



SWOCC
Credit-for-Prior Learning (CPL)
Implementation Framework



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Introduction

Southwestern Oregon Community College (SWOCC) is dedicated to strengthening its workforce credentialing programs by establishing pathways to degrees through a Credit for Prior Learning (CPL) framework. This SWOCC CPL Implementation Framework offers a learner-centered approach by aligning curriculum with promising and in-demand occupations that offer career pathways. Amidst economic shifts, SWOCC aims to attract prospective learners by acknowledging their existing skills and offering them the chance to leverage them towards new career opportunities. The new framework introduces a method to integrate seven in-demand occupations identified by SWOCC, connecting their curriculum with local job market needs.

Occupation	SWOCC Program
Welders, Cutters, Solderers, and Brazers	Welding
Emergency Medical Services Technician and Paramedics	Emergency Medical Services
Social and Human Service Assistants	Human Services
Preschool Teachers except Special Education	Education & Family Studies
Elementary School Teachers except Special Education	Education & Family Studies
Medical Assisting	Medical Assisting
Cooks- Restaurant	Culinary & Baking and Pastry Arts

By broadening CPL to include these high-demand fields, SWOCC enhances its educational offerings and directly supports regional economic development. This alignment helps prepare a skilled workforce that meets the needs of local employers, thereby fostering a stronger connection between education and employment.

This CPL Framework includes:

- Brief overview of current CPL policy and methods at SWOCC.
- Key components of the CPL Implementation Framework, emphasizing its adaptability to diverse career pathways and in-demand occupations identified by SWOCC stakeholders.
- Recommendations for integrating the CPL Implementation Framework into existing practices, considering the specific needs and resources of SWOCC.
- Best practices and strategies for successful implementation, drawing from both internal and external sources.

Overview of Current SWOCC CPL Policy & Methods

Current SWOCC CPL Policy

The existing Credit for Prior Learning (CPL) policy at SWOCC, as seen in Figure 1, serves as a comprehensive guide for students navigating CPL opportunities. This policy is conveniently located within the digital course catalog, ensuring easy access for all students.

Within this policy, several key elements are outlined:

- **CPL Definition and Overview:** The policy provides a clear definition of CPL and offers an overview of approved CPL methods. This section ensures students have a solid understanding of what CPL entails and the avenues available to them.
- **Eligibility Criteria:** Clear eligibility criteria are established, detailing who qualifies for CPL and under what circumstances. This section ensures transparency and fairness in the CPL process.
- **Fees and Process:** Information regarding related fees and the process for initiating CPL is outlined. Students can find guidance on the financial aspects and procedural steps involved in pursuing CPL credits.
- **Collaborative Initiation:** CPL initiation is described as a collaborative effort between students and program instructors. The process involves reaching an agreement on the credits to be awarded upon course completion, documented through a CPL form.

SWOCC - Alternative Credits - Credit for Prior Learning (CPL)

Credit for Prior Learning is an opportunity for Southwestern students to be granted credit for verifiable, college-level learning that is acquired outside the college setting through life or work experience. There are several ways to gain Credit for Prior Learning, including the College Level Entrance Examination Program (CLEP), challenge exams by course, Advanced Placement Program (APP), military training, industry certifications/training programs, or Prior Learning Assessments (PLA). Talk to your advisor to learn more about options.

Students must be working toward a degree, be enrolled, and complete a minimum of three credits at Southwestern during the quarter in which a class is challenged or prior learning is assessed. Students may request credit for prior learning for up to 25% of their credits to satisfy the requirements for a 1-year certification, or 2-year degree. If planning to transfer to another institution, it is recommended that the student check with their intended transfer institution for acceptance of challenge/PLA credits. Challenge/PLA credits do not count toward determining financial aid or veteran's benefits and payment (half the tuition) is required before the Challenge/PLA process is started. Students pay a per credit fee for credits earned through any of these methods. In order to initiate the CPL process, students must meet with the instructor and negotiate an agreement. The agreement will state what type of credits the students will receive upon completion of the course work. Please refer to the instructions listed on the CPL form for next steps.

Figure 1 - Current SWOCC CPL Policy

Current SWOCC CPL Methods

SWOCC offers various options for earning credit-for-prior learning, including the Advanced Placement Program, College Level Entrance Examination Program (CLEP), and other alternative credit pathways such as International Baccalaureate (IB) and Military Service Credit (AARTS, CCAF, CGI, and SMART).

