

# Alternative Credit and Adult Learners: Changing our Culture

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We have the opportunity  
to transform our thinking



We have the opportunity  
to transform our thinking  
  
and practice ...



You can be distinctive.

You can be transformative.



What do you think?

We are limited ...

There are 1-2 options for Alternative Credit.

A.True

B.False



Articulations  
ECE  
Industry  
Exams  
CLEP  
Institutional Portfolios  
College  
IB AICE  
ACE  
AP CAPE  
DSST Certifications  
Assessments  
Competency-Based







*Whose culture?*

Students

Faculty

*Whose culture?*

Academic Leaders

Academic Staff

Accreditation Staff



# *Awareness*



We can accept credit.

It's OK.

## ***Awareness***

Here are the rules.

Here's the form.

Pilot and try.



*What's in it for  
<enter stakeholder here>?*



# *Recognition/Respect*



Research

Best Practices

*Recognition/Respect*

Champions

Other ways of doing business.

Be able to answer why.



What do you think?

31,957

- A. Amount of tuition saved by 74 students who successfully passed a Comp II class after completion of Comp I PLA
- B. Hours generated by 3,500 students participating in 95 institutional examinations
- C. Miles between Jacksonville and Victoria, British Columbia





A total of 688 students had participated in both Composition I and Composition II or received credit through some type of PLA for Composition I. Of these 688 students, the overall mean score for Composition II was 2.75. PLA credit was applied in the following ways for a total of 74 students:

### Types of PLA for Composition I

<i>PLA</i>	<i>Number</i>	<i>Mean GPA Composition II</i>
Composition I	614	2.74
AICE	2	2.85
IB	10	2.32
DANTES	0	
AP	60	2.80
CLEP	2	3.30



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Opportunity



# Policy

*Check out your institutional policies.*

- Age of credit
- Types of credit
- Amount of credit
- Processing of credit
- Cost
- Approval processes

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Carefully review your catalog for rules, policies, and procedures.

## Transfer Credit

[Age of Credit](#)

[Transfer Credit](#)

[Non-Traditional Credit](#)

[Correspondence Study](#)

[Credit by Proficiency Examination](#)

## Non-Traditional Credit

The University recognizes the following programs for which undergraduate students may receive academic credit. A combined total of 60 semester hours, of which not more than 20 semester hours may be upper-division credit, may be accepted for transfer. Credit toward major requirements must be approved by the student's major department. Categories and maximum acceptable limits are as follows:

Category	Credit
Advanced Placement Program (AP)	30 sh
Cambridge Advanced International Certificate of Education (AICE)	30 sh
College Level Examination Program (CLEP)	30 sh
Correspondence/extended learning	30 sh
Departmental proficiency examination	30 sh
International Baccalaureate program (IB)	30 sh
Military service schools	30 sh
Proficiency examination program	30 sh
USAFI/DANTES credit	30 sh

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## Transfer Credit

[Age of Credit](#)[Transfer Credit](#)[Non-Traditional Credit](#)[Correspondence Study](#)[Credit by Proficiency Examination](#)

### Credit by Proficiency Examination

#### Degree-seeking Students

Transfer credit earned through credit by proficiency from another regionally accredited institution of higher education can be articulated to UWF credit pending approval from the UWF department chair that owns the course. A maximum of thirty (30) semester hours of credit by proficiency (all categories) can be applied to an undergraduate degree at UWF. Once a student is offered admission to UWF, the burden is on the student to request that their credit by proficiency be evaluated by the UWF department chair that owns the course. Upon the Office of Undergraduate Admissions receiving official approval from the department chair for credit by proficiency and the UWF course equivalent, the course credit will be applied to the students' degree plan.

#### Non-degree-seeking Students

Transfer credit earned through credit by proficiency from another regionally accredited institution of higher education will only be considered for evaluation for Non-Degree students if the course has the potential to articulate as a prerequisite course required for registration into the course of which the Non-Degree student wishes to enroll. The approval process for credit by proficiency for Non-Degree students is the same for Degree-Seeking students and must be approved by the UWF department chair that owns the course. Once a student is cleared as a UWF Non-Degree student, the burden is on the student to request their credit by proficiency be evaluated by the department chair.

BOG 6.006, UWF AC-41.01

***Suggestion:*** build a list of Challenge Exams to help advisors and faculty make recommendations to students.





# Be Proactive

- Top 5
- “Send us your transcripts”
- Have you thought about
  - CLEP
  - Your Industry Certifications
  - Your Experience



CompleteFlorida

Search

Apply

Contact Me

HOME

DEGREE PROGRAMS

HOW IT WORKS

PAY FOR COLLEGE

MILITARY

CAREERS

BACK TO COLLEGE

FOR YOUR BUSINESS

It's time to separate the facts from the fiction when it comes to returning to college. No longer do myths, half-truths, and assumptions have to stop someone from returning to college and getting a degree.

## Top 5 Concerns Adult Learners Have When Returning to College

1.

**Using previously earned credits toward a current degree**

**Fiction:** My credits are quite old, and I will not be able to put my previous courses toward my college degree.

**Fact:** Just because previously earned credit is old (or really old) doesn't mean it cannot be put toward earning a college degree. Depending on the course, the institution, and how old the credits are, institutions have a variety of ways they can accept previously earned credit.



*Make it easy to work with us*



What's the student experience?

Automatic?

*Make it easy to work with us*

Scalable?

Everyone knows.

What is the faculty experience?



Practice

Student Performance

Acceleration

*Tell the story.*

Graduation

Evaluation

Partnerships



# Practice

Put policy into practice.

Build forms.

*Take action.*

Identify classes for challenge exams.

Trust, but verify.

Partner with businesses.



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# References

- <https://eric.ed.gov/?id=ED524753> Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes. Klein-Collins, Rebecca

