

# Competency Certification and Credit for Prior Learning Proposed Concept #2

***Launch a systemwide, institution specific and faculty-driven inquiry and curriculum process to develop Competency Based Education (CBE) and Credit for Prior Learning (CPL) options that recognize competence as the core educational concept and organizing principle.***

## Current State

- Competency Based Education (CBE) and Credit for Prior Learning Assessment (CPL) options across the system vary.
- Programs vary in design, implementation, accessibility, and scope.
- Limited numbers of students are aware of and take advantage of the opportunity to “earn” CPL.
- Few stakeholders have familiarity and understanding of CBE and CPL, though pockets of expertise exist.
- Nationally, there is a surge of interest in and implementation of CBE and CPL.

## Desired Future State

- Students have a wide array of options for Competency Based Education and Credit for Prior Learning.
- CBE and CPL are integrated into the core of our curriculum design, delivery, and assessment of learning.

## Benefit to Students, Faculty, Staff, and Beyond

- Students have improved access to multiple methods of assessment and CPL.
- Students better understand and are able to articulate their own competences.
- Students can meet and complete their academic needs within our system.
- Faculty and staff have opportunity to innovate and collaborate across institutions.

## What We Heard

***“MnSCU helps learners acquire credit for their military training and experience at Inver Hills Community College or other campuses by easily accessing the system course evaluation system.”*** – Anonymous Faculty

***“The fundamental questions need to be debated in the public forums and media of our constituent institutions...a thorough vetting of the [competence-based] idea...CBE merits and flaws...educational purposes. A seriously informational website would facilitate the reasoned evaluation I advocate...”*** – University Arts and Science Professor

***“There are many certifications offered by different professions. How do they interact with university competence-based degrees?”*** -- University Management Assistant Professor

**FACT: CAEL’s multi-institutional study, *Fueling the Race to Postsecondary Success*, found that students with PLA credits were 2.5 times more likely to persist to graduation than students without Prior Learning Assessment credits.**



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