Pathway-specific CPL opportunities are provided for the Preschool Child Development program, Childhood Education and Family Studies, and the Preschool Children, Education, and Development Career Pathway Certificate.

SWOCC - Credit for Prior Learning - Preschool Child Development, Associate of Applied Science, Childhood Education and Family Studies, Associate of Science, Childhood Education and Family Studies, Preschool Children, Education and Development I, Career Pathway Certificate of Completion

Credit for prior learning options are available for students with a Preschool Child Development Associate (CDA) credential, an Infant Toddler Child Development Associate (CDA) credential, a Step Seven on the Oregon Registry, or a Certificate of Completion for First Connections that includes mentoring in an infant toddler learning environment. Contact ece@socc.edu for more information.

Figure 2 - SWOCC CPL Offerings - Education & Family Studies Program

Familiarity with the current SWOCC CPL policy provides a valuable point of reference. This basis is helpful as we consider most promising options for implementing CPL for the seven new in-demand occupations. The next section outlines the SWOCC CPL Implementation Framework, which aims to incorporate these high-demand fields. By leveraging existing tools, concepts, and successful practices, we can inform the development and implementation of the new framework. Understanding what has worked well and identifying areas for expansion will help ensure a smooth transition and the effective use of resources for initiatives related to the CPL Implementation Framework. This approach considers how to build on proven methods and strategically incorporate new opportunities for credit for prior learning, ultimately enhancing SWOCC's ability to meet the needs of local communities and employers.

SWOCC CPL Implementation Framework

Introduction to Key Elements

The development of this CPL Implementation Framework was centered around a selection of in-demand occupations. The new framework introduces a method to integrate seven in-demand occupations identified by SWOCCC, connecting their curriculum with local job market needs. It involves reviewing occupational competency profiles, reviewing SWOCC curricular assets, and mapping the curricular assets and occupational competencies to perform a gap analysis.

Ultimately, this framework guides the alignment of SWOCC’s curricular resources with the dynamic workforce needs of the region. It is important for supporting the regional business community and contributing to the creation of a pipeline of qualified workers to meet local demand.

The first step in developing this CPL Implementation Framework was to create competency-based occupational profiles. The occupational profiles were assembled through collaborative efforts with industry stakeholders. SWOCC Program Advisory Members validated the profiles, to provide a comprehensive understanding of the competencies essential for success for workers entering the identified occupations. These profiles serve as a resource, indicating employment required competencies which can be aligned to educational programs with industry expectations.

The next step in the process is to map the curricula to the occupational profiles. The curricular and occupational mapping tool serves as the final piece to align educational curricula with the demands of the workforce. This involves mapping the competencies outlined in the occupational profiles to a specific course and program outcome at SWOCC. This ensures that the educational pathways are attuned to industry needs. Additionally, this crosswalk allows for comprehensive gap analyses to be completed, assessing current curricular assets against identified industry needs. This analysis enables SWOCC to identify areas where adjustments or enhancements are necessary for programs to remain relevant and responsive to workforce demands.

Occupations and Career Pathways

Drawing on labor market data from Coos County and Curry County, along with insights from the Oregon Employment Department on demand and wage trends, seven occupations were identified in collaboration with the SWOCC team. Occupations with promising prospects for growth and stability within the counties were selected by synthesizing information on occupational growth, average salary, projected increases in demand, and current curricular assets at SWOCC. The collaborative nature of this approach ensured that the identified occupations resonated with the priorities and needs of both the college and the broader regional employers.

Occupation	SWOCC Program
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Table 1 - SWOCC-selected Occupations

Building Occupational Profiles

The creation of the occupational profiles began with a thorough research process, drawing upon a variety of sources to gather comprehensive insights into each identified occupation. Utilizing databases like Lightcast

and O*NET as initial resources, we obtained preliminary occupational competencies to lay the foundation for further exploration. Subsequently, we delved deeper into the specifics by analyzing job descriptions sourced from online postings in Coos and Curry County. This step allowed us to capture nuanced details about the roles and responsibilities associated with each occupation within a local context. To ensure the accuracy and relevance of the profiles, we cross-referenced this information with data obtained from industry associations and credentialing bodies.

