Credit for Prior Learning Practices

Results of the AACRAO December 2014 60 Second Survey

January 2015

Contents

Introduction

AACRAO recently initiated a series of surveys designed to capture member institutional practice snapshots in 60 seconds or less. These surveys are very brief and distributed to all AACRAO members via email. The December 2014 the AACRAO *60 Second Survey* asked respondents to indicate their institutions' credit for prior learning practices (CPL) (Appendix A). This survey was intended to capture the CPL practices most often associated with mature learners and as such, Advanced Placement and International Baccalaureate credit were excluded from the survey question set intentionally because they represent pre-college credit typically earned by high school students.

To help frame the focus of this survey, respondents were provided the following Council for Adult and Experiential Learning (CAEL) definition for prior learning assessment " . . . the process of earning college credit for college-level learning acquired from other sources, such as work experience, professional training, military training, or open source learning from the web[1]."

More than two-thirds (83%, n=966) of respondents indicated their institutions accept at least one type of CPL and most accept more than one. Among the CPL options available in the survey, College Level Examination Program (CLEP) credit was the most frequently accepted type of CPL (88%) and UExcel Credit by Exam (UExcel) the least accepted (3%). Among the 17% of institutions that reported they do not accept CPL, 18% of those reported that their institution is considering the practice.   Respondents represented 19 countries, commonwealths or territories, all 50 states plus DC, and 7 Canadian provinces as well as a variety of institutional types and control (Appendix B and C). The preponderance of respondents were from institutions in the United States or U.S. Territories (94%, n=912)

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[1] http://www.cael.org/pla.htm

Methodology

The survey was distributed through the FluidSurveys[2] platform to all AACRAO members on December 8th. After cleaning the data to account for multiple responses from 165 institutions, there were 966 total institutions who responded to the survey. Among the 165 institutions with multiple responses some had as many as five different responses. For these institutions, several measures were taken to determine which of the respondents' answers was likely to be the most accurate representation of the institution's CPL practices and these results were the ones retained for this practice summary. The others were deleted from the data set.

Data cleaning methods included first taking steps to determine if the multiple responses represented both undergraduate and graduate practices, if so, both responses were retained. If the institution's registrar submitted a complete response, this response was retained over other similar responses from other positions, as the registrar is responsible for the integrity of student records and maintaining consistent practices. If a registrar did not respond or did not respond completely, the response from the position title assumed to be most closely tied to the process of evaluating credit for prior learning was retained. Additionally, if multiple responses did not align with each other on the first yes/no question which asked if the institution offered CPL and the registrar or other person closely tied to the process was not included in the list, the institution's website was reviewed and the answer that most closely matched the website information was retained.   The survey platform supported dynamic flexibility in the questions asked of respondents. Based on the respondents' answers to the first question, subsequent questions were either shown or suppressed. They also varied based on the type of CPL selected by the respondents. Further, none of the questions were required; respondents were free to skip questions. Given these two factors, the number of responses for any given question varies.

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[2] http://fluidsurveys.com/home-1/
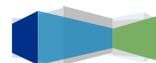
Results

Institutions Who Award CPL

Figure 1 summarizes the responses for the CPL assessment types used by institutions who indicated they awarded CPL. After CLEP, the American Council on Education (ACE) guide and Challenge Exams are the most common type of CPL awarded by institutions. Two-year lower division only institutions are more likely to award CPL than other institutional types (Appendix D). Little difference exists by institutional control (Appendix E).

