be available on the KBOR website sometime next month and an email with be sent out to the CAO's when the schedule is confirmed.

The Systemwide General Education Council held its first meeting for the academic year on Tuesday, August 27th and their next meeting is Tuesday, September 24th. During this academic year, the council will finalize the operating procedures document and will verify the annual submission of master course lists from institutions. As a reminder a list of institutional approved exceptions, extensions, and deviations for this academic year are available on the website.

OTHER MATTERS

APPLY FREE DAYS
Mistie Knox provided an update on Apply Free Days. There are numerous resources available on the KBOR website to assist with the marketing efforts of the institutions for the Apply Free Days.

KANSAS MICRO-INTERNSHIPS (KMI) PROGRAM UPDATE
Tim Peterson provided an update on the Kansas Micro-Internships (KMI) Program. Due to the additional funding this year, we are able to offer seven hundred more paid micro-internships at no cost to Kansas businesses, non-profit organizations, and entrepreneurs.

PARKER DEWEY+ ONLINE PORTAL UPDATE
Tim Peterson also provided an update on the Parker Dewey+ Online Portal. All thirty-two institutions can now access the Parker Dewey+ online portal at no cost to quickly see which of your students have registered for the

program, which projects they have applied for and completed, employers that selected them for those projects, and the feedback and pay they received for those projects.

ANNOUNCEMENTS
Luke Dowell shared a reminder for the Tilford Conference on October 3rd and 4th and the KCOG Conference on October 11th, which fall on different dates this year, so faculty can attend both.

ADJOURNMENT
Barbara Bichelmeyer moved that the meeting be adjourned. Following the second of Brandon Galm, the motion carried. The meeting adjourned at 9:05 a.m.

II. Systemwide Updates
   A. Revise Credit for Prior Learning Guidelines   Mistie Knox, Associate
                                                                     Director, Academic Affairs

Summary

The Kansas Credit for Prior Learning (CPL) guidelines establish a framework for awarding college credit to students for knowledge and skills acquired outside traditional academic environments, such as through work experience, military service, and standardized exams. The guidelines are reviewed annually, or as needed, by the Council of Faculty Senate Presidents and the System Council of Chief Academic Officers, with updates or revisions made by the Kansas CPL Taskforce as necessary. The Kansas Board of Regents (KBOR) ensures alignment between CPL guidelines and Board policies. Recent updates to the guidelines include the addition of Cambridge International and alignment of terminology with the Kansas Seal of Biliteracy. These revisions support the Board's goals to enhance affordability, accessibility, and alignment with accreditation standards in postsecondary education while facilitating credential attainment, improving retention, and accelerating degree completion.

Background

The Kansas Credit for Prior Learning (CPL) guidelines were established in 2014 to provide a consistent framework for evaluating and awarding college credit for learning acquired outside traditional academic settings. This includes knowledge and skills gained through work experience, military service, national standardized exams, industry certifications, and other non-traditional educational pathways. The guidelines were developed to assist Kansas public universities and community/technical colleges in creating, documenting, and regularly updating policies that evaluate prior learning and award appropriate postsecondary credit in alignment with each institution's mission. These policies aim to protect the integrity and credibility of CPL, meet accreditation standards, and ensure transparency and accessibility for students.

In 2016, the Kansas Board of Regents (KBOR) approved a formal CPL policy, establishing the Kansas CPL Taskforce as the primary body responsible for overseeing CPL practices. This policy was further supported by multi-state collaborations, such as those with the Midwestern Higher Education Compact (MHEC), to encourage the use of consistent practices and quality standards for awarding CPL credits. The KBOR has continued to monitor and support the expansion of CPL, with data collected annually to track the number of students receiving CPL credit and the number of credit hours awarded.

The purpose of the CPL guidelines is to enhance accessibility and affordability in higher education by allowing students to earn credits for knowledge gained outside the traditional classroom. This initiative also supports the state's strategic goals to increase credential attainment among Kansans, improve student enrollment, retention, and completion rates, and align CPL practices with Higher Learning Commission standards. The guidelines aim to foster consistent, transparent, and effective CPL practices to ensure the integrity and effectiveness of credit-awarding processes.

The guidelines are reviewed annually, or as needed, by the Council of Faculty Senate Presidents and the System Council of Chief Academic Officers, with revisions or updates made by the Kansas CPL Taskforce. Recent updates include the addition of Cambridge International and the alignment of terminology with the Kansas Seal of Biliteracy to ensure consistency with Board policy.

Staff Recommendation

Board staff recommends approval of the revised Credit for Prior Learning Guidelines.