SWOCC Occupational Profiles

OCCUPATION/JOB Title: Welders, Cutters, Solderers, and Brazers

Sources: SWOCC Advisory Members, weldinginfo.org, AWS: American Welding Society, International Code Council, Fabricators & Manufacturers Association, International, Skills Competences Canada, Indeed (Brazing/Soldering, Brazing Operator, Brazing Technician, Solderer), IPC Build Electronics Better, NITC (National Inspection Testing Certification), CareerSafe

Associated Credentials: Certified Welding Inspector (Associate and Senior levels also): AWS, Certified Radiographic Interpreter: AWS, Certified Resistance Welding Technician: AWS, Certified Welding Supervisor: AWS, Certified Welding Engineer: AWS, Welding Certification Processes: SMAW (Shielded Metal Arc Welding), GTAW (Gas Tungsten Arc Welding), GMAW (Gas Metal Arc Welding), FCAW (Flux Core Arc Welding), Plate Welding, and Pipe Welding: AWS, Structural Welding Special Inspector: ICC, Laser Welding Certificate: FMA, Certified IPC Specialist (CIS) J-STD-001 Endorsement (Soldered Electrical and Electronic Assemblies): IPC, HVACR Braze Certification: NITC (National Inspection Testing Certification), OSHA Safety Certification: CareerSafe

Figure 3- SWOCC Occupational Profile - Welders Associated Credentials

The depth of the research process laid the groundwork for developing comprehensive and informative occupational competencies that accurately reflected the expectations of employers in the SW Oregon region.

An occupational competency validation survey was sent to SWOCC program advisory board members associated with the identified occupations. Using a Likert scale, respondents rated the importance of competencies identified in the research for entry-level workers. Advisory board participation refined the profiles, aligning them with industry needs. The survey also assessed the importance of each competency, guiding the prioritization process and ensuring the profiles reflected valued skills. This feedback also helped to prioritize crucial skills for newcomers to these fields.

Welders, Cutters, Solderers, and Brazers Competency Profile

Function	Competencies	Importance Indicator <small>(Scale of 0-5, 5 being very important and 0 being not applicable)</small>
Design, Product Development, Reading and Interpretation	Fusions weld on low carbon steel sheet.	4
	Brazes weld (TB) using the OFW process silver alloy braze on similar and dissimilar metals.	4
	Performs freehand and guided cuts on low carbon steel (OFC).	3
	Applies the SMAW process on low carbon steel plate and pipe.	5
	Applies the hard surfacing process on low carbon steel.	3
	Applies the SMAW process on stainless steel and/or low carbon steel plate and pipe.	5
	Applies the GMAW and GMAW-P process, FCAW, MCAW, and SAW processes when welding.	5
	Applies the GTAW process for ferrous metals.	4
	Applies the GTAW process for stainless steel.	3
	Fabricates weldments.	4
	Repairs worn parts of metal products by welding on extra layers.	3
	Adjusts welding heads and tooling according to work specifications.	5
	Plans work from drawings and blueprints and use hand tools and machines to fabricate, assemble and welding to make products.	5

Figure 4 - Welders Occupational Profile & Importance Indicator

The completed occupational profiles offer essential guidance for curriculum planning, student training, and workforce readiness efforts by accurately outlining the skills needed for success in high-demand occupations in the SW Oregon region. [Click here](#) to access the occupational profiles for the seven selected occupations.

SWOCC Curricula Assessment & Occupational Mapping

The goal of the curricula asset review was to thoroughly assess current SWOCC course materials and learning outcomes considering the identified in-demand occupations for integrating CPL into the programs. This evaluation was crucial to ensure that the curriculum aligns with industry standards and effectively prepares students for the identified occupations. This process relied on SWOCC's course syllabi and associated outcomes throughout.

A course-by-course assessment was conducted, documenting outcomes in the curricula and occupational competency mapping tools for the selected programs. The curricula asset review served as the first step in comprehensively understanding the existing educational offerings and their alignment with the identified in-demand occupations. This set the stage for the next phase of the SWOCC CPL Implementation Framework, the gap analysis.

During a curricula and occupational competency mapping review for the identified programs, faculty members provided valuable insights regarding the alignment between the curriculum and the competencies outlined in the crosswalk for each occupation. They discussed areas where the mapping accurately reflected alignment, as well as instances where certain occupational competencies might have been overlooked or vice versa in the mapping process. Faculty also identified competencies from the occupational profile that they deemed relevant to the curriculum but were not explicitly listed in course outcomes. These discussions helped refine the alignment between curriculum and occupational competencies, ensuring that educational offerings effectively prepare students for their chosen occupations.

