

Policy Priority 3:

LEARNING RECOGNITION

Uniform Recognition of All Learning Towards Credits & Credentials

Most students who seek credit for learning that occurs outside of a college classroom must navigate costly and time-intensive prior learning assessments (PLA) and similar processes that typically result in too few credits being awarded given what they know and are capable of. Frequently, students earn general education credits that do not leave them any closer to a credential in a specific field of study. By improving and creating a uniform system for learning recognition, we can ensure learners get the credit they deserve.

MUST-HAVES

| Foundation

- ✓ Require participation of all state and state-related two- and four- year institutions.
- ✓ Require recognition that competencies can be mastered in many different settings and require that institutions award academic credit for mastering competencies regardless of where the learning took place.
- ✓ Create standardized requirements on how out-of-classroom learning is translated to college credits, often achieved through statewide crosswalks of competencies to credits and credentials.
- ✓ Uniformly apply credit recognition across all institutions.
- ✓ Uniformly apply process for assessing quality prior learning.
- ✓ Adapt curriculum from traditional seat time requirements to competency-based education.

| Equity

- ✓ Require Black, Latinx, and Native American policymakers, institutional leaders, and students be involved in creating policy or regulation.
- ✓ Include out-of-classroom learning that is frequently obtained by minoritized and low-income learners (e.g., learning that occurs in low-wage jobs and occupations, volunteering, or community service).
- ✓ Address equity gaps uncovered in annual reports by focusing on the policies and practices that contribute to inequity and shift policy as necessary.
- ✓ Mandate systematic examinations of how any proposed policies or decisions may affect different racial, ethnic, and other relevant demographic groups.

Accountability	<ul style="list-style-type: none"> ✓ Require annual reports that document how out-of-classroom learning is credited and credentialed. ✓ Report on percentages of attempted or reviewed vs. awarded credit toward major vs. awarded credit as elective. ✓ Adjust policy as necessary to ensure uniform application of policy and equitable practices.
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Quality	<ul style="list-style-type: none"> ✓ Create clear standards and definitions of quality that are applied to both competency-based education and traditional education.
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Affordability	<ul style="list-style-type: none"> ✓ Create policies that ensure that obtaining credit for out-of-classroom learning has no cost for students.
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Additional Facilitating Policy Reform	<ul style="list-style-type: none"> ✓ Uniform statewide student transcript form with common course numbering and aligned competencies across like courses to facilitate recognition of learning across institutions. ✓ Financial aid reforms such as state-funded support to subsidize credit for prior learning and other non-traditional credits that are not covered under federal financial aid.