Figure 1: CPL Assessment Use by Respondents Who Said "Yes" (n=792)
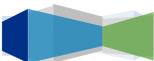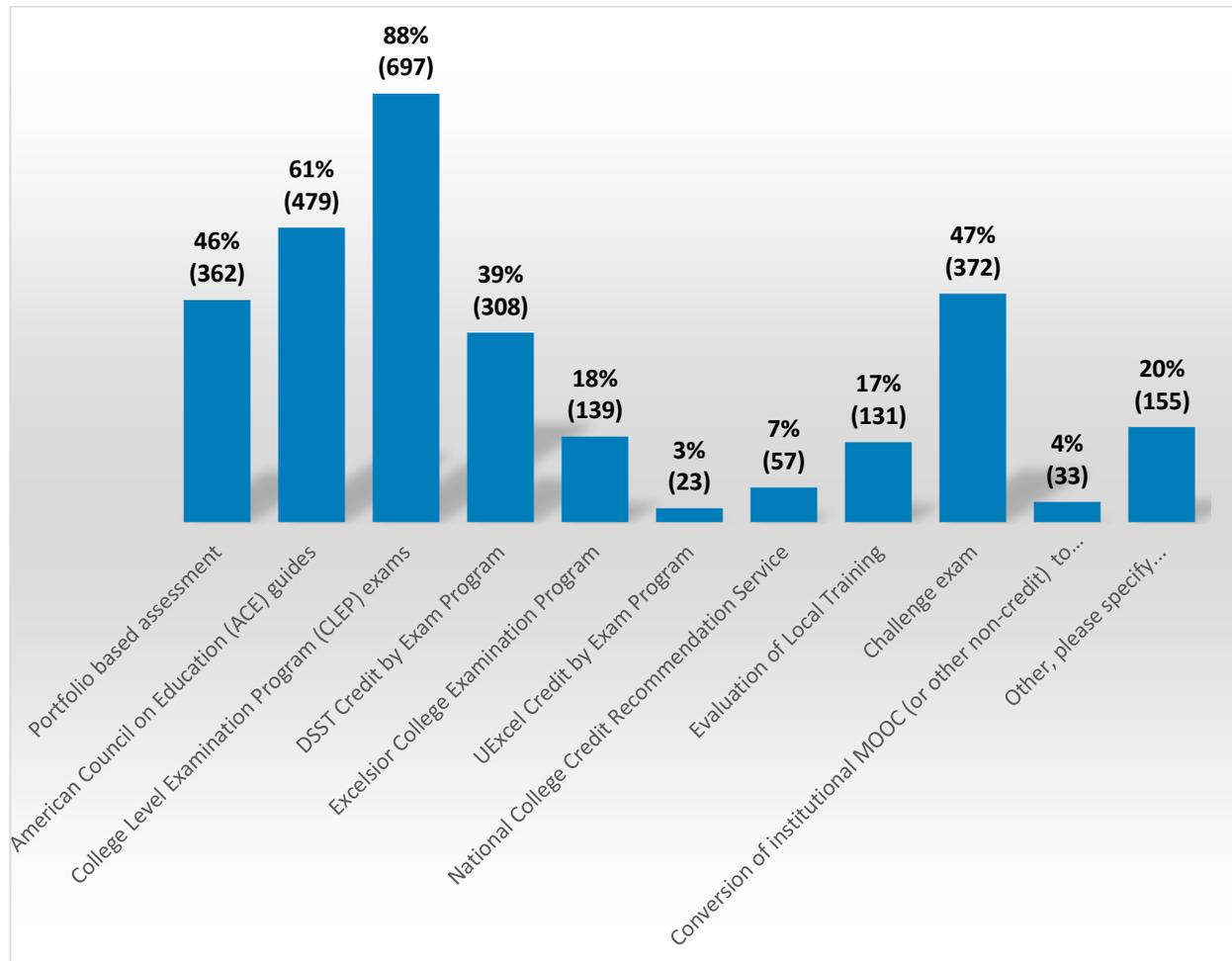
Twenty percent (20%) of respondents selected "Other" as an option to indicate additional types of CPL assessments offered by their institution. A sample of results provided by the respondents are in Appendix F and include among others "Cambridge AICE", "credit by petition", "experiential learning", and "work experience".