The curricula and occupational competency mapping benefitted greatly from collaboration with SWOCC's faculty, whose provision of course outlines and outcomes associated with the programs under review greatly streamlined the assessment process. Faculty engagement stands as a pivotal component of the CPL Implementation Framework, and already plays a significant role in the CPL process at SWOCC.

The curricular and occupational mapping tools, containing detailed documentation from the review process, are available for review. [Click here](#) to access the documents and explore the alignment between SWOCC's curriculum and the identified in-demand occupations.

Faculty Engagement

Faculty engagement in designing curricula and learning outcomes that are CPL-friendly is important for the expansion of CPL offerings. In CPL Implementation Framework, faculty members were actively involved in validating crosswalks between occupational profiles and learning outcomes. This exercise enables faculty to compare the skills expected at the entry level with course outcomes, facilitating a comprehensive comparison. The crosswalk can be adapted to align outcomes associated with the occupational credentials and course curriculum. Faculty members engage in assessing the rigor and relevance of these credentials, verifying that they adequately prepare students for the demands of their chosen professions. Evaluating certifications ensures their alignment with industry standards and program outcomes.

Engaging Other Stakeholders

Expanding CPL offerings into selected occupations within the SWOCC CPL Implementation Framework is best executed with collaborative effort. Assessing institutional capacity for implementation and recognizing the need for support and input from various stakeholders is recommended by CPL experts like [CAEL](#) and [ACE](#). Engaging additional stakeholders supports gathering resources, expertise, and diverse perspectives to ensure the success of the SWOCC CPL Implementation Framework development and implementation process.

In seeking out stakeholders, consider a wide range of individuals and groups who can contribute to different aspects of the CPL process. This could include representatives from relevant academic departments, industry partners, local employers, student organizations, alumni networks, and community organizations. Each stakeholder brings unique insights, resources, and connections that can enrich the development and execution of CPL initiatives.

Figure 5 outlines potential stakeholders to engage in the CPL process, providing a starting point for identifying key contributors. By fostering collaboration and leveraging the expertise and resources of these stakeholders, SWOCC can enhance its capacity to implement CPL effectively and meet the needs of both students and the local community.

Stakeholders to Engage in CPL

Student Services Staff: This group can play a crucial role in advising students about CPL opportunities and guiding them through the process of applying for CPL credits. They can also provide support in identifying suitable candidates for CPL.

Records/Registrar Staff: These staff members ensure that CPL credits are accurately recorded on students' transcripts and that all necessary documentation is maintained. Their role is essential in maintaining the integrity and transparency of the CPL process.

Curriculum Chair: The Curriculum Chair can contribute by ensuring that the CPL offerings align with current academic standards and curricular goals. They can also facilitate the integration of CPL into existing programs and courses.

Departmental Advisory Committee Member: Members of this committee can provide insights into industry trends and workforce needs, helping to ensure that CPL offerings are relevant and valuable to both students and employers.

Various Subject Matter Experts (CTE, Adult Learners, Financial Aid, Articulation): These experts can offer specialized knowledge in their respective fields, such as career and technical education (CTE), adult learning principles, financial aid policies, and articulation agreements. Their input can help tailor CPL initiatives to meet diverse student needs and maximize the benefits of CPL credits.

Industry Associations: Engaging industry associations can help align CPL offerings with industry standards and employer expectations. These associations can also provide valuable networking opportunities and resources for both students and faculty.

Community-Based Organizations: These organizations can help raise awareness about CPL opportunities within the community and provide support services to prospective students. They can also serve as a bridge between SWOCC and the local population, fostering stronger community ties and increasing access to education and training programs.

Figure 5 - Suggested Stakeholders

Considerations of CPL/PLA Methods for the SWOCC CPL Implementation Framework

SWOCC currently provides a diverse array of credit-for-prior learning (CPL) options to accommodate various student backgrounds and experiences. These options include well-established programs such as the Advanced Placement Program, College Level Entrance Examination Program (CLEP), International Baccalaureate (IB), and Military Service Credit (AARTS, CCAF, CGI, and SMART).

