

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 301.19 – Prior Learning Assessment (PLA)

Adopted September 17, 2015; Revised March 10, 2017; Revised May 19, 2022

I. Board Policy

- A. A student's previous college-level learning, including that acquired outside of the traditional college setting, may be evaluated for college credit upon the student's request. The credit evaluation should be done in compliance with institutional PLA policy and faculty requirements.
- B. This policy applies to all units under the control of the Montana University System, and to the community colleges subject to approval by their local governing Board of Trustees. Non-public and tribal Montana institutions are invited and encouraged to adopt these policies.
- C. When appropriate and with approval from the MUS faculties, PLA credit will be made available for approved programs in a consistent, transferable, and comparable means. Once recorded on an MUS transcript, PLA credit is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.
- D. MUS institutions will assign oversight of PLA to the Academic Officer for each campus or his/her designee. MUS colleges and universities will provide professional development for those faculty members, administrators, and staff working with PLA students to assure a high quality, transparent, and consistent process for evaluating and awarding PLA credit.
- E. MUS institutional leadership, in collaboration with the MUS Office of the Commissioner of Higher Education, will support academic rigor when awarding PLA credit, as required by the Northwest Commission on Colleges and Universities accreditation standards and, where applicable, specialized accrediting organization standards, in alignment with the national guidelines of the Council for Adult and Experiential Learning (CAEL). Academic program leadership will determine how best to comply with special program accreditation requirements that may or may not preclude PLA.
- F. Prior learning assessment fees will be transparent throughout the Montana University System. Fees should reflect the operational cost of administering a PLA program and be largely aligned across the MUS institution and Montana Community Colleges. Fees will not be based on the number of credits awarded.
- G. MUS Institutions, at their discretion, may impose a cap of PLA credits towards degree assuming their ability to demonstrate why a program cap is warranted.

II. Principles and Standards

A. Educational Principles

Through this policy, the Board of Regents recognizes the following educational principles:

1. Learning occurs both within formal educational settings and at the initiative of the individual learner.
2. The evaluation and transcribing of learning should take into consideration the degree objectives of the student as well as the learning outcomes articulated by the academic program, institutional and state system requirements. Consideration will be given to not award excess PLA credits that might not benefit a student's degree objective.
3. Prior learning assessment should provide substantive information about the knowledge, competencies, skills, and habits of mind gained from outside of the college environment.
4. Students need timely, clear, and concise information concerning how prior learning assessment may help them.

B. Assessment Standards

1. The learning has been assessed in accordance with national standards and best practices.
2. Prior learning may be assessed through these PLA methods:
 - a) Standardized Tests (CLEP, DSST, UExcel, AP, and IB)
 - b) American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS)
 - c) Faculty-Developed Assessments, including;
 - i. Challenge Exams, Portfolio Assessment,
 - ii. Individual Performance Assessment,
 - iii. Locally-Evaluated Industry and Workplace Education/Training Program Credit.
3. The learning is college-level, and the learning is properly evaluated by faculty/subject matter experts. This evaluation may be conducted by a statewide faculty disciplinary committee convened by the Office of the Commissioner of Higher Education.

III. Procedures

With regard to awarding credit through any one of the PLA methods:

- A. To be eligible for PLA credit, undergraduate students must be enrolled and fully admitted at an MUS institution to earn PLA credits for their program of study.
- B. PLA credit will apply toward appropriate degree, certificate, or general education requirements.
- C. Institutions will provide students access to a PLA appeals process.
- D. Students who take MUS faculty-developed Course Challenge Exams or Assessments without enrolling in or registering for the course in which they are seeking credit will be considered attempting instructional-based PLA assessment. These exams taken are independent of course instruction. Challenge exams do not exist for all MUS courses.
- E. Prior learning assessment credits will be coded, documented, and tracked in student records for purposes of research and reporting.
- F. MUS institutions award PLA credit on a course-by-course equivalency basis. Institutions may establish their own rubric(s) for awarding credit using any of the following accepted sources and validation methods:
 - a. Credit recommendations listed in the American Council on Education (ACE) National Guide to College Credit for Workforce Training and the ACE Military Guide.
 - b. Credit recommendations listed by National College Credit Recommendation Service (NCCRS).
 - c. Credit demonstrated by successfully passing national for-credit examination programs such as: DSST Exams, UExcel Exams, CLEP, IB or AP exams at nationally normed passing or above scores as determined by academic program leadership.
 - d. Prior learning credit awarded and transcribed by other similarly accredited institutions.
 - e. Individual portfolios assessed by faculty/subject matter experts based upon MUS-determined quality guidelines.
 - f. Faculty-approved industry-recognized certifications.
- G. Institutions may assign traditional letter grades for awarded PLA. Institutions may allow use of PLA learning graded as "Credit/No Credit" toward program or degree requirements (particularly for portfolio/performance assessments).
- H. The institution will clearly articulate whether or not the application of experiential learning-based credits for prior learning counts toward institutional academic residency requirements.
- I. Instructional-based prior learning credits will not count toward academic residency requirements.

IV. Evaluating PLA in the MUS

- A. The Office of the Commissioner of Higher Education will produce a Prior Learning Assessment Annual Report. This report will include student usage information, such as the number and demographic of students with credit for prior learning, number of credits for prior learning awarded, type of assessment

methods, associated costs to the student, etc. The report will include recommendations to summarize/evaluate the efficacy of PLA on a statewide basis.

V. Definitions

PLA Caps: The Northwest Commission on Colleges and Universities removed language around a PLA cap in 2020. (NWCCU Standard 2.C.7.) In order to comply with NWCCU, in reference to a PLA cap, MUS institutions may remove PLA cap language from program requirements.

Excess Credit: PLA credits that are not applicable toward a degree or credential requirement are considered "excess credit." It is recommended to not record excess credit recommendations on a transcript. Military-related credits may result in excess credit if all American Council on Education (ACE) credit recommendations are placed on the student's transcript without regard to the degree or credential requirements. Excess credit may affect a student's financial aid eligibility.

Experiential Learning-Based Credits: College-level learning acquired through work and learning acquired outside of the traditional classroom, learning activities such as independent reading and study, mass media, open courseware or other self-directed learning may be assessed for PLA credit. The assessment may be via portfolio assessment, individual performance or demonstration assessment, or other faculty-determined assessment methods.

Instructional-Based Credits: Credits earned as a result of formal instruction and/or assessment. Examples of instructional-based credits include, but are not limited to: AP (formal Advanced Placement passing exam score), IB (formal International Baccalaureate passing exam score), military training and educational programs (evaluated by the American Council on Education), faculty-developed course challenge exams taken within the first three weeks of a course, formal training and educational programs offered via business and industry evaluated by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS), and assessment methods such as CLEP, DSST and UExcel standardized exams. As such, these credits are not considered experiential learning-based credits and should not be counted towards an institution or program's chosen PLA cap.

History:

Item 168-106-R0915, Policy 301.19 adopted September 17, 2015.
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