

## **ASSESSING PRIOR LEARNING FOR CREDIT\***

1. Make clear basic principles and values held by the institution regarding credit for prior learning.
2. Provide explicit guidelines as to what is considered college-level learning.
3. Make clear that credit can be awarded only for demonstrated college-level learning, nor for experience per se.
4. Specify, as clearly and unambiguously as possible, the standards of acceptable performance in each academic area.
5. Specify what form the claim for credit should take, e.g., course equivalent, competency list.
6. Insure that evaluation of learning is undertaken by appropriately qualified persons.
7. Indicate the appropriate form such as semester hours, course units, etc., the evaluator's credit recommendation should take.
8. Specify which degree requirements may be met by prior learning.
9. Specify how credit for prior learning will be recorded.
10. Define and articulate roles and responsibilities of all persons connected with the assessment process.
11. Develop procedures to monitor and assure fair and consistent treatment of students.
12. Develop clearly stated assessment policies and descriptive information for students, faculty, administrators and external sources.
13. Include provisions for periodic re-evaluation of policies and procedures for assessing learning and awarding credit.
14. Advise students that the institution cannot guarantee the transferability of prior learning credits to another institution.
15. Develop evaluation procedures of overall prior learning assessment program to ensure quality.

\*These guidelines were taken from the policy statement, *Assessing Prior Learning for Credit* approved by the Middle States Commission on Higher Education. They are used with that Commission's permission.