For each type of CPL selected, respondents were asked to indicate the following:

- If the credit is counted in the institutional GPA,
- if the credit is eligible for financial aid,
- if it is counted as residential credit, and
- If there is a prior learning flag in the student information system for reporting purposes

Table 1 summarizes the responses based on the CPL practices described above. Based on these responses, CPL credit is not often counted in the institutional GPA, not often awarded as residential credit, and the credit is not often eligible for financial aid. On December 19, 2014 the U.S. Department of Education issued a Dear Colleague Letter (DCL ID: GEN-14-23)[3] addressing questions about Title IV eligibility for Direct Assessment (Competency-Based) Programs which also included clarifying language in the Q&As attached to the letter specifically addressing the prohibitions on paying Title IV aid for credit earned through prior learning assessments. The DCL states:

> "Credit that is based solely on prior learning may not be incorporated into a student's enrollment status for Title IV purposes in a term-based program, nor may it be considered to apply toward a student's completion of a payment period or academic year in a non-term program" (p. 9)

Given that some institutions reported awarding aid for CPL assessments, these institutions must have a way to identify that the student ". . . engaged in substantial educational activity at the institution" in order for those CPL credits to be considered eligible for financial aid.

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[3] http://ifap.ed.gov/dpcletters/GEN1423.html
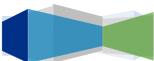
The DCL further states that "An institution must be able to demonstrate that it has separated credit hours earned as a result of prior learning from hours earned as a result of educational activity at the institution." Few institutions reported the use of a CPL reporting flag in their student information system. Several commented that this type of credit is however, differentiated on the transcript.

Table 1: CPL Practices for Transcripting, Financial Aid and Reporting

	Credit counted in institutional GPA	Credit **not** counted in institutional GPA	Institutional (resident) Credit	Eligible for financial aid	Prior learning flag (indicator) for reporting	Total Responses
Portfolio assessment	17 (5.2%)	243 (75.0%)	85 (26.2%)	21 (6.5%)	118 (36.4%)	324
ACE guides	23 (5.2%)	399 (90.1%)	54 (12.2%)	20 (4.5%)	102 (23.0%)	443
CLEP	35 (5.5%)	571 (89.6%)	85 (13.3%)	33 (5.2%)	123 (19.3%)	637
DSST	8 (2.8%)	264 (91.3%)	29 (10.0%)	8 (2.8%)	68 (23.5%)	289
Excelsior	4 (3.0%)	122 (92.4%)	12 (9.1%)	6 (4.5%)	34 (25.8%)	132
UExcel	3 (13.6%)	18 (81.8%)	1 (4.5%)	1 (4.5%)	7 (31.8%)	22
National College Credit Recommendation Service	2 (4.0%)	45 (90.0%)	4 (8.0%)	3 (6.0%)	21 (42.0%)	50
Evaluation of Local Training	6 (5.1%)	95 (81.2%)	25 (21.4%)	7 (6.0%)	49 (41.9%)	117
Challenge exam	21 (6.1%)	223 (64.6%)	141 (40.9%)	25 (7.2%)	90 (26.1%)	345
MOOC (or other non-credit) conversion	3 (10.3%)	23 (79.3%)	4 (13.8%)	3 (10.3%)	12 (41.4%)	29
Other	6 (4.7%)	103 (81.1%)	23 (18.1%)	12 (9.4%)	32 (25.2%)	127

If they chose to do so, respondents were also able to provide additional comments about their CPL practices. Some commented how CPL is approved on a case-by-case basis sometimes at the department level. Others commented on the conditions under which the credit is recorded on the transcript or offered. For example, "If the student fails the portfolio or challenge exams, it is not transcripted", "Portfolio based assessment is only available for non-traditional students (age 24 or over) enrolled in an accelerated degree program" and "These are actually referred to

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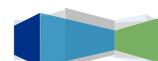
as 'non-course credit' at our institution".   A sample of the other responses are included in Appendix G. Institutional identifiers were removed to protect the identity of the institution.