In addition to these standardized programs, SWOCC offers pathway-specific CPL opportunities tailored to specific programs such as the Preschool Child Development program, Childhood Education and Family Studies, and the Preschool Children, Education, and Development Career Pathway Certificate. These pathway-specific CPL options recognize the unique skills and competencies gained through these programs and provide students with a streamlined pathway to earn credit for their prior learning in these specialized fields.

Expanding CPL for Industry Certification

SWOCC can expand its CPL offerings by adopting the successful CPL for industry certifications policy utilized in the ECE Program and extending it to disciplines like culinary, human services, and welding. Students who have acquired industry certifications demonstrate proficiency in specific skill sets crucial to the occupational pathways endorsed by SWOCC. Moreover, the occupational profiles offer insight into the types of certifications students may have attained beyond traditional academic channels. By extending this policy to cover the seven profiled occupations, SWOCC can maximize the utility of its existing CPL framework. Recognizing these certifications and awarding corresponding credit not only validates students' real-world expertise but also incentivizes their continued pursuit of professional development.

Skills Demonstrations

Skills demonstrations prove particularly advantageous for the selected in-demand occupations. During these demonstrations, learners are evaluated on their ability to perform specific tasks in a controlled, real-time environment. Assessments follow a checklist aligned with course objectives, with passing criteria identical to those of traditional courses. This assessment method provides the flexibility of conducting evaluations either in-person or remotely, via method applications like Zoom.

Faculty can also play a pivotal role in overseeing performance and skills demonstrations. Leveraging their expertise and experience, they ensure that learners showcase proficiency in tasks and competencies pertinent to the occupations selected for the CPL Implementation Framework during the proficiency assessments. Through active involvement in these activities, faculty enhance the overall quality and effectiveness of the CPL experience, equipping students with the requisite knowledge and skills essential for success in their careers.

Proficiency Credits

Proficiency credits provide students with the opportunity to earn college credit for knowledge and skills they have acquired outside of traditional academic settings. A well-known form of proficiency credit, and a method currently used at SWOCC, is the College-Level Examination Program (CLEP), allowing students to demonstrate their mastery of college-level material in various subjects through standardized exams.

Similarly, institutional challenge exams, also known as "ICEs," offer another avenue for earning proficiency credit. These exams are developed, administered, and evaluated internally by the institution itself. Unlike CLEP exams, which are standardized and widely recognized, ICEs are tailored to specific SWOCC courses and learning objectives at the institution. These exams may include unique evaluations that align closely with the curriculum and assessment standards of individual courses. In contrast to standardized tests overseen by external entities, localized assessments demand increased faculty engagement and judgment to develop assessments and determine credit recommendations.

Considerations for the CPL Implementation Framework

The implementation of the expanded CPL policy will require a thorough examination of the current CPL process and the development of a model that establishes the necessary infrastructure and policies to effectively manage the program. For some institutions, it is helpful to create a timeline for the development and adoption of board policies and administrative procedures. This timeline would also encompass a communication plan to ensure that the target audience is informed about the new offerings. The checklist below outlines key considerations for the implementation process. The following implementation procedures were developed based on Prior Learning Assessment Policy Checklist from CAEL. They've been tailored to the questions most critical for the SWOCC CPL Implementation Framework. The full policy checklist can be found in the list of resources.

Engaging New Learners in SWOCC CPL Implementation Framework

The current SWOCC CPL policy incorporates several important elements [recommended by CAEL](#), such as fees and how to initiate the CPL process. Given the SWOCC CPL Implementation Framework's focus on engaging with the local community, clarity and accessibility are paramount, especially for individuals who may be new to higher education. To enhance accessibility, other Oregon community colleges have CPL offerings prominently featured on the college website, emphasizing the benefits of CPL to students, such as saving time and money and recognizing their existing skills.

