

DCTC Policy 3.35 Credit For Prior Learning

Part 1. Policy Statement

- To provide credit for past work/life-long learning and/or educational achievement to those who demonstrate evidence of knowledge *and* proficiency, using the Course Equivalence Credit Model.
- To eliminate duplication of a student's educational effort, while maintaining a high standard of educational quality, to insure the student's future occupational success.
- To maintain the college's integrity and accreditation, as an institution of higher education, through valid and reliable evaluation by appropriate college personnel.

Part 2. Definitions

Dakota County Technical College (DCTC) is committed to recognizing the educational importance of learning accomplished outside traditional academic settings. Work experience, employment-related training programs and seminars, volunteer work, military service, hobbies, leisure time activities, civic participation, and personal study are examples of areas in which learning for development of personal and career competence can take place. In taking the position that what is learned is educationally more important than where or how it is learned, Dakota County Technical College offers the possibility of formally granting credit for prior learning from adult life and work experience. Credit granted for demonstrated prior experiential learning may be applied toward the fulfillment of education objectives of participating Dakota County Technical College programs.

Credit is awarded for college level learning that can be demonstrated, articulated, documented, or otherwise communicated. Evidence that the prior learning is comparable to the content of a particular course of study at Dakota County Technical College must be provided. In determining credit for prior experiential learning, the amount of time spent in a specific learning activity or job is less significant than the results demonstrated as skills and knowledge acquired.

The most difficult part of the process for a student requesting credit for a class from experiential learning is differentiating between the activity and what has been learned. Evaluators will assess the prior learning against the learning objectives and outcomes of the course for which applied. The degree of documentation provided will indicate or fail to indicate to the evaluator(s) that the competencies learned are equivalent to the objectives taught in the class.

Learning must be described in such a way as to meet the following criteria:

- It is measurable.
- It is at a level of achievement consistent with college level requirements.
- It is applicable outside the specific job or context in which it was learned.
- It has a knowledge base.
- It implies a conceptual as well as practical understanding.
- It shows a relationship to degree goals and lifelong learning goals.

At end: Not all experiences will meet the above criteria. For instance, a repetitive manual skill may be demonstrable, but may not have a knowledge base or be at a college level using the Course Equivalence Credit Model. Conversely, persons who have learned skills such as leadership, communication, or organization as a result of experiences, fulfill the other criteria for prior learning even though they are more difficult to demonstrate. These skills have a knowledge base and imply a conceptual, as well as practical understanding.

Related Documents:

- Minnesota State – 3.21 Undergraduate Course Credit Transfer

- Minnesota State –3.35 Credit for Prior Learning
- Minnesota State – 3.37 Minnesota Transfer Curriculum
- Minnesota Statute § 197.775 – Credit for Military Training or Service
- Minnesota State – 3.29 College and University Transcripts
- Minnesota State –3.36 Residency and Graduation Requirements
- Minnesota State – 5.11 Tuitions and Fees

Responsible Administrator: N/A

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