Institutions Who Do Not Award CPL

Of the 17% (166) of respondents who indicated their institution does not award CPL only 18% (31) of those institutions are considering offering CPL. Respondents were able to provide further information as to why their institution is not considering awarding CPL. Responses included "Faculty do not believe it fits the instructional model of the institution", "It is not approved by our accreditors" and "Prior learning is difficult to assess and in most cases isn't equivalent [to] the classroom learning that takes place at our institution". A sample set of other responses are provided in their raw form in Appendix H.

Closing

This survey served to capture a quick snapshot of institutional CPL practices at several types of institutions. We learned that CPL practices vary widely, are not often eligible for financial aid, and are not often counted as institutional credit. The open-ended responses highlight the complexity around CPL practices and the influence of faculty preference on those practices. We did not gain an understanding of how external forces influence the awarding of CPL (e.g., institutional competition, changes in financial aid legislation). Further research is needed to gain an understanding of the impact of external influences on CPL practices. This survey will be repeated to allow us to determine if CPL practices change over time.

Questions regarding this or other AACRAO research should be directed to Wendy Kilgore, AACRAO Director of Research and Managing Consultant at wendyk@aacrao.org.

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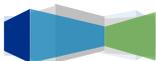
Appendix A: Survey Instrument

AACRAO 60 Second Survey - Credit for Prior Learning Practices

This brief survey is meant to capture a snapshot of your institution's practices for awarding, transcripting and reporting credit with prior learning assessments. Prior learning assessments has been defined by the Council for Adult and Experiential Learning (CAEL) as " . . . the process of earning college credit for college-level learning acquired from other sources, such as work experience, professional training, military training, or open source learning from the web."

1. Does your institution award credit for prior learning (e.g., CLEP, credit by examination, portfolio assessment, etc.)

○ Yes
○ No

If yes, show #2 and #5 based on responses to #2
If no, automatic skip to #3

2. What types of credit for prior learning does your institution offer (excluding AP and IB)? Please check all that apply.
☐ Portfolio based assessment
☐ American Council on Education (ACE) guides
☐ College Level Examination Program (CLEP) exams
☐ DSST Credit by Exam Program
☐ Excelsior College Examination Program
☐ UExcel Credit by Exam Program
☐ National College Credit Recommendation Service
☐ Evaluation of Local Training
☐ Challenge exam
☐ Conversion of institutional MOOC (or other non-credit) to credit
☐ Other, please specify... _____

3. Is your institution considering awarding credit for prior learning?

○ Yes
○ No

If yes, automatic skip to end of survey
If no, show #4

4. If available, please provide an explanation below as to why your institution is not considering awarding credit for prior learning.

5. Please indicate the following: 1) how the credit is transcripted; 2) if it is eligible for financial aid and; 3) if there is a flag in your information system for reporting purposes which identifies the credit as a prior learning assessment. Check all that apply.
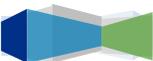
	Transfer Credit counted in institutional GPA	Transfer Credit not counted in institutional GPA	Institutional (resident) Credit	Eligible for financial aid	Prior learning flag (indicator) for reporting
Portfolio based assessment	☐	☐	☐	☐	☐
American Council on Education (ACE) guides	☐	☐	☐	☐	☐
College Level Examination Program (CLEP) exams	☐	☐	☐	☐	☐
DSST Credit by Exam Program	☐	☐	☐	☐	☐
Excelsior College Examination Program	☐	☐	☐	☐	☐
UExcel Credit by Exam Program	☐	☐	☐	☐	☐
National College Credit Recommendation Service	☐	☐	☐	☐	☐
Evaluation of Local Training	☐	☐	☐	☐	☐
Challenge exam	☐	☐	☐	☐	☐
Conversion of institutional MOOC (or other non-credit) to credit	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

6. Please add any additional comments below that you have about how your institution processes credit for prior learning.