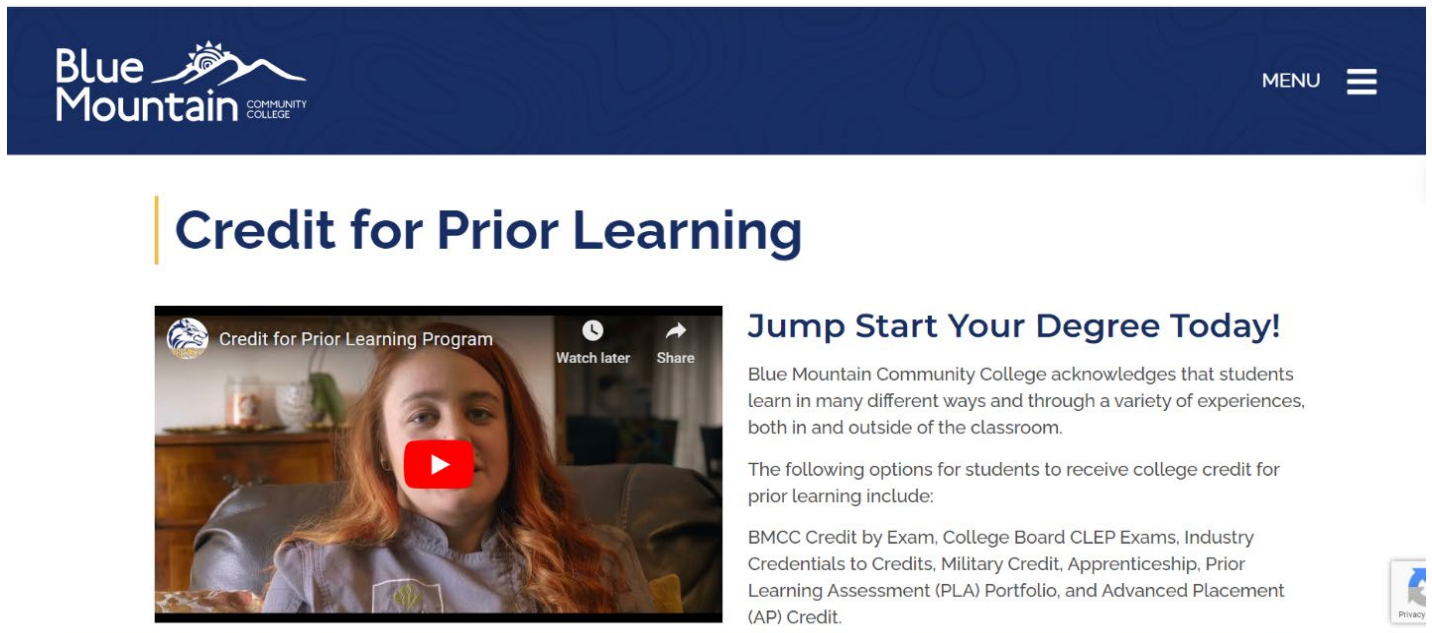


Figure 6- CPL Website Example - [Blue Mountain Community College](#)

Moreover, it is a common practice for CPL policy to prioritize information relevant to learners, including links to programs offering CPL with detailed descriptions of available CPL types and comprehensive information on fees and requirements. Additionally, CPL policies typically provide clear guidance on how to initiate the CPL process, including contact information for advisors and instructors involved in CPL for occupational programs. This user-friendly approach ensures that individuals can easily locate and navigate the CPL policy, empowering them to take advantage of this valuable opportunity.

When engaging new learners, it can also be helpful to develop a student process flow, outlining how students will experience the CPL process. An example of student process flow is included in the links below. Process mapping and transparently assigning and communicating roles and responsibilities is often emphasized as a key tenant of successful CPL implementation. When all stakeholders understand their roles and the milestones along the journey, the path ahead becomes smoother for everyone involved.

Other website examples:

[Oregon Coast Community College - Credit for Prior Learning Opportunities](#)

[CPL - How to Transfer Non-Credit and Prior Learning Credentials into COCC's Early Childhood Education \(AAS\) Program](#)

Student Process Flow Example:

[Credit for Prior Learning Policy Implementation Toolkit \(pg. 23-24\)](#)

SWOCC CPL Implementation Framework Considerations

Consider these questions in relation to SWOCC Implementation Framework for the seven identified occupations.

