

# Standards for Assessing CPL and Quality Assurance (Curriculum)

## Overall Policy Language

- Institutional policy language shall remain flexible and provide expectations for evaluations (e.g., a review timeline, stated goals, scores, fees, student qualifications, and factors to be assessed).
- “The institution makes no promises to prospective students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until the institution has conducted an evaluation of such students’ credits in accordance with its transfer policies.”<sup>9</sup> However, as noted above, this does not prohibit estimates from being given.
- CPL decisions are student-centered, striving for appropriate balance among fairness, consistency, flexibility, good educational practice, and academic program integrity. They address the needs of a student who has changed institutions or objectives or has learned in non-traditional formats.

## Policy Review

- An institution’s periodic review of its CPL policies shall
  - include qualitative data from students and content experts.
  - be reviewed periodically as part of locally established review cycles (e.g., program reviews).
  - be inclusive of review of administrative processes and fee levels to ensure they are effective and fair.
  - engage faculty and key stakeholders (e.g., Academic Senate, the Associated Student Governments).
  - allow for local flexibility.
  - be reviewed frequently to adapt to changes in local contexts (e.g., local employer training programs) and innovation in higher education credentialing (e.g., digital badging, competency-based transcripts, new assessment types, etc.).
  - allow compliance with state-level requirements as defined in Indiana law.<sup>10</sup>

## Elements of Institutional Policies

- All CPL assessments shall be evaluated
  - by faculty serving as content or subject matter experts in their chosen field.

---

<sup>9</sup> Higher Learning Commission. (n.d.). Assumed practices (crrt.c.10.010, A, 5(d)): Policies. <https://www.hlcommission.org/Policies/assumed-practices.html>

<sup>10</sup> Title 21. Higher Education. Indiana Code. (2021, June 8). <https://codes.findlaw.com/in/title-21-higher-education/>

## Indiana Model Credit for Prior Learning Policy Guidance (March 2024)

- by faculty who have taught at least one course in the discipline area and are current in their field. However, a CPL review team or non-expert assessors can still evaluate specific parts of a CPL submission, such as composition or technical requirements.
- based on transparent standards and criteria for the level of acceptable learning. The institution shall consult its appropriate stakeholders in determining such standards and criteria.
- as needed through agreed upon external entities to judge learning outcomes and validity of evaluation measures. Such entities may include third-party review by appropriately qualified reviewers and organizations such as ACE, CAEL, NCCRS.
- to determined level of “Equivalency”/“level of acceptable learning” which is defined as approximately 70% of course learning outcomes match between CPL source and college-level course or its equivalent.
- Credit is not awarded for experience, but rather for college-level learning.<sup>11</sup> This may entail knowledge, skills, and competencies that students have obtained because of their prior learning. CPL is rooted in the notion that legitimate, college-level learning can be achieved outside the traditional classroom setting, such that the learning is equivalent to college-level courses.
- Institutions shall make clear what degree requirements may be awarded through CPL. Clarity may be around possibilities of earning credit for specific general education or core course requirements, under HLC guidelines.
- Opportunities shall be given to students to have their extra-collegiate learning continually evaluated or reevaluated.
- No limitations for CPL shall be placed on student eligibility, including age, work experience, or discrimination based on race, religion, gender, disability, marital status, or sexual orientation.
- Equivalency decisions may be recorded for automatic use by credentialing experts.
- All CPL must be based on sufficient evidence provided compiled or gathered by the student, the institution, and/or sanctioned institutional outside assessors such as College Board, ACE, etc. Evidence required by the institution shall be based on academically sound CPL assessment methods and relevant disciplinary knowledge, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, portfolios, or industry certifications.

---

<sup>11</sup> CAEL. Standard 1.