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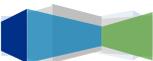
Appendix B: Count of Respondent by Country, Commonwealth, or Territory and State or Province, if applicable

Country, Commonwealth, Territory and State or Province, if applicable	Count
Armenia	**1**
Canada	**26**
AB	7
BC	5
MB	2
NS	2
ON	8
QC	1
SK	1
China	**2**
Cote d'Ivoire	**1**
France	**2**
Greece	**1**
Guam	**1**
Italy	**2**
Jamaica	**1**
Lebanon	**2**
Montserrat	**1**
Netherlands Antilles	**1**
Puerto Rico	**6**
Qatar	**2**
Singapore	**1**
South Korea	**1**
Trinidad and Tobago	**1**
United Arab Emirates	**3**
United States	**912**
AK	3
AL	11
AR	5
AZ	16
CA	68
CO	19
CT	9
DC	4
DE	1
FL	31
GA	26
HI	2

IA	17
ID	7
IL	51
IN	25
KS	23
KY	12
LA	7
MA	31
MD	19
ME	5
MI	25
MN	26
MO	25
MS	5
MT	9
NC	15
ND	2
NE	5
NH	5
NJ	17
NM	7
NV	4
NY	66
OH	43
OK	11
OR	16
PA	55
RI	4
SC	11
SD	6
TN	19
TX	43
UT	9
VA	29
VT	8
WA	17
WI	24
WV	13
WY	1
Grand Total	**967**
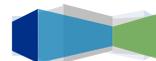
Appendix C: Count of Respondent by Institution Type and Control

Institution Type and Control	Count
Undergraduate	**144**
P	38
PN	91
PP	14
Unknown	1
Graduate and Professional	**39**
P	1
PN	35
PP	3
2-year Lower Division Only	**179**
P	159
PN	13
PP	7
2-Year Upper Division with Graduate	**1**
P	1
Undergraduate, graduate and/or Professional	**586**
P	229
PN	331
PP	25
Unknown	1
Other	**17**
P	3
PN	5
Unknown	9
Unknown	**1**
Grand Total	**967**

PN = private, not for profit
P = public
PP = private proprietary
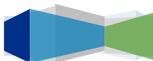
Appendix D: CPL Assessment Type by Institutional Type

Type of CPL	2Lower Count	2Lower % of Type	4 Count	4 % of Type	4+ Count	4+ % of Type	1+ Count	1+ % of Type	2UpperGrad Count	2UpperGrad % of Type	Other Count	Other % of Type	Unknown Count	Unknown % of Type	Total	% of Total "Yes"*
Portfolio	90	51%	44	41%	217	44%	5	45%	1	100%	6	50%				
ACE	119	68%	55	51%	300	61%	1	9%			4	33%			479	60%
CLEP	161	92%	91	84%	436	88%	3	27%			6	50%			697	87%
DSST	76	43%	37	34%	193	39%	1	9%							307	38%
Excelsior	29	17%	19	18%	90	18%					1	8%			139	17%
UExcel	7	4%	2	2%	14	3%									23	3%
Natl. College Credit Recommendation Service	9	5%	4	4%	43	9%	1	9%							57	7%
Evaluation of Local Training	53	30%	17	16%	56	11%	1	9%			3	25%	1	100%	131	16%
Challenge Exam	103	59%	47	44%	212	43%	2	18%	1	100%	7	58%			372	46%
MOOC or other non-credit conversion	10	6%	3	3%	19	4%							1	100%	33	4%
Other	37	21%	21	19%	87	18%	4	36%			4	33%			153	19%

*n=801 (Yes, the institution does accept credit for prior learning)

Column Labels

2Lower: 2-Year Lower Division Only

4: Undergraduate

4+: Undergraduate, graduate and/or Professional

1+: Graduate and/or Professional

2UpperGrad: 2-Year Upper Division with Graduate

Appendix E: CPL Assessment Type by Institution Control

Type of CPL	Public Count	% of Type	Private not for Profit Count	% of Type	Private proprietary Count	% of Type	Unknown Count	% of Type	Total	% Total of "Yes"*
Portfolio	171	43%	172	49%	18	44%	2	25%	363	45%
ACE	248	62%	199	56%	30	73%	2	25%	479	60%
CLEP	346	87%	311	88%	36	88%	4	50%	697	87%
DSST	154	39%	129	36%	23	56%	1	13%	307	38%
Excelsior	59	15%	63	18%	15	37%	2	25%	139	17%
UExcel	11	3%	9	3%	3	7%		0%	23	3%
Natl. College Credit Recommendation Service	22	6%	26	7%	9	22%		0%	57	7%
Evaluation of Local Training	80	20%	42	12%	8	20%	1	13%	131	16%
Challenge Exam	221	56%	129	36%	18	44%	4	50%	372	46%
MOOC or other non-credit conversion	18	5%	9	3%	5	12%	1	13%	33	4%
Other	88	22%	53	15%	10	24%	2	25%	153	19%

* n=801 (Yes, the institution does accept credit for prior learning)

## Appendix F: Sample Responses to "Other" types of CPL

Responses
6 credits for completion of basic training- military; Credit by Exam
ACE for military only
ACT, SAT, IB, AP
Advanced Placement Test
AP, IB, Military (Joint Services Transcript/ACE)
By individual evaluation will consider alternative tests such as BYU foreign language proficiency exams
Cambridge AICE, Caribbean Advanced Proficiency Exams (CAPE)
Cambridge AICE; Exemption credit for Industry Credentials articulation agreements
Cambridge Exam
CAP/CPS - Administrative Professional certification)
Civilian Training programs such as Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE)
College Entrance Examination Board Advanced Level
Competency Based Education
Continuing education that leads to certification
Course credit by exam from internal department
Coursework granted by another transfer institution as proficiency test credit may be acceptable for transfer, if the next course in their sequence or discipline equal to or at higher level that the proficiencied[sic] course in that discipline is completed and at least 12 graded semester hours must be completed at that transfer institution. The proficiency test credit cannot be part of the 12 hours needed.
Credit based on health care professional certification and licensure
Credit by Exam for only approved courses
Credit by Petition
Credit by specialized exams administered by academic department in rare cases. Also, standard transfer articulation agreements with select feeder schools.
Credit for Military Experience
Credit for Service in the Armed Forces
Credit through placement exams in Music and Modern Languages
DANTES exams
Departmental exams
Departmental Review
Departmental special exams for proficiency. Also available for credit.
Departmentally developed exam (perhaps what you mean by "challenge exam")
Experiential learning

Foreign
GCE (A-Level), GAC
General Certificates of Education - Advanced Level
HKALE, GCEAL, Courses taken in Associate Degree / Higher Diploma programs, etc.
IC3 Computer Test
IGCSE A Levels
Industry certifications
Institution based discipline specific exams - Credit by Examination
International A-Levels and B-Tech
International Credit as evaluated by WES
Internships, practica, and clinicals
Italian maturita', French BAC, UK A levels, German Abitur
JST and CCAF credit where degree applicable
Lebanese Baccalaureate diploma
Licensure Credit for specific Certificate programs - Aviation Maintenance, EMS, Fire, etc.
Military non-credit to credit
National professional training certificates
Nationally or regionally specific training and career specific training Note that we honor the MOOC only if it is on an accredited college or university transcript.
Official Credential (EMT, Cosmetology, etc.)
Only AP and IB. CLEP only in exceptional circumstances.
Own Credit for Experiential Learning which examines the student learning outcomes
Particular academic departments may offer credit via their own examination
Performance Assessment - typically in a fine arts program
Petitions for specific courses with competency demonstration; evaluation of professional certifications for alignment to courses/credit
Portfolio assessment only allowed for a small number of courses
Prior Work Experience - limited
Professional licensure in specific programs; Military Service (separate from, ACE); High School Dual Credit Exams
Professional work in area of study completed without credit
Professor assigned to evaluate knowledge acquired outside of formally accredited educational programs (usually work experience)
Proficiency credit
Proficiency, IB, AP
Some credit is awarded for special certifications.
Some credits are permitted for selected military training courses taken under the Services offerings
The student takes the final of the course for which they would like to "CLEP"