- Consider involving institutional stakeholders who will be involved in the PLA process (e.g., faculty, administrators, advisors, registrar, admissions and financial aid, career services, and marketing).
 - What steps are necessary to approve and implement PLA in your institution?
 - Has flow chart of all steps in the process including all forms of PLA been developed?
 - Do internal players know their roles and responsibilities?
 - Do internal players have the knowledge and resources to implement PLA across the institution?
 - Does everyone know the key handoffs in the process and what happens before/after each step?
 - How is information about the student transferred to the next person?
 - How will you know that the next part of the process happened?
 - Will anyone notice if the student falls into a void?
 - Are there existing CPL tools that can be utilized to facilitate this transition?
 - Are there external stakeholders that could assist with advisory responsibilities? Creating an access point for how students come into the college? (Workforce boards? One stops? Access Centers?)
- Courses
 - Is there a [course eligibility template](#)?
 - Has the course crosswalk been completed?
 - Has flow chart of all steps in the process including all forms of PLA been developed?
 - Has the course crosswalk been completed?
 - Is there a limit to the number of credit hours a student may earn through PLA?
 - How will PLA credit be reflected on the transcript?
 - How does the institution address the issue of cost effectiveness?
 - Will PLA credit from other institutions be accepted?
 - Will 100% of the credits be accepted?
 - Is there a limit on the number of credits accepted?
 - How will this transfer of PLA credits be reflected on the transcript?
 - Are there specific courses that are exempt from PLA?
 - If yes, what is the rationale for this decision?
 - Is there an appeal process for special exceptions?
- When is a student eligible for PLA credit (e.g. upon applying, upon matriculating, after/before completing a specific number of credit hours, after earning a minimum GPA, after completion of a required course)?
- Challenge exams/Skills Demonstration

- What are the criteria for challenge exams/skills demonstrations?
- How will the criteria be written?
- Who will write the exams?
- How will exams be kept secure?
- Who will assess challenge exams/skills demonstrations?
- How many assessors will evaluate each challenge exam/skills demonstration?
- How will the assessors be trained?
- How will assessors be evaluated?
- Will assessing faculty be given special considerations for course load and other requirements outside of the classroom?
- Will faculty be paid a stipend for each assessment or a lump sum each semester?
- What are the fees for assessment?
 - CAEL maintains that fees “should be charged independent of the assessment outcome” (Fiddler, M.)
- What services are provided for an assessment fee?
- Will a different fee structure apply to different types of PLA credit (e.g. CLEP, challenge exams, portfolio)?
- How will fees for PLA be assessed?
- At what point in the process will fees be assessed?
- Where do students pay the assessment fee?

Additional Considerations and Checklists

Policy Checklist

[CAEL - Prior Learning Assessment Policy Checklist](#)

Student Process for Engaging in CPL

Outreach

1. How do students hear about CPL?
2. When is PLA actively discussed with students? During the prospective student's interview? During course scheduling?
3. Who is talking with students about PLA first? Admissions? Advisors during registration?
4. Are there ways to strengthen your institution's communication about CPL?

Information

5. Is information easy to find? - Once students know about CPL, where do they go to find out more? Is that document/web page easy to find?
6. Is your language consistent? - Is your CPL terminology easily understood and consistent across outreach and informational materials? Are different programs and departments using the same terminology to minimize confusion?

Screening conversations

7. What does your CPL intake conversation entail? Are you proactively asking about more than transfer credit?
8. Are you seeking more information about a student's background and potential learning that might help identify a possible CPL pathway?
9. Do you have screening criteria that can become barriers to students considering CPL as an option? (I.e., age requirements, set amount of work experience, etc.?)

End-to-end support

10. Beyond an initial intake interview and scheduling of courses, how often are you 'checking in' with your students' CPL progress?
11. Do you have a plan, or map, of a student's success timeline that includes CPL options along the way?
12. Who will the students 'check-in' with as they progress? Do you have advisors or faculty who are trained to review CPL options and make recommendations to a student's degree plan?
13. How often will students be engaged in this conversation? Do you have multiple touch points or just a 'one and done' approach?
14. What are your deadlines for CPL in terms of the degree plan? Do students have a firm timeline and expectation of when they will have all CPL requirements completed?

Preparation

15. What forms of portfolio development support would you recommend for your institution?
16. Will you have a course, seminar, or workshop helping students with the process of developing a portfolio?
17. Will your institution become a testing center for CLEP or DSST exams?
18. Does your campus library or student resource center have access to sample CLEP/DSST exams and other study materials for students prior to sitting for exams?

Additional Resources

- [California Community Colleges Policy Implementation Toolkit](#)
- [ACE Credit for Prior Learning Implementation Matrix](#)
- [Advance CTE - New Skills Ready Network - Education Strategy Group - Credit for Prior Learning Messaging Toolkit](#)
- [Career Tech - embedding Credit for Prior Learning in Career Pathways - Policy Benchmarking Tool](#)



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