













# Credit for Prior Learning Implementation Matrix

<b>INSTITUTIONAL STAGES</b>	<b>New/Emerging Stage</b> Has general understanding and information on prior learning, with demonstrated institutional interest.	<b>Developing Stage</b> Acknowledges the role of prior learning in postsecondary pathways. Begins to develop standard policies and procedures.	<b>Effective Practice Stage</b> Has broad and deep understanding of credit for prior learning policies and uses that knowledge to integrate, and sustain systematic and accessible CPL practices.
<b>Faculty engagement and development</b> 	Forms advisory group to craft policy and practice; attends conferences; invites experts to provide overviews. 	Creates venues for information-sharing across institutional constituencies; involves faculty groups in developing and vetting policies/practices, such as crosswalks and articulations. 	Provides professional opportunities for faculty and staff, including conferences, research, and writing; encourages faculty to include CPL activities in annual reviews, and promotion/tenure evaluations; implements incentives and areas of recognition. 
<b>Student outreach and support</b> 	Directs students to current CPL options through academic advising and program coordination. 	Shares information on website and uses other venues to communicate with students, such as orientation and advising. 	Informs students of CPL options prior to admission; provides expert advising about prior learning assessment; uses all types of communication tools to share information with students, from outreach with potential students to graduation. 
<b>Infrastructure, policies, and processes</b> 	Scans the landscape for current and informal institutional CPL practices; seeks policy and practice models among peer institutions. 	Expands current policy and practice; puts people and structures into place to manage programs; begins to coordinate CPL-related programs and services. 	Selects appropriate CPL tools that fit institutional context, curriculum and recognize diversity of learners and their experiences; promotes active use of CPL in all degree areas, including major requirements and general education; well-managed with established policies and practices. Embeds CPL within other programs, such as competency-based learning. 

DEFINITIONS AND ACTIVITIES