| |
|---|
| Traditional transfer credit from regionally accredited institutions |
| Transfer credit from accredited colleges or universities |
| VALEES credit (Valley Education for Employment System) |
| Very, very limited ACE credits |
| Waiver exam for certain Graduate Social Work courses only
We give credit for active military service & will consider ACE recommendations by petition. |
| Work experience |
| Writing based competency assessment |
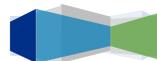
Appendix G: Sample of Additional Comments About CPL Practices

Note: Institution names were removed if provided in the response.

Responses
1) Credit category is "credit by examination", grade counts in GPA; 2) No and exam fee is paid before exam is taken.   3) No, but there are limited criteria that qualify for credit by exam
Accreditation requires that it be flagged on the transcript!
ACE and DSST credit review is very limited at this time, potential for future expansion.
ACE is used primarily for military courses taken during service - it shows as transfer under a "military" heading
All but Challenge & Portfolio are posted as test credit.
All such credit evaluated on an individual basis. Any articulated transfer credit receives grade of TR, not counted in GPA but appears on transcript.
All units earned by exams or by assessment is transcripted with the grade of "CRD" credit.
Approved on a one by one basis with the specific Department/Schools approval
Award credit for content that would be applicable to degree. CLEP, DSST, and ACE recommendations on Military Transcripts have no fee attached for the awarding of credit, Portfolio, Challenge Exams and Evaluation of local training have a $25.00 per credit hour fee attached
Before transfer decision is made, we seek to understand instructor credential, curriculum, and source.
Brought in as Passed credit as transfer. Counts in hours earned but not in gpa hours.
Challenge exam generally waives a core requirement; not sure how financial aid is impacted by these "non-traditional" transfer credits
CLEP and DSST are labeled as "Examination" credit - without any GPA consideration.
CLEP and DSST are options ONLY for students in degree-completion programs, including a military education program.
CLEP is now used ONLY for graduate students
College Now Program
Credit by examination (challenge exam) receives college credit upon successfully passing the course final exam. The student must pay as a class, but the fees per credit is lower.
Credit is not guaranteed for these options. All credits require evaluation against our curriculum.
Credit recorded as special credit, but the manner of the award of the special credit is not recorded
CTC does not use the term Prior Learning Flag. Rather the Source of the Nontraditional Learning is posted to the transcript under various headings such as Credit for Exam, Credit for Service School.
Evaluation for last call(?) learning is only performed for graduate students in certain programs
For portfolio assessment student must register and complete 1-credit prep course.
It is recorded as transfer credits.
Most "prior learning" for our students is transfer credit from regionally accredited colleges.
No special flag, but source of credit is listed as with other transfer credit.
Other types of credit can be considered on a case by case basis.

Our institution codes the courses with a TR for transfer work or EX for exam to flag the courses since they are not taken as our own institutional credit. The course appear in the database and on the transcript with this "credit code" type.
Portfolio assessment and challenge exams are granted proficiency credit; not counted in institutional GPA
Portfolio assessment, ACE, and DSST only available in our adult degree completion program.
Portfolio based assessment is currently open to students in a specific program only, the Regents Bachelor of Arts.
Portfolio based assessment--so far, only when prior degree was awarded and we don't need actual GPA/credits.
Prior learning credit is limited to a maximum total for each campus of the university.
Prior learning credit is noted as a comment on the transcript
Prior Learning Credits are designated by a grade of "PR".
Prior learning is a separate credit type in our system and is not considered transfer credit but has a Prior Learning Credit type on transcripts and in our records
Recorded as a waiver exam, but treated in all other ways like transfer credit
Students can petition for credit for specific military courses and get 12 hours of general elective credit from military service
Students who wish to develop a portfolio for assessment take a 1 or 3 credit course, and this course is eligible for financial aid.
Successfully challenged courses are listed on the transcript as Advanced Standing by Examination with the course title, department number, and number of credit hours earned; no grade is listed
The Flag is how we transcript the credit...so although we don't have a specific flag, we can pull the data.
These are actually referred to as "non-course credit" at our institution.
These courses are identified in the transcript like transfer or exam or validation courses.
These PLA credit is loaded as P/F so is not included in the GPA. We use FICE codes to identify the type of credit awarded.
This is in the implementation process and I would like to see a State-wide policy.
Traditional evaluation of prior post-secondary courses. Student receives an exempt grade that is not calculate in GPA
Transcripted together with other transfer credits
We award a lot of credit for prior learning but it is not considered 'resident' credit since the learning came from a source outside of our school.
We award credit based on licenses in certain majors. Students in the RN-BSN Program receive 30 credits, but no transfer credit for nursing classes. Students in the Aviation Program may receive 3 to 6 credits based upon FAA license.
We consider all PLA awards to have been learned off-campus and, therefore, transfer credit by definition. Distinct course codes are used to transcript credit, which are used for tracking and reporting purposes.
We do not follow all the ACE credit recommendations. We follow some that the faculty have approved.
We have a rigorous application and review process for those interested in using their professional life experience toward college level credit, which is only applicable for their studio art credits.
We transcript it as "exam credit" not counted in GPA. Our transcript has 3 sections: transfer credit, exam credit, and resident credit.
We will on occasion give advanced standing which reduces the unit count for the degree. Done by agreement with the Dean and the student.

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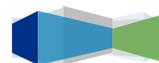
Appendix H: Sample of Reasons Why Institutions are not Considering Awarding CPL.

Note: Institution names were removed if provided in the response.

Responses
100% traditional population; focus on STEM excellence
As a graduate institution we are not currently awarding credit because our program is integrative
Because we are a part of a university system, rules for awarding credit are set at the system wide level. As a result, I am not sure of the rationale for this, other than to say that we currently only give credit for work completed at an accredited postsecondary institution, or for certain exams (AP, IB).
Because we are law schools, and by the ABA standards we cannot accept those type of credits.
CLEP is accepted only in our Evening division for adults, Professional School of Continuing Studies.
Faculty do not believe it fits the instructional model of the institution
It doesn't cover the content of the curriculum.
It has not occurred at the moment.
Not appropriate for our type of institution - if you come here you should benefit from the high quality instruction and not rush through to save money.
Not sure why, but did not hear that they are considering it.
Our art institution and curriculum are based on studio practice and full-time residency towards our graduate degree.
Prior learning is difficult to assess and in most cases isn't equivalent the classroom learning that takes place at our institution.
Still working out how we want to accept dual and concurrent credits.
The faculty do not feel such credit meets the standards or rigor of our coursework
The only "credit for prior learning" the faculty support is that awarded through standardized exams. Given the traditional and theoretical nature of the curriculum, the faculty does not support granting credit for experiential learning.
These experiences rarely fit into our liberal arts curriculum
This type of experience/credit does not fit in with the academic mission of the college
We accept CLEP for prerequisites but not for courses within our programs. Being a graduate school with programs in teacher preparation there is not much flexibility in course content and electives.
We are a professional skill and all coursework is required
We are very stringent on transfer credit in terms of type and amount.
We do not give credit for courses or other assessments taken prior to matriculation.
We follow the regulations set forth by the HLC and ATS, therefore, we may not grant master or doctoral level transfer credit for experience, but only equivalent master level coursework from regionally accredited institution.
We have in the past, but currently do not. We need to transcript our transfer credits with hours and credits from an accredited institution.