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 2024

★ LEADING HIGHER EDUCATION ★

CREDIT FOR PRIOR LEARNING TASK FORCE REPRESENTATIVES

University Representatives
  ESU - Sheila Markowitz, Executive Director for Enrollment
  ESU – Taylor Kriley, Vice President for Student Success
  FHSU - Dennis King, Assistant Vice President for Student Affairs
  FHSU - Marcus Porter, Credit for Prior Learning Coordinator
  KSU - Nicholas Brown, Associate Director, Admissions
  KU - Casey Fraites-Chapes, Associate University Registrar
  PSU - Melinda Roelfs, Registrar
  Washburn – Stephanie Lanning, Registrar
  Washburn – Melanie Worsley, Associate Provost Assessment and Academic Operations
  WSU - Gina Crabtree, University Registrar & Director of Enrollment Services
  WSU, Deb Beat, Military Education Specialist

Community & Technical College Representatives
  Barton CC - Lori Crowther, Registrar, Enrollment Services
  Butler CC - Michelle Ruder, Director, Business Education & Training Analysis
  Cowley CC – Devin Graves, Registrar
  FHTC – Brenda Carmichael, Dean of Enrollment Management
  Fort Scott CC – Courtney Metcalf, Registrar
  Hutchinson CC – Christina Long, Registrar
  JCCC - Leslie Quinn, Dean of Enrollment Services
  MATC - Steve Davis, Registrar
  Seward County CC – Alaina Rice, Registrar

KBOR Staff
Academic Affairs: Mistie Knox, Sam Christy-Dangermond, Karla Wiscombe
Workforce Development: Tobias Wood, Julie Clark

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 degree[1].

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

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[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 Silver Seal for "Intermediate Mid" proficiency and Kansas Gold 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. (https://www.ksde.org/Agency/Division-of-

Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/World-Languages/Seal-of-Biliteracy)

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), International Baccalaureate (IB), and Cambridge International (CI) scores in Chapter II, Section A, 3 (Appendix D). See Appendix F for Systemwide General Education Guidelines.

   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. Credit for all Cambridge International (CI) examination scores of E or above on Advanced Levels (A Levels) exams and e or above on Advanced Subsidiary Level (AS Levels) exams when evaluated for the equivalent course or courses at their institution. (Appendix D)

   e. Any academic discipline may establish a higher systemwide AP exam score above three (3), a higher systemwide IB exam score above four (4), or a higher Cambridge International examination score above E on Advanced Levels (A Levels) exams and above e on Advanced Subsidiary Level (AS Levels) using the approved process (Appendix F). 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

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) Learning Evaluations (formerly CREDIT) (www.acenet.edu/higher-education/Pages/Credit-Recommendation-Services.aspx)
   b. American Council on Education (ACE) Military Guide (https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/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)

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 (see Appendix E for Systemwide General Education Guidelines).

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, CI Exams, 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, CI and any other standardized exam for which the institution awards CPL.
9. For AP, CLEP, IB and CI list <u>all</u> exams in alphabetical order and the equivalent course information, 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 transcripted 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

CREDIT BY EXAM

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

CHAPTER II: GOVERNANCE[2] – STATE UNIVERSITIES

A   ACADEMIC AFFAIRS (see Chapter III., Section A. for additional academic affairs policies applicable to state   universities)

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.

  iv   Credit for all Cambridge International (CI) examination scores of E or above on Advanced Levels (A Levels) exams and e or above on Advanced Subsidiary Level (AS Levels) exams when evaluated for the equivalent course or courses at their institution.

c   Any academic discipline may establish a higher systemwide AP exam score above three (3) IB exam scores above four (4), and scores above E and e for CI, 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) a higher systemwide IB exam score above (4), and higher systemwide CI exam scores above E and e using the process for reviewing and changing system-wide 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

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[2] See Chapter I., Section A.3. for definition of Governance.

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, above four (4) on Higher Level or Standard Level IB exams, above E and e on CI exams, and scores above the ACE credit-granting recommended score of 50 for CLEP exams.

Appendix E

SYSTEMWIDE GENERAL EDUCATION

(Board Policy Manual, Chapter III, Section A. 18.)

CHAPTER III: COORDINATION[3] - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

A ACADEMIC AFFAIRS

18 SYSTEMWIDE GENERAL EDUCATION PROGRAM

B   Incorporating Credit by Exam into the General Education Framework

i   To ensure that students have comparable opportunities to earn general education credit by demonstrating requisite knowledge and skills on national assessments, a Kansas public institution shall award credit, consistent with the provisions established in the Board's credit by exam policy, for general education courses in:

(1) the subjects detailed in paragraphs 18.a.ii.(1)-(6) of this policy section; and

(2) any applicable subjects within the institution's institutionally designated area selected from paragraph 18.a.ii.(7) of this policy section.

ii   General education credit earned based on achieving a requisite score on an exam detailed in the Board's credit by exam policy shall be noted on each Kansas public institution's transcript and apply towards satisfying a general education requirement on the same basis as if the credit had been earned through completing the course(s).

iii Transferring credit awarded through credit by exam is addressed in the Board's transfer and articulation policy.

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[3] See Chapter I., Section A.3 for definition of Coordination.

Appendix F

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.