## Credit for Prior Learning Implementation Matrix

<table>
<thead>
<tr>
<th>INSTITUTIONAL STAGES</th>
<th>New/Emerging Stage</th>
<th>Developing Stage</th>
<th>Effective Practice Stage</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Has general understand and information on prior learning, with demonstrated institutional interest.</td>
<td>Acknowledges the role of prior learning in postsecondary pathways. Begins to develop standard policies and procedures.</td>
<td>Has broad and deep understanding of credit for prior learning policies and uses that knowledge to integrate, and sustain systematic and accessible CPL practices.</td>
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</tbody>
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### Definitions and Activities

- **Faculty engagement and development**
  - 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.

- **Student outreach and support**
  - 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.

- **Infrastructure, policies, and processes**